

“Closing the Achievement Gap Among Asian American and Pacific Islander Students”

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INTRODUCTION TO DE ANZA COLLEGE

For three decades, De Anza College has been at the forefront of post-secondary education for Santa Clara County's Asian Americans and Pacific Islanders (AAPIs): 573,000 of the 1.8 million county residents in 2010. **Today, with AAPI students comprising 39% (9,300+) of the student body and primarily from eleven different ethnic backgrounds, De Anza faces the challenge of meeting their wide-ranging and culturally shaped educational needs.**¹ The proposed project targets these students, particularly underachieving AAPI subgroups, with research-informed strategies to promote post-secondary success and to close the achievement gap among AAPIs.

Table 1. De Anza Student Profile - Fall 2010 (All Students)						
Total Headcount			23,760	Total Full-time Equivalent Students 2010		19,375 (projected)
	Students	Percent	Educational Goals	Students	Percent	
Male	11,868	49.9	Transfer	14,244	59.9	
Female	11,771	49.5	AA/AS Degree	1,645	6.9	
Full-Time	10,410	43.8	Vocational Degree/Certificate	606	2.6	
Part-Time	13,350	56.2	New Career or Advancement	1,588	6.7	
Median Age	26.8		Undecided	2,340	9.8	
Low Income	In 2008-09, 67% of students on financial aid indicated an educational goal of transfer or degree. Of all students indicating a goal of degree or transfer, 29.7% received financial aid.					
College Readiness	Fall 2009 college data indicates 86% of new students who took the English and Math placement tests did not qualify for college-level courses.					

Source: De Anza College Fall 2010 – Credit Only Headcount, 2/23/11.

National and Local Contexts of the AAPI Population

Nationally, AAPIs comprise five percent of the general population. The U.S. Census Bureau projects that the AAPI population in the U.S., with ongoing immigration and geographic concentration, will grow 213% between 2000 and 2050, increasing from 10.7 million to 33.4 million, or to 8% of the general population.² California, with the coinciding trends of increasing suburbanization and regional concentration of AAPI populations, now includes 4.2 million AAPI persons. The home of De Anza College, Santa Clara County in the San Francisco south bay

(commonly referred to as “Silicon Valley”), has recently become the county with the highest concentration of AAPIs in the continental U.S. (Table 2).³ In 1970, the population of Santa Clara County was 94.3% white and 2.9% Asian (mostly Japanese and Chinese). Since then, the

Table 2. County & College Demographics by Ethnicity			
Santa Clara County 2009 US Census Bureau Categories ⁴		De Anza College 2010 Total Student Enrollment by Self-Declared Ethnicity	
Total Population	1.8 million	Total Headcount	23,760
Ethnicity	%	Ethnicity	%
Asian	31.7	Asian	38.8
African American	2.9	African American	3.3
Hispanic	26.3	Hispanic	11.8
Native American, Alaskan Native; Nat. Hawaiian/Pac. Islr	0.8 0.4	Native American, Alaskan Native; Nat. Hawaiian/Pac. Islr	0.5 0.6
White, Non-Hispanic	37.2	White, Non-Hispanic	22.4
		Multi-Ethnic**	8.6
		Other/Unrecorded **	13.3
Total	99.3	Total	99.3
** An estimated 50% of the 5,200 students in the 'Multi-Ethnic' & 'Other' categories of students include AAPI blended ethnicities.			

presence of AAPIs in the county has increased substantially (to 8% in 1980 and 17.5% in 1990) with large increases among Asian Indians, Filipinos, and Vietnamese. The dramatic growth of the county’s AAPI population is reflected at De Anza. In Fall 2010, De Anza’s enrollment included 39% (9,338) of students who self-declared an

AAPI ethnicity, with “undeclared” and “blended ethnicity” estimated conservatively to include another 2,600 AAPIs, bringing the total diverse AAPI student enrollment close to 12,000.

Table 3. De Anza AAPI Subgroups 2010		
Total 9,338 Self-Declared AAPIs		
Ethnicity	Percent	Students
AAPI Students	100%	9,338
Asian Indian	12.3	1,146
Asian/Other Asian*	5.8	538
Cambodian	0.9	81
Chinese	30.4	2,838
Filipino	13.5	1,261
Guamanian	0.2	17
Hawaiian	0.3	27
Japanese	3.7	345
Korean	8.6	807
Laotian	0.2	17
Other Pacific Islanders*	1.0	91
Samoan	0.2	18
Vietnamese	23.2	2,170

Because De Anza College serves such a large population of AAPIs, it is even more important to understand the amount of ethnic diversity among the AAPI students here. While almost all of the 11.8% of De Anza students who are Hispanic come from a shared heritage of the Spanish language, AAPI and AAPI blended ethnicity students are from homes representing more than 25 different language groups and dialects. --Mae Lee, Ph.D., Project Director

*‘Other Asian’/‘Other PI’ = self-declared Asians and Pacific Islanders who do not identify as any of the other groups listed.

Project Focus: Improved Pathways to Address Achievement Gaps Among AAPIs

Except for one uncle who is a research scientist, all the men in my family—father, grandfather, uncles, older brother and cousins—are engineers. --3rd Generation Chinese American Male

My parents fled Vietnam on boat only to be attacked by pirates. I must work in the family store. --Vietnamese American Female

My grandmother told me of the horrors of the killing of the Khmer Rouge. To stay alive, she had to pretend she could not read. It is my grandmother who most wants me to get a college degree. In our group, no one's parents went to college --Cambodian Male

I do not want to be a nurse and work at the hospital like my cousin, as my father is insisting. I want to study computers or maybe environmental science. -- 2nd Generation Filipina

My older brother says it is impossible for me to go to a university if I do not play football. I'd like to prove him wrong, but I still need money for school. --1st Generation Samoan Male

Differences in needs and achievement among AAPI subgroups cannot be overstated.

