

IMPACT A API

Who is AANAPI, exactly?

To be eligible for the AANAPISI designation, an institution must have an enrollment of undergraduate students that is at least 10 percent “Asian American” and “Native American Pacific Islander.” The government defines these terms as:

ASIAN AMERICAN

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

NATIVE AMERICAN PACIFIC ISLANDER

Any descendant of the aboriginal people of any island in the Pacific Ocean that is a territory or possession of the United States.

De Anza’s grant serves Asian Americans and all Pacific Islanders. Thus our grant name, IMPACT AAPI.

In 2008, the Office of Postsecondary Education of the U.S. Department of Education provided approximately \$10 million in grants to six Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI).

De Anza College was one of the 6 recipients of this grant, with a grant period of 2 years. The college includes nearly 10,000 AANAPI students, encompassing various ethnic subgroups.

The purpose of this historic initiative is to help institutions of higher education better support underserved college students. According to a United States Government Accountability Office (GAO) report from July 2007:

“Because Asian American and Pacific Islanders are a rapidly growing population, an increasing number of postsecondary institutions may find a higher percentage of Asian American and Pacific Islander students represented in their student bodies. While Asian American and Pacific Islanders, as a group, have high levels of education and income, members of some subgroups are more likely to face challenges, especially with English as a second language and math, in pursuing and persisting in postsecondary education. The schools such students attend will need to identify strategies and services to support these students.”

IMPACT AAPI’s grant programs and activities are for all Asian American and Pacific Islander students at De Anza (see sidebar), but are designed especially for historically underrepresented groups in higher education, such as Filipinos, Southeast Asians, and Pacific Islanders.

The AAPI students at De Anza

Here’s a snapshot profile of AAPI students at De Anza:

Santa Clara County has one of the highest concentrations of AAPIs in the U.S. Nationally, AAPIs comprise five percent of the general population. They make-up about one-third of the population of Santa Clara County. At De Anza, approximately 42% of students (10,000) self-report as Asian American or Pacific Islander.	AAPI students generally comprise 50% of all enrolled students in pre-collegiate English courses and the college-level English composition and reading course (EWRT 1A). Only 26% of all students who took the English placement test qualified for college-level courses in fall 2007. Of those assessed at the pre-collegiate level, 31% placed two levels below and 43% one level below college-level English.
The nearly 10,000 AAPI students at De Anza encompass various ethnic subgroups. East Asians (Chinese, Japanese, Koreans) account for 46% of AAPI students, Southeast Asians (Cambodians, Vietnamese, Laotians) 21%, Filipinos 13%, Asian Indians 11%, and Pacific Islanders (Guamanians, Hawaiians, Samoans, and others) 2%.*	The average course success rates among AAPI subgroups range from 57% to 92%. While Japanese, Chinese, Korean, and Asian Indian students passed courses at 88%, 84%, 78%, and 78% respectively, Filipino, Southeast Asian, and most Pacific Islander students passed at rates below the college average (77%).* *Data from Fall 2006

What we want to accomplish

Based on information about the AAPI students at De Anza, we created the following objectives:

OBJECTIVES FOR GOAL #1: Improve Student Access to College Programs/Services Increase opportunities for underrepresented AAPI students to learn about college programs and support services by • Enrolling AAPI students in Summer Bridge 2009 and 2010 • Conducting IMPACT AAPI informational sessions at New Student & Parent Open House in spring 2009 and spring 2010.	OBJECTIVE FOR GOAL #2: Improve Student Persistence • Increase overall fall-to-winter student persistence rate for full-time, first-time De Anza students of underserved AAPI student groups.
OBJECTIVE FOR GOAL #3: Improve Student Readiness for College-Level Courses • 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.	OBJECTIVE FOR GOAL #4: Improve Course Success rates of AAPI subgroups with rates below the college average • Increase the overall course success rates of Filipino, Southeast Asian, and Pacific Islander students so that they are at least equal to the overall course success rate of the college.

