IMPACT AAPI
Steering Committee
Quarterly Meeting

9 December 2011, 12-1pm
MCC Conference Room
De Anza College
Agenda

1. Steering Committee Introductions
2. Introduction to Grant Project
3. Project Overview
4. Updates
   • Administrative/Staffing
   • Curriculum
   • Staff Development
5. Discussion
Steering Committee
Members

Doli Bambhania
Math Faculty

Angela Caballero de Cordero
Dean of Counseling & Matriculation

Susanne Chan
International Students Programs Counselor

Michael Chang
IIS Instructor, Founder of APALI

Stacey Cook
VP of Student Services

Christina Espinosa-Pieb
VP of Instruction

Tom Izu
Director of the California History Center (CHC)

Mae Lee
IIS Instructor

Margaret Michaelis
Director of Budget & Personnel

Rob Mieso
Director of Office of Outreach & Relations with Schools

Mallory Newell
Institutional Researcher

Edmundo Norte
Dean of Intercultural & International Studies

Kenneth Perng
Student Representative

Ronna Phifer-Ritchie
Community Leader

Thomas Ray
Dean of Language Arts

Jackie Reza
Office of Staff & Organizational Development faculty

Jerry Rosenberg
Dean of Physical Sciences, Math, and Engineering (PSME)

Rowena Tomaneng
Associate VP of Instruction

Josephine Villanueva
Student Representative
Introductions

Please share your:

- Name
- Title
- How you are affiliated with the grant
Introduction to Grant Project

On October 1, 2011, De Anza College was awarded a 5-year, $2 million AANAPISI (Asian American Native American Pacific Islander Serving Institution) grant from the U.S. Department of Education.

• De Anza's 2\textsuperscript{nd} AANAPISI grant
• 1\textsuperscript{st} one, called IMPACT AAPI, ran from October 2008 – September 2011
• Focused on AAPI subgroups historically underrepresented in higher education: Filipinos, Pacific Islanders, Southeast Asians
Introduction to Grant Project

Previous grant's activities included 2 types of class sequences:

- 3-quarter Learning in Communities (LinC) sequence that brought students from pre-collegiate English to college-level
- offering of First Year Experience (FYE) with culturally-specific content

Features:
- team-taught cohort sequences
- built-in student services (counseling, etc.)
- culturally-specific content
Introduction to Previous Grant

Results from pilot grant project:

• **Improved course success rates:** Course success rates in targeted groups in grant-supported sections averaged above the overall course success rates of the college during those terms.

• **Improved persistence:** AAPI students in our activities had much higher persistence rates than students in the same AAPI group without the protocol.

• **Improved college readiness:** 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.
Introduction to Grant Project

This grant's activities build on previous success:

- serve same groups: Filipino, Pacific Islander, Southeast Asian
- cohort sequences
- built-in student services
- culturally-specific content

New Areas of Focus:

- closing gap in transfer rate between targeted groups and higher-achieving AAPI groups
- offer three curricular pathways to help students meet transfer requirements in English and Math, generate interest in STEM
Project Overview

A. **New Learning Community sequences** to improve transfer Pathways:
   - Readiness and Success in College-Level English (LinC)
   - Readiness and Success in College-Level Math and English (CREM)
   - Preparation in STEM ((MPS)

To support our curricular pathways:

B. **Development of Digital Modules** for Academic & Student Services Support

C. **New Student Mentor/Classroom Success Liaisons (CSLs)** to provide In-Class Support

D. **Faculty/Staff Professional Development** to Improve AAPI Student Success

E. **Increased AAPI Resource Development Capacity**
# Project Overview: 5-year plan

<table>
<thead>
<tr>
<th>Yr</th>
<th>Overall</th>
<th>Curriculum</th>
<th>Digital Modules</th>
<th>Student Mentors</th>
<th>AAPI Resource Development</th>
<th>Staff Dev</th>
<th>Monitoring, Evaluation</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Lead staff meetings; assess quarterly reports</td>
<td>Identify faculty; prep for curricular pathways</td>
<td>Create English module</td>
<td>Create CSL training class; implement in spring</td>
<td>Hire specialist to create Resource Development Plan; begin training</td>
<td>Deliver staff development workshops, lead best practice discussion meetings, support conferenc e travel, hold trainings on targeted AAPIs,</td>
<td>External evaluator to create assessment plan. Set up cohort tracking and online time/activity reporting.</td>
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<td>2</td>
<td>Study internal &amp; external evals. Yr 1 report.</td>
<td>Offer all 3 curricular pathways; develop CREM pathway syllabi</td>
<td>Implement English module; create Math module</td>
<td>Offer ICS 78 to train CSLs; place trained CSLs in LinC pathways; assess, make improvements, offer again. In Yr 4, create sustainability plan.</td>
<td>Assess donor-tracking software, expand database. Est. online giving capacity.</td>
<td>Build ties to extnl groups. Create reference library, templates for seeking funding.</td>
<td>Assess &amp; evaluate classes and eventually also effects of modules and other services. Ext. evaluator produces annual research &amp; evaluation report. Faculty/staff continue quarterly time/activity reporting. Complete final evaluation report.</td>
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<td>3</td>
<td>Lead mtgs, plan improveme nts based on evals. Yr 2 report. Yr 3 report.</td>
<td>Summer outreach; offer pathways w/ career planning, ed plans</td>
<td>Implement Eng &amp; Math modules; create Student Svcs mod</td>
<td>Track impact of all 3 modules; assess and refine</td>
<td>Activity over. APALI continues to track patterns of increased donations &amp; scholarships for AAPI student programs. Report 5-year outcomes.</td>
<td>Implement sustainability plan.</td>
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<td>4</td>
<td></td>
<td>STEM transfer pathway dev’mnt; implement cultural aspects into services/ learning support</td>
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<tr>
<td>5</td>
<td>Yr 4 report and final report</td>
<td>Implement sustainability plans</td>
<td>Institutionalize modules</td>
<td>Implement sustainability plan.</td>
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## Project Overview