Based on analyses of disaggregated data for De Anza AAPI subsets (significant differences in student achievement are documented in upcoming pages), the Planning Group for this proposal—with significant input from student and community groups in addition to college leaders and faculty—decided that **the primary focus of this proposal is to address the severe student achievement gap between the various AAPI ethnicities at De Anza College.**

A secondary emphasis of this project is to create pathways for students that lead to jobs and careers, especially in STEM (Science, Technology, Engineering, and Math) fields. **Even in this time of economic downturn, there will be work for many who are trained for higher demand professions. Proposed activities will help students from the most underrepresented AAPI groups increase their likelihood of success in both the classroom and job market here in the heart of the Silicon Valley.**⁵

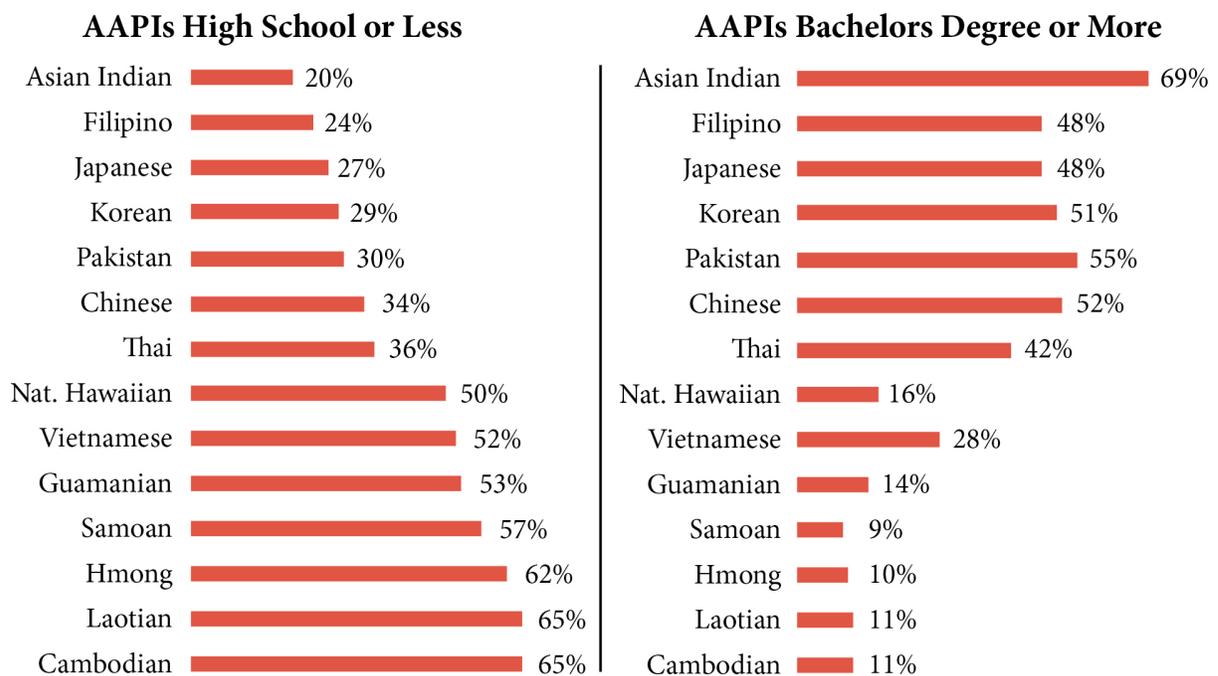
STEM jobs are vital to the California economy, but a shortage of skilled workers may decrease the state's strength in STEM fields.

- *California has historically benefited from a large share of STEM jobs. On average, STEM occupations are higher paying than non-STEM occupations.*

- *The State faces a future in which there are too few workers skilled in STEM fields to meet the demand. Many STEM jobs require postsecondary education and the State is currently producing too few graduates to meet projected demand.*
- *Health Care and Social Assistance and Professional, Scientific, and Technical Services are the two industry sectors likely to be most affected by STEM skill shortages.*

--Technical Difficulties: Meeting California’s Workforce Needs in Science, Technology, Engineering, and Math (STEM) Fields (2009)⁶

Table 4. Educational Attainment Among AAPIs: National Three-Year Average, 2006-2008



De Anza’s AAPI student achievement gaps are similar to national averages for educational attainment by AAPI subsets.

Source: American Community Survey, Three-Year Public Use Microdata Sample, 25 yrs and older Federal Higher Education Policy Priorities and the Asian American Pacific Islander Community, 2010.

SEVERITY OF NEEDS AMONG TARGETED AAPI POPULATIONS

Locally, the following three classifications can be made about the academic levels of De Anza College AAPI students: 1) **High:** Chinese and Japanese students rank at top of achievement measures at the college; 2) **Average:** Asian Indians, Koreans, and Vietnamese

(though wide ranging, with many needing help in certain academic areas) rank average in college achievement measures; and 3) **Below Average and Low**: Filipinos, Cambodians, Laotians, and Pacific Islanders. Within this context, **the proposed project will focus on AAPI students at below average and low academic levels to improve transfer pathways and college completion for these populations.** This will be done by **addressing college-wide gaps and weaknesses to improve course success, college readiness, and transfer success among Filipino, Southeast Asian (includes Cambodians, Laotians, and in some contexts Vietnamese), and Pacific Islander students.**

Table 5. College-Wide Gaps and Weaknesses at De Anza and Proposed Responses	
Gaps and Weaknesses	Proposed Activities to Address Gaps and Weaknesses
A. Significant gaps in course success rates between high achieving AAPI groups and targeted AAPI groups.	New learning community pathways targeting Filipino, Pacific Islander, and Southeast Asian students, designed according to research-based, “best practice” models for improving disadvantaged student success.
B. Significant gaps in college readiness at entry between high achieving AAPI groups and targeted AAPI groups.	<ul style="list-style-type: none"> ▪ New academic support pathways integrating the award winning Math Performance Success (MPS) program. ▪ New developmental English and math learning community sequences targeting lower achieving AAPI groups.
C. Gaps in institutional services: weak mechanisms for individual student support.	<ul style="list-style-type: none"> ▪ Adaptive digital learning modules and increased student skills in accessing support services. ▪ Placement of peer mentors into targeted classrooms via new Classroom Success Liaison (CSL) program.
D. Very low levels of transfer (especially in STEM fields) to UC and CSU systems for targeted AAPI groups.	<ul style="list-style-type: none"> ▪ Learning community pathways to successfully prepare students for college-level English and math gateway courses. ▪ Increased access to STEM fields through career exploration opportunities and preparatory classes.
E. Lack of professional development programs focusing on AAPI students.	Increased emphasis on culturally responsive pedagogy, communications, and services through professional faculty/staff development offerings.
F. No resource development focus on AAPI student scholarships and programs.	Development of expertise and capacity to strengthen contributions from alumni and private sector to support disadvantaged and low-income AAPI students.