SPRING 2009	SUMMER 2009	FALL 2009	WINTER 2010	SPRING 2010	SUMMER 2010
LART 211	APALI LEADERSHIP ACADEMY	EWRT 1A + ICS/ELIT 24	LART 211	EWRT 1A + ICS/ELIT 24	APALI LEADERSHIP ACADEMY
NEW STUDENT & PARENT OPEN HOUSE	SUMMER BRIDGE	NEW STUDENT INTAKE PROTOCOL			SUMMER BRIDGE
		FIRST-YEAR EXPERIENCE (FYE)			
STAFF DEVELOPMENT		STAFF DEVELOPMENT			

How we’re going to do it

To meet our goals, we’ve created a year-long series of grant activities that support students in 3 areas: Curriculum, Student Success, and Staff Development. Each activity addresses one or more of our objectives:

STAFF DEVELOPMENT

IMPACT AAPI is offering **10 staff development sessions** (5 in the 2008-2009 school year, and 5 in 2009-2010) to help faculty and staff support our AAPI students. We also have an **instructor support group** for sharing insights and best practices. Our partners in these efforts include APALI, ICCE (Institute of Community & Civic Engagement), and CHC (California History Center).

CURRICULUM

De Anza is offering new classes year-round, through partnerships with LinC (Learning in Communities) and APALI (Asian Pacific American Leadership Institute). These classes focus on AAPI content.

Each class combines 2 subjects to provide a better and easier understanding of both. Assignments, texts, guest speakers and field trips are fully integrated.

LART 211 - 10 UNITS

Honoring Our Stories:
From the Bay Area to Southeast Asia and the Pacific

(EWRT 1A + ICS/ELIT 24) - 9 UNITS

"Remembering, Representing, Remixing: Telling the World Who We Are" - Asian Pacific American Voices in Context

APALI YOUTH LEADERSHIP ACADEMY - 8 UNITS

An intensive 15-day summer program. (ICS 22 + ICS 4)

STUDENT SUCCESS

De Anza’s student success programs help new students transition to college life and reach their academic goals. IMPACT AAPI is expanding these programs, already targeted toward historically underrepresented and first-generation college students, to include resources for the educational experiences of AAPI students.

NEW STUDENT & PARENT OPEN HOUSE

Each spring, De Anza holds an Open House for incoming students and their parents, introducing them to various college services. The Open House includes informational sessions on IMPACT AAPI programs and classes. Language translation is available.

SUMMER BRIDGE

Summer Bridge helps new students transition to college. Participants co-enroll in Counseling 100 (*Orientation to*

College) and Human Development 20 (*Life Skills for Higher Education*). IMPACT AAPI is expanding this program to include more AAPI students for Summer 2009 and 2010, with dedicated IMPACT AAPI counselor support.

NEW STUDENT INTAKE PROTOCOL

This is a new initiative at De Anza, created by IMPACT AAPI. The Intake Protocol provides incoming students with an individualized assessment of their academic needs and interests summer and fall quarters, and connects them with appropriate resources, programs, and workshops.

FIRST-YEAR EXPERIENCE (FYE)

The First-Year Experience is a cohort-based, year-long interdisciplinary sequence of classes that combines academic coursework, community engagement, and student support services. IMPACT AAPI is expanding FYE to accommodate more students from AAPI subgroups.

What people are saying about IMPACT AAPI so far

“As one of the interns this year, it has definitely been an interesting experience being one of the creators of the course subjects covered. I think all the **hard work, long days, and late nights proved to have been worth it** [...] Just seeing the growth helps motivate me to do the work needed for the students’ success.”

Thu Cao
APALI Summer Leadership
Academy ‘09 Intern

“I loved seeing students make connections between their own experiences and the readings, films and guest speakers and to see them truly honor their stories in discussion and writing. I felt like students really felt comfortable talking about their families and their culture and that they understood how much we valued them as individuals and as part of the community in the classroom.”

Kristin Skager
IMPACT AAPI LART 211 Instructor



“Having the opportunity to work closely with great instructor and counselor partners to develop curriculum and strategies that will encourage and inspire students who have historically not been given this kind of attention is really rewarding. The biggest inspiration and reward are the students themselves, who **blossom so radically with the strong encouragement and high expectations** that we and the grant program provide.”

Karen Chow, IMPACT AAPI LART 211 Instructor



“I am really thankful for the insightful readings and awesome panelists [...] Just going to class makes me excited for what is to come.”

Anh Tran
APALI Summer Leadership
Academy ‘09 Student

IMPACT AAPI

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