### 1. Lead staff meetings; assess quarterly reports
- Identify faculty; prep for curricular pathways
- Create English module
- Create CSL training class; implement in spring

### 2. Study internal & external evals. Yr 1 report.
- Offer all 3 curricular pathways; develop CREM pathway syllabi
- Implement English module; create Math module
- Offer ICS 78 to train CSLs; place trained CSLs in LinC pathways; assess, make improvements, offer again. In Yr 4, create sustainability plan.

### 3. Lead mtgs, plan improvements based on evals. Yr 2 report. Yr 3 report.
- Summer outreach; offer pathways w/ career planning, ed plans
- Implement Eng & Math modules; create Student Svcs mod
- Track impact of all 3 modules; assess and refine

### 4. STEM transfer pathway dev’mnt; implement cultural aspects into services/ learning support
- Institutionalize modules

### 5. Yr 4 report and final report
- Implement sustainability plans
# Project Overview: Year One

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<th>Digital Modules</th>
<th>Student Mentors (CSLs)</th>
<th>Staff Development</th>
<th>AAPI Resource Dev</th>
<th>Monitoring, Evaluation, Reports</th>
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<tr>
<td><strong>Fall 2011</strong></td>
<td>Hire personnel &amp; services; create SC</td>
<td>Identify faculty &amp; staff, schedule classes, train staff on best practices</td>
<td>Begin writing English modules</td>
<td>Develop CSL syllabus; coordinate placement</td>
<td>Develop schedule for trainings</td>
<td>Contract specialist to conduct organizational assessment</td>
<td>Contract External Evaluator; review baseline &amp; objectives; set up reporting capacity</td>
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<td><strong>Win 2012</strong></td>
<td>Lead staff mtgs, assess quarterly report, plan needed changes</td>
<td>Produce English modules; Catalyst trainings</td>
<td>Enroll CSL candidates in training course</td>
<td>Offer trainings on targeted AAPIs</td>
<td>Specialist creates Resource Dev plan; begin training</td>
<td></td>
<td>Staff create progress reports. Set up cohort tracking</td>
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<td><strong>Spr 2012</strong></td>
<td></td>
<td><strong>LART 211</strong> Develop Yr 2 courses for CREM &amp; MPS</td>
<td>Train faculty to use English modules</td>
<td>Offer CSL training course w/ placement s in LinC</td>
<td>Lead best practices discussions; visit other AANAPISIs</td>
<td>Action plan based on recommendations</td>
<td>Evaluate LART 211. Modify for improvement.</td>
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<td><strong>Sum 2012</strong></td>
<td><strong>APALI</strong> Outreach &amp; enroll targeted students for all 3 pathways</td>
<td>Work with IT team to put them online</td>
<td>Outreach to targeted groups</td>
<td>Attend relevant academic conferences</td>
<td></td>
<td><strong>APALI</strong></td>
<td>Assess &amp; evaluate spring &amp; summer LinC classes.</td>
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Update: Administrative

In process to hire Administrative Assistant, Counselor

In process of seeking RFPs for External Evaluator

Building up infrastructure for documentation, communications, etc.
Update: Curriculum

• Met w/ deans to discuss faculty for curricular pathways

• LinC training on Dec. 1 led by Kristin Skager & Anu Khanna
  • Shared best practices for teaching an AAPI cohort, culled from experience

• Anu to hold a faculty outreach event in January (speed networking/dating)
Update: Staff Development

Staff development workshop series:

• Oceans of Impact: You + Good Pedagogy

• 4-part series offered through Winter Quarter

• Focuses on targeted AAPI groups
Additional Discussion

Feedback, thoughts, ideas about what was presented today

Thoughts on grant project overall

Ways you can contribute:

• Contacts, networks (for staffing, outreach, independent contractors)
• Suggestions for best practices
• Ideas for your activities, resources that the grant could potentially help with