A. Gaps in Course Success Rates Between High Achieving and Targeted AAPI Groups

“Course success” at De Anza is defined as the number of students receiving an A, B, C,

or Pass grade divided by the total number of students receiving a grade. Comparisons show the average success rate for Chinese students in Fall 2009 was 84%, but those for **Filipinos, and various Southeast Asian and Pacific Islander groups fell below the college average.** These

Table 6. De Anza Course Success Rates by Asian Subgroups - Fall 2009		
De Anza AAPI Student Categories	Success Grades (A,B,C, P)	Avg. Range % Success
Higher Achieving AAPI Groups		
Chinese	7,689	84% to 77%
Japanese	959	
Guamanian	39	
Other Asian	1,397	
Asian Indian	2,174	
Korean	1,890	
Vietnamese	4,915	
Targeted AAPI Groups		
Filipino	2,684	71% to 52%
Cambodian	157	
Hawaiian	54	
Other Pac. Islidr	164	
Samoan	45	
Laotian	48	

AAPI populations, along with other traditionally low-income or underrepresented groups (i.e. Black, Hispanic, Native American), are passing developmental English and math at rates well below college average.

To make matters worse, deep budget cuts are threatening overall success rates and achievement levels of at-risk students. Many programs focusing on basic skills are being eliminated. For example, the Student Success Center, eliminated/defunded in 2010, was a network of academic support offices that provided small-group supplemental instruction, including a *Readiness*

program that taught basic skills in reading and writing. Until June 2010, students in developmental English Writing (EWRT 211) also took a one-unit required co-requisite (EWRT 212) which focused on grammar, organization, and mechanics. The college cannot afford to replace EWRT 212, which means less instruction time, personal attention, and practice for students, not to mention additional load on the remaining EWRT 211 instructors. The resulting institutional gaps in basic skills academic support negatively impact course success rates, especially for specific populations of AAPI students in English and those struggling with math on the STEM pathway. Strategies such as **adaptive digital learning modules** are proposed to help fill that service void.

B. Gaps in College Readiness Between High Achieving and Targeted AAPI Groups

College readiness refers to a student's ability to successfully complete a college-level course without remediation. Many first-time college students do not enter college prepared for college-level courses. In Fall 2009, **86% of new students entering De Anza did not qualify for college-level English and math.** For the 69.4% of students whose goal is to transfer or earn a degree, not being college-ready in these important courses dramatically lowers their chances of achieving their stated educational goal. The sections below document the struggles of targeted AAPI students in trying to become college-ready.

English Writing and Reading

Requirements: Table 7 shows significantly

lower transfer rates among students who initially place into pre-collegiate English (one and two levels below college-level).

Table 8 shows Filipino, Southeast Asian, and Pacific Islander students struggling to move

from pre-collegiate to transfer-level English, with about one-third passing both classes within two quarters.

Table 7. Transfer Rate Outcome for First-Time College Students by English Placement Test Recommendation			
English Course	Level	Total Placed	% Transferred within 7 Years
Writing	College-level	501	63%
	1 level below	1,162	51%
	2 levels below	455	36%
Reading	College-level	951	57%
	1 level below	956	47%
	2 levels below	211	42%
<i>Jan. 2010, http://dilbert.deanza.fhda.edu/daresearch/Fletcher_Basic_Skills.pdf.</i>			

Table 8. Average College Persistence and Success Rates from Pre-College to College-Level English Among Targeted AAPI Groups (Fall 2009 - Winter 2010)			
Persistence & Success Rate to College English	Filipino	SE Asian*	Pacific Islander
	34%	35%	42%
<i>*Includes Vietnamese students. Source: IMPACT AAPI Year Two Report, 2010: 4.</i>			

Mathematics Outcomes: Math readiness and transfer outcomes tell a similar story. **Even before students enter college, the math success levels among the various AAPI subgroups vary widely. Filipinos, Pacific Islanders, and Southeast Asians (including Vietnamese) lag**

behind higher achieving AAPI ethnic subgroups, as shown in Table 9. Once in college,

these gaps persist, creating future difficulties in

reaching college-level math. Table 10 shows the initial math placement of a student and the likelihood of transfer.

(Note: The 60% transfer rate for intermediate algebra, which is higher than those for pre-calculus and calculus, can be attributed to the solid skills review completed in that class, which becomes the foundation for higher levels of success.)

AAPI Subgroup	English	Math
Laotian	23%	33%
Cambodian	24	30
Pacific Islander	22	30
Filipino	13	26
Vietnamese	11	13
Asian	12	10
Korean	8	7
Chinese	8	6

Source: 2008 scores in English/Language Arts and Summative High School Mathematics on the California Standards Test. Data from the CA Dept of Education (CPEC, April 2009).⁷

	Course	Total Placed	% Transferred within 7 Yrs
College level	1A Calculus	322	49%
	49B Pre-Calculus	101	47%
	49A Pre-Calculus	61	46%
	Math 10, 11, 44, 46	485	64%
One level below	114 Intermediate Algebra	191	60%
Two levels below	212 Elementary Algebra	448	40%

Data source: http://dilbert.deanza.fhda.edu/daresearch/Fletcher_Basic_Skills.pdf.

Table 11 indicates that only around one-third of targeted AAPI students who began at elementary algebra, successfully progressed to complete transfer-level math.

Course Success for Developmental Math for Targeted AAPIs	Success in Math 212: Elementary Algebra (Pre-collegiate)	Continued Success in Math 114: Intermediate Algebra (Pre-collegiate)	Continued Success in College Math (Transfer-Level)
Filipino	77%	56%	35%
Pacific Islander	75%	54%	33%

Note: This report did not separate categories for Vietnamese and/or SE Asians, whom we plan to include in math programs based on State⁸ and national trends⁹. Source: Research & Planning Fact Book: De Anza College, 2006-07 – Math 101 Cohort, 09/07/10, p. 4.

Need for Basic Skills Support: Many of our targeted AAPI students come from cultures dependent upon family and group orientation. Currently, there are six instructional support

specialists for basic skills English and math for the entire college (a ratio of 1:4,150). Peer tutors ease the burden, but too many students cannot access academic help. One way to ensure instructional support for targeted AAPI students who are struggling with math is to integrate it directly into a cohort-based academic program. An existing De Anza math program, **Math Performance Success (MPS)**,¹⁰ has seen significant success because of dedicated staff, counselors, and tutoring services available to support students in the program (Duranczyk 2008),¹¹ **but the resources are limited, and do not target at-risk AAPI populations.** The 14 year-old MPS program, widely publicized as a model for its exceptional success rates (Golfin, et. al. 2005),¹² serves less than 5% of De Anza students who require pre-college math.

The MPS program has agreed to serve the targeted AAPI groups to help them cross the wide math chasm. Barriers to expansion of MPS (which grant funds help overcome) include faculty recruiting and acculturation/training to serve under-prepared students, effective scaling of staff communications and interaction, and conversion of college counseling support from a centralized to a more distributed model.

--Jerry Rosenberg, Math Dean, De Anza

C. Gaps in Services: Weak Mechanisms for Individual Support of Targeted Students

Limited college resources are available for providing individually attentive support to underserved AAPI students, especially in the midst of the current California budget crisis. The elimination/defunding of the Student Success Center in 2010, which provided small-group supplemental instruction through a network of academic support offices is case in point. **No institutional structures to support cohort-based learning communities have been specifically created for the targeted AAPI groups**, who tend to engage in cultural practices that emphasize family and group orientation, with attention to ethnic identity. **Enhanced assistance to students in accessing critical college support services is also needed.**

<p>A 2007 De Anza survey found that 52% of students agreed with the statement: <i>At this college, students have to run around from one place to another to get information or approvals.</i>¹³</p>
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To address these gaps, the proposed project will create three **new learning community sequences** as the basis for improved transfer pathways, and a new **Classroom Success Liaison program**, which will help facilitate a strong support network among students (see “Services”).

D. Low Levels of AAPI Transfer, Especially in STEM Fields to University of California and California State University Systems

The Transfer Velocity Project (TVP) of the California Community Colleges¹⁴ evaluated cohorts of students who met the project’s “transfer-student criteria”.¹⁵ In 2009, the TVP studied 150,000 California community college students and De Anza was praised as having higher than expected transfer rates. The TVP identified three common factors among those colleges with elevated transfer rates: “a culture of transfer across the institution, integrating instructional and student support divisions, and partnering closely with high schools and universities”.¹⁶

Table 12. De Anza's AAPI Student Transfers – Fall 2009	
Student Goals:	Almost half of De Anza’s 24,000+ students declared goal of transfer. (For Fall 2010, 59.9%.)
Few Transfers from Targeted AAPI Groups:	<p>In Fall 2009, of the 1,382 De Anza students who transferred to UCs and CSUs:</p> <ul style="list-style-type: none"> • 609 of those transfers were AAPI students; • 70 of those AAPI transfers were from the targeted AAPI groups (<i>11% of all De Anza AAPI transfers, but 15.6% of all AAPIs at De Anza</i>); • 60 of those targeted AAPI transfers were Filipino who transferred to CSU (<i>9.8% of all De Anza AAPI transfers, but 13.9% of all De Anza AAPIs</i>); • Only 10 transfers were from non-Filipino targeted AAPI groups, including Cambodians, Guamanians, Samoans, and Other Pacific Islanders.
STEM Transfer Pathways to UC and CSU:	
<p>In Fall 2009, only 124 of all AAPI transfers were in a STEM field:</p> <ul style="list-style-type: none"> • Of the approximately 10,000 AAPI students at De Anza each year—in the heart of the Silicon Valley—less than 1.3% are transferring to the UC or CSU systems in a science, computers, math, engineering or advanced technology fields, <i>in which there are workforce shortages</i>; • Chinese, Vietnamese, Asian Indian students made up 78% of the AAPI STEM transfers; • Only 14 students from the targeted AAPI groups transferred to UC or CSU systems in STEM; 10 of those were Filipino students. 	
Gender Gap Among AAPI STEM Transfers: 65% are men; 35% are women.	
<i>Source: CA Postsecondary Education Commission Customized Transfer Reports.</i>	

Though De Anza is successful at transferring students overall, certain groups need additional institutional attention. The California Postsecondary Education Commission

(CPEC) tracks transfers from community colleges to the University of California (UC) and California State University (CSU) systems. Students are tracked by declared major at entry, ethnicity, and gender, among other variables. Also, CPEC disaggregates data by ethnic subsets; grades and transfer data for the highest achieving AAPI student ethnic subsets do not camouflage the wide gaps in course success and transfer rates that exist among AAPIs. Table 12 documents the vast academic shortfalls of certain AAPI subgroups (to be targeted by De Anza), which were obscured for decades by their scores being aggregated into a general “Asian” category. Although 69.4% of all De Anza students’ stated goal is to transfer or attain a degree, students cannot meet the requirements for an associate degree or transfer if they do not successfully pass college-level English and math, the foundations for transfer or degree attainment. One reason for the wide range in transfer rates among AAPI subgroups is the disparities in performance in pre-requisite basic skills courses. Major gaps in achievement between AAPI subgroups in both pre-collegiate English and math show that certain AAPI populations are in need of greater institutional support in the key areas of **course success** and **college readiness**, as discussed in above sections.

E. Gaps in Professional Development for AAPI Cultural Responsiveness

At present, the number of AAPI faculty and staff at De Anza is disproportionately small compared to the number of AAPI students. Only 14% (42 of 300) of faculty members and 13.7% (4 of 29) of administrators at De Anza are AAPI. Though well-intentioned, many faculty and staff are not trained in cultural competence or “best practices” for working with these targeted AAPI groups. The Asian “model minority” myth¹⁷ exacerbates the problem, and even AAPI faculty often are not familiar with the needs of the AAPI groups targeted by this project.

The existing Learning in Communities office, while supporting culturally specific instructional content and pedagogy, does not specifically offer training for “best practices” in

working with AAPI students, and no differential is made between AAPI subsets in workshops, seminars, and “best practices” updates. This proposal seeks funds to provide faculty and staff development, on topics ranging from educational experiences and challenges faced by the specific targeted AAPI subgroups, to mentoring, to strategies for improved communications in the classroom. These professional development opportunities will be offered in conjunction with the Office of Staff Development. Some conference travel opportunities focusing on AAPIs, education, and equity will also be made available.

F. No Expertise or Capacity to Improve Contributions from Alumni and Private Sector

The Asian Pacific American Staff Association at De Anza (APASA) offers the only two \$1,000 scholarships a year (one based on community service merit, one on financial need).
Michael Chang, De Anza Faculty and APALI Executive Director

The educational gap that AAPI students face is exacerbated by the fact that no resource development initiative has been undertaken to strengthen support for scholarships and key components of the AAPI student programs from alumni and the private sector. There are no established alumni fundraising networks, no expertise on generating external revenue, and no body of knowledge or database on foundation or corporate sources. There have been intermittent attempts to seek outside funding, such as this application, but a more permanent solution is needed. This proposal seeks funds to contract for expertise to create a fund development plan and train the APALI (Asian Pacific American Leadership Institute) Board, staff, alumni and volunteers. APALI—housed in Intercultural Studies and part of the Asian American Studies department—has been identified given its fourteen-year role as a bridge and support program to the college's AAPI academic activities and services.

PROJECT DESIGN: Goals and Objectives to Address Gaps and Weaknesses

The gaps and weaknesses documented in the previous “Needs” section give rise to our project’s eleven goals and eight measurable, time-specific objectives, outlined below.

Table 13. Goals to Address Gaps and Weaknesses	
Gaps and Weaknesses	Goals for the AANAPISI Project
A. Significant gaps in course success rates between high achieving AAPI groups and targeted AAPI groups.	<ol style="list-style-type: none"> 1. Aggressively work toward improving achievement gaps between AAPI ethnic groups at De Anza. 2. Develop opportunities for Filipino, Southeast Asian, and Pacific Islander students to participate in academic learning communities with integrated services.
B. Significant gaps in college readiness at entry between high achieving AAPI groups and targeted AAPI groups.	<ol style="list-style-type: none"> 3. Expand award-winning Math Performance Success (MPS) program with new sections for targeted AAPI groups. 4. Integrate culturally responsive teaching and support services into new math and English learning community class sections for targeted AAPI groups.
C. Gaps in institutional services: weak mechanisms for individual student support.	<ol style="list-style-type: none"> 5. Develop and implement digital learning modules for reinforcement of math and English skills instruction. 6. Develop and implement use of digital modules for critical areas of student services for access online. 7. Place peer mentors into targeted classrooms via new Classroom Success Liaison (CSL) program.
D. Low levels of transfer (especially in STEM fields) to UC and CSU systems for targeted AAPI groups.	<ol style="list-style-type: none"> 8. Develop and implement a variety of strategies that increase transfer rates for targeted AAPI students. 9. Develop and implement a variety of strategies that increase transfer rates in STEM fields for all AAPI students.
E. Lack of professional development programs focusing on AAPI students.	<ol style="list-style-type: none"> 10. Increase emphasis on culturally responsive pedagogy, communications, and services—especially as related to targeted AAPI groups.
F. No resource development focus on AAPI student scholarships and programs.	<ol style="list-style-type: none"> 11. Develop expertise and capacity to strengthen contributions from alumni and private sector to support disadvantaged and low-income AAPI students and AAPI programs.

Important Note: Three months of analysis and discussion have gone into consideration of factors influencing the objectives of this project. This is a time of many unknowns—with resources and policies to be dramatically impacted by the California budget crisis and with the state's higher education systems in constant flux. What we do know is that there will be fewer transfers allowed to the UC and CSU systems because of a cut-back in course offerings. This will impact our measureable objectives over the next five years. Therefore, instead of solely relying on the CPEC system data from which we derived our transfer baselines, we will try to measure our project's impact by following the success of individual cohorts of students in the targeted

Filipino, Southeast Asian and Pacific Islander groups. Not only will we use CPEC's UC and CSU transfer data to gauge our objectives, we will also implement a follow-up system (via e-mail and phone by alumni, students and staff) to assess transfers to private and technical institutions.

--Andrew LaManque, Ph.D., Director of Research & Planning, Foothill-De Anza CC District

Table 14: Measurable Objectives for De Anza's AANAPISI Project						
Objective 1 – Course Success: AAPI students from lower achievement AAPI groups who participate in grant-sponsored learning communities will have course success rates* in those classes at least five percentage points higher than the 2009 baselines of course success rates as indicated below:						
Group	Baseline	Target	Group	Baseline	Target	<i>Responds to gap A. Measures attainment of goals 1 & 2.</i>
Filipino	71%	76%	Other P.I.	64%	69%	
Cambodian	69%	74%	Samoaan	61%	66%	
Hawaiian	66%	71%	Laotian	52%	57%	
*Definition of Course Success Rates: The number of students receiving an A, B, C, or Pass grade divided by the total number of students receiving a grade.						
Objective 2 – English Readiness and Success: During the five-year project, students from targeted AAPI groups who participate in grant-sponsored English learning communities or use digital modules (for English skills reinforcement) or have CSLs will progress to successful completion of college-level English at rates 25% higher than the Fall 2009-Winter 2010 baselines (based on success and completion rates from one-level below to college-level) presented in the “Needs” section, as charted below:						
Persistence and Success Rate to College English		Filipino	SE Asian	Pacific Islander	<i>Responds to gaps A, B, C, D. Directly measures goal 4. Indirectly measures goals 1, 2, 5, 7, 10.</i>	
Baseline		34%	35%	42%		
Improvement Target (+25%)		43%	44%	53%		
Objective 3 - Math Readiness and Success: During the five-year project, students from targeted AAPI groups who participate in grant-sponsored math learning communities or MPS sections or use digital modules (for math skills reinforcement) will progress to successful completion of college-level math at rates 25% higher than the baselines presented in the “Needs” section, as charted below:						
Baselines for Measures: Persistence and Success of 2006-07 Cohort of First-Time College Students From Developmental Math (212, 114) to Completion of College/Transfer-Level Math						
Filipino	35%	Southeast Asian: Office of Research & Planning will obtain disaggregated data on SE Asians in YR 1 of grant.				
Pacific Islander	33%					
Improvement Targets: 25% Improvement Compared to Baselines						
Filipino	44%	<i>Responds to gaps A, B, C, D. Directly measures goals 3, 4. Indirectly measures goals 1, 2, 5, 7, 10.</i>				
Pacific Islander	41%					
Southeast Asian	If baseline low (e.g., 30-39%), baseline + 25%.					
Objective 4 – Student Engagement: During the five-year project, there will be a cumulative increase each year in the number of students who participate in the activities developed and implemented through the grant, including the learning communities, digital modules, and integrated support services (e.g., CSL program).						
Year 1	Year 2	Year 3	Year 4	Year 5		
AAPI Students Engaged by Grant-Sponsored Academic and Student Support Services						
Headcount of At Least 40	Headcount of At Least 140	Headcount of At Least 250	Headcount of At Least 400	Headcount of At Least 600	<i>Relates to all gaps and goals.</i>	

<p>Objective 5 - Transfer: By June 2016, there will be an increase of 20% in the number of students in targeted AAPI groups tracked as having transferred to four-year colleges and universities (including private, out-of-state, and technical college and universities), compared to the 2009 CPEC baseline of 70 transfers to UC and CSU.</p> <p>Objective 6 – STEM Transfer: By June 2016, there will be an increase of 20% in the number of students in targeted AAPI groups tracked as having transferred to four-year colleges and universities (including private, out-of-state, and technical college and universities), declaring a STEM major, compared to the 2009 CPEC baseline of 14 STEM transfers to UC and CSU.</p> <p>(Note: The two increases of 20% are informed by the expectation that the current CA budget crisis will result in fewer total transfers to the UC and CSU systems in the next few years due to a cut-back in course offerings system-wide anticipated starting in 2011-2012.)</p>					
Annual Measures	2009 Baseline	2016			<i>Responds to gap D. Measures attainment of goals 8, 9.</i>
Transfers	70	Increase of 20% total			
STEM Transfers	14	in each category.			
<p>Objective 7 – Faculty/Staff Engagement: During the five-year project, there will be a cumulative increase each year in the number of faculty/staff who participate in grant-supported activities, such as teaching in the transfer pathways, using digital modules in class, and attending professional development (i.e., training, workshops) on culturally responsive teaching/learning, and service delivery.</p>					
Year 1	Year 2	Year 3	Year 4	Year 5	
Faculty, Staff Engaged by Grant-Sponsored Professional Development					
Headcount of At Least 7	Headcount of At Least 20	Headcount of At Least 35	Headcount of At Least 55	Headcount of At Least 80	<i>Responds to gap E. Measures goal 10.</i>
<p>Objective 8 – Development Capacity: During the five-year project, the college will expand its basic resource development capacity through the campus-based Asian Pacific American Leadership Institute (APALI) to raise scholarship and AAPI program funds from external sources. Measures for increased AAPI resource development capacity will entail the following:</p>					
Year 1	Year 2		Year 3		<i>Responds to gap F. Measures goal 11.</i>
Produce <i>Resource Development Plan.</i>	2X increase in database of potential donors, including prospects for support of AAPI programs & students.		Train minimum of 30 individuals from APALI Board, staff, alumni, and volunteers in fund development.		

PROJECT SERVICES

The proposed services and activities will address weaknesses at De Anza College that negatively impact success rates of Filipino, Southeast Asian, and Pacific Islander students. The Advisory Board for the Asian Pacific American Leadership Institute (APALI), which serves as a bridge and support program to the college's AAPI academic activities and services, has been the vehicle for community and culturally responsive input, in addition to guidance and expertise from faculty, staff, administration, and AAPI students.

Overview of Proposed Services
<p>A. New Sequences of Learning Communities to Improve Transfer Pathways</p> <ol style="list-style-type: none"> 1. Readiness and Success in College-Level English 2. Readiness and Success in College-Level Math and English 3. Strategies for Preparation in STEM <p>B. Development of Digital Modules for Academic & Student Services Support</p> <p>C. New In-Class Support Through Classroom Success Liaison (CSL) Program</p> <p>D. Faculty/Staff Professional Development to Improve AAPI Student Success</p> <p>E. Increased AAPI Resource Development Capacity</p>

A. New Sequences of Learning Communities to Improve Transfer Pathways

Addressing “competitive preference priority 1” of the grant competition: increasing postsecondary success, three new curricular sequences will be developed to increase course success and student readiness towards college completion and transfer among the targeted AAPI populations of Filipino, Southeast Asian, and Pacific Islander students. Common to the sequences will be: the learning community model; infusion of course materials and pedagogy focusing on cultural experiences of targeted AAPI populations; and integration of Classroom Success Liaisons (described below), counselors/advisors, and tutors in the classroom.

The three sequences, which offer flexibility of choice based on student academic needs and schedules, will be collectively developed in partnership with De Anza’s Learning in Communities (LinC) program, identified as a “best practice” for a decade. LinC’s learning community model combines two or more classes under a common theme so student learning is facilitated by integration of two or more subjects, building of community, and fostering of explicit connections between disciplines, classroom experiences, as well as students and teachers. **Collaborating with LinC makes sense given its successful model of student outreach based on academic placement results and counselor and faculty referrals, course scheduling and management of student enrollment, and instruction and pedagogy.**

Examples of this success include: a retention rate across all learning communities in the LinC

program of 85% or higher, compared to a college-wide average of 60%; and an average course success rate in learning communities of 90% or better. Also, course success rates in learning communities that tie college-level General Education classes with pre-collegiate-level classes are 10-25% higher than for the same GE classes not taught as a learning community (LinC 2005).¹⁸

Readiness and Success in College-Level English: The first of the sequences will be a five-quarter learning community pathway that takes students from developmental English (two-levels below college-level) through transfer-level English. A recent pilot of such a learning community pathway at De Anza focused on moving students from one-level below college-level to college-level English composition. An evaluation of the pilot showed phenomenal success with students of the targeted AAPI groups.

Persistence and Success Rate to Degree-Applicable/Transfer-Level English (<i>Definition: Percentage of those enrolled in pre-collegiate English who successfully advance to and complete degree-applicable/transfer-level English.</i>)		Filipinos	Pacific Islanders	SE Asians
	Linked Classes	90%	75%	75%
	Non-Linked Classes	34%	42%	35%

*Source: IMPACT AAPI Year Two Final Report by Dr. Carolyn Arnold, 2010.*¹⁹

Reading and watching films about the hardships of Asian American and Pacific Islander experiences affected my motivation to succeed in this course. One of the books [a memoir about a Vietnamese family] described a girl who immigrated to America at a young age and lived with a cruel father. She grew up with nothing and became a great person. My parents immigrated to the United States before I was born. Like [the main character], they had nothing when they immigrated to the United States. My mom and dad had to slave away day and night trying to find money to support a family of nine. From reading her memoir, it makes me want to do my best in this course and other classes because I want my family to be able to live the life that they deserve.

--Student in Pilot Learning Community, 2010

As voiced by students in the pilot class, the learning community strategically centers on Asian American and Pacific Islander Studies in the course theme, course content, and pedagogical approaches—an effective instructional intervention supported by educational research on AAPI students at colleges and universities in the U.S. as well as by feedback from De Anza students

themselves (Nuenavista, et. al. 2009; Halagao 2004; Kim 2009).²⁰

Building upon the pilot pathway—which included two quarters of English and one summer quarter of Intercultural Studies focusing on AAPI civic engagement and community leadership skills development, the proposed five-quarter sequence will add an initial course for students who place two-levels below college-level English, and a final transfer-level English course for those who have completed English composition and are readying themselves for transfer (Table 16). Since research has indicated that early success in developmental courses put students in good stead and on nearly equal footing with those who do not begin in developmental courses, **the expanded sequence provides the most underprepared AAPI students a clear and extra supportive pathway to transfer readiness** (Byrd, et. a. 2005).²¹

Offered	Learning Communities	Students Targeted
Winter	LART 200: Developing Reading and Writing Connections (Course Theme: “Where We Come From, Where We’re Going: Asian Americans and Pacific Islanders on the Move”)	Students who place at two-levels below college-level English.
Spring	LART 211: Integrated Reading and Writing (Course Theme: “Honoring Our Stories: From the Bay Area to Southeast Asia and The Pacific”)	Students who place at one-level below college-level English.
Summer	APALI Leadership Academy: ICS 22: Contemporary Issues in Asian America + ICS 4: Race, Ethnicity, Inequality (Course Theme: “Asian American and Pacific Islander Civic Leadership & Community Empowerment”)	Students who want to fulfill GE requirements in Area D Behavioral Science (ICS 4), and Area D History and Society (ICS 22).
Fall	EWRT 1A: Composition and Reading + ICS 24: Asian American Literature (Course Theme: “Remembering, Representing, Remixing: Telling the World Who We Are—Asian Pacific American Voices in Context”)	Students who want to fulfill GE requirements in Area A English Composition (EWRT 1A), and Area C Humanities (ICS 24).
Winter	EWRT 2: Critical Reading, Writing, Thinking + SPCH 10: Oral Communication (Course Theme: “Asian Pacific Americans—Expressing Ourselves Out Loud”) LART 200 (sequence repeats; offered same quarter as EWRT 2 + SPCH 10)	Students who want to fulfill both GE (Area A) and transfer (Area 1) requirements in Critical Thinking (EWRT 2), and Oral Communication (SPCH 10).
LART = Language Arts EWRT = English Writing		ICS = Intercultural Studies SPCH = Speech

The first year of the project will begin by offering the current pilot sequence, developing the syllabi for two new learning community classes, identifying faculty to teach them, and training faculty in the LinC model as well as pedagogy and strategies for culturally responsive teaching with the targeted AAPI groups. The second year will offer the full five-quarter sequence of the “Readiness and Success in College-Level English” pathway. Students who enroll in these classes receive priority registration for the next class in the sequence. However, they are not obligated to commit to the full five-quarter sequence to participate in the cohort pathway. This will allow students who join in the second quarter (one-level below EWRT 1A) and those who are not available for summer to still participate in the pathway.

Readiness and Success in College-Level English and Math: The second sequence will be a new three-quarter pathway that links together English and math. College data has shown that persistence and success rates in math courses that are part of a learning community—compared to those not part of a learning community—result in more than twice the rate of students succeeding through three levels of developmental math. As displayed below, the odds of student success nearly double with this strategy, which merits use with the targeted group.

Table 17. Fall 2007-Spring 2008 Persistence: Pilot of Pre-Algebra to Intermediate Algebra				
Persistence & Success Rate <i>(Definition: Percentage of those enrolled in initial developmental math class who successfully advance to and complete subsequent level(s).)</i>		Students Who Start in Math 210 (Pre-Algebra)	Succeed in Math 212 (Beginning Algebra)	Succeed in Math 114 (Intermediate Algebra)
	LinC classes	27	41%	37%
	Non-LinC classes	480	27%	17%

Source: <http://dilbert.deanza.fhda.edu/daresearch/lincmathsequen.pdf>.

If [students] are coming to us at this level [pre-algebra], it means they have not been successful at this in high school. If they don't succeed here, they are permanently affected both financially and in terms of doing what they want to do. These classes are crucial.
 --Anne Leskinen, Former Dean of Math, De Anza, 2007²²

Existing learning communities of English and math offered by LinC do not include

culturally specific instruction nor do they target underserved AAPI students. The “Readiness and Success in College-Level English and Math” pathway will incorporate culturally specific course content and pedagogical approaches responsive to the targeted populations of students.

Classroom Success Liaisons, counselors/academic advisors, and tutors will be part of the regular classroom team of support in coordination with the instructors. This team will provide not only academic support and educational guidance but also **identity-based group discussion forums, which research has suggested can be critical to the success of AAPI students in navigating their college experiences** (Johnson, et. al. 2007; Lei 2006).²³ This pathway will take students from one-level below college-level through college English composition, and three levels of developmental math including the degree-applicable General Education requirement. The first year of the project will include design of syllabi for the new pathway, and identification and training of faculty in the learning community model and culturally responsive teaching. Year two will begin offering the full three-quarter sequence of the pathway. Students who enroll in the fall quarter will be asked to make a commitment to the full three-quarter (one-year) sequence.

Offered	Learning Communities	Students Targeted
Fall	READ 211: Developmental Reading + MATH 210: Pre-Algebra (Course Theme: “AAPIs Making a Difference in the U.S. in History and Community”)	Students placed at one-level below college-level reading and three-levels below college-level math.
Winter	EWRT 211: Preparatory Reading and Writing Skills + MATH 212: Beg Algebra (Course Theme: “We Are One But Not the Same: Filipinos, Southeast Asians, and Pacific Islanders in Education”)	Students placed at one-level below college-level writing and two-levels below college-level math.
Spring	EWRT 1A: Composition and Reading + MATH 114: Intermediate Algebra (Course Theme: “AAPIs in Silicon Valley”)	Students who want to fulfill the GE requirement in Area A English (EWRT 1A) and the degree-applicable math requirement (Math 114).

Strategies for Preparation in STEM: The third new learning community sequence will integrate De Anza’s **Math Performance Success Program (MPS)**—**identified by the U.S.**

Department of Education as a cutting-edge, exemplary model of developmental math instruction at community colleges—with preparatory STEM courses, General Education, and an orientation to AAPI student success and STEM careers (Golfin, et. al. 2005).²⁴ De Anza’s MPS program enrolls students identified as having had difficulty with math (i.e., failed a math course, had trouble in math in high school). The program employs double instruction time, small-group applied math activities in lab settings, dedicated counselors who work closely with instructors, and small-group tutorials and study sessions. These instructional and support strategies that have been named “best practice approaches” in postsecondary developmental math education by the American Mathematical Association of Two-Year Colleges.²⁵

Creation of this cohort-based learning community for targeted AAPI students recognizes that underserved students aspiring to transfer, and who are not linked to intentional communities or networks, do not have essential assistance needed to navigate the education pipeline to transfer (Hagedorn 2004), leading to a “serious pipeline leak” of students who drop out in their second year (Hunter, et. al. 2009).²⁶ The support of counselors, tutors, study groups, and doubled instructional time also recognizes that first-term academic performance has been shown to have one of the strongest relationships to retention, especially for high-risk students (Byrd, et. a. 2005).²⁷ And importantly, by increasing the likelihood of success, the pathway acknowledges research studies that have found that, in:

...the context of the community college, students who remediate successfully in math exhibit attainment that is comparable to that of students who achieve college math skill without the need for remediation, and this finding generally holds true even across the various levels of initial math skill deficiency (Bahr 2008).²⁸

Table 19. Key Elements and Rationale of “Strategies for Preparation in STEM” Pathway	
Key Element	Rationale and Purpose
The one-year pathway will include an anchor learning community that combines a nationally recognized	The anchor learning community will allow students to earn credit in General Education, transfer readiness requirements, and transfer-level math. Targeted academic support will entail

math program (MPS), college-level English, and a General Education course.	integrated services with dedicated counselors, peer tutors, and facilitated study groups.
A STEM course will be linked to the anchor learning community as a “choice” class for students.	The STEM class allows students to earn credit in General Education and transfer readiness requirements. Students will be able to choose from a wide-range of preparatory STEM classes based on their individual interest and schedule.
A supplemental orientation class, “AAPI Student Success and Exploring STEM,” will be linked to the anchor learning course during the sequence.	The 0.5-1.0 unit class will provide supplemental instruction on skills for student success, community-building among the cohort, and an introduction to STEM fields and professions. Emphasis will include experiences and challenged faced specifically by targeted AAPI groups.

The “Strategies in Preparation for STEM” pathway builds on proven success of the MPS program to create a uniquely and culturally tailored learning community for targeted AAPI students to achieve success in math and explore possibilities in STEM fields and careers. Evidence of the success of the MPS model includes an overall average course success rate of about 90%. This is a rate that is as much as 80% higher than those of similar math courses that are not in the MPS program. For underrepresented minority students such as African Americans and Hispanics, they are 122%, 64%, and 36% more likely to pass elementary algebra, intermediate algebra, and elementary statistics, respectively, than their counterparts not enrolled in MPS (Golfin, et. al. 2005, p. 75,79).²⁹ **The proposed STEM pathway will outreach to AAPI populations from economically and academically disadvantaged families less likely to declare STEM majors. Therefore, the sequence will be able to focus not only on targeted AAPI students but those most in need of special math assistance and provide them a supportive route to succeed through transfer-level math.** Importantly, for students and their families, exposure to and preparation for STEM fields, which may allow for greater professional opportunities and higher income potential, can greatly shape their later educational and life opportunities. As noted by CNN, the majority of “the highest-paying jobs typically held by those with associate degrees pay more than many jobs that require bachelor's degrees” and are STEM-

related professions such as computer specialists, environmental engineering technicians, and industrial engineering technicians (CNN, 2006; see also Chen 2009).³⁰

Table 20. Sample Pathway for Preparation in STEM		
Anchor Learning Community	“Choice” STEM Courses	Students Targeted
Fall: MATH/MPS 212: Beg. Algebra + ICS 78*: Issues in Intercultural Studies	-----	Students who place at two-levels below college-level math (Math/MPS 212). *Course Theme for ICS 78: “AAPI Student Success and Exploring STEM.”
Winter: MATH/MPS 114: Intermediate Algebra + EWRT 1A: Composition and Reading	ASTR 4: The Solar System BIOL 11: Human Biology BIOL 13: Marine Biology CHEM 10: Intro Chem CIS 3: Business Info Syst. ENGR2: Engineering Profess. ENGR 10: Intro to Engin’g GEO 1: Physical Geograpy GEOL 10: Intro to Geology GEOL 20: General Oceanography	<ul style="list-style-type: none"> ▪ Students who place at one-level below college-level math (Math/MPS 114). ▪ Students who want to fulfill the GE requirement in Area A English Composition (EWRT 1A). ▪ Students who want to fulfill the UC/CSU transfer requirements in Area 5 Physical & Bio Sciences (ASTR 4; BIOL 11, 13; CHEM 10; GEO 1; GEOL 10, 20). ▪ Students who want to take introductory Engineering or Computer Systems courses.
Spring: MATH/MPS 10: Statistics + ICS 4: Race, Ethnicity, Inequality	BIOL 10: Introductory Bio CHEM 1A: General Chem ENGR 35: Statics ES 1: Intro to Environ’l Studies ES 2: Humans, the Environ’t, Sustainability ES 3: Imagery of Environment ESCI: Environmental Science ESCI 19: Environmental Bio ESCI 20: Intro to Biodiversity	<ul style="list-style-type: none"> ▪ Students who want to fulfill the UC/CSU transfer requirement in Area 2 Math Concepts and Quant. Reasoning (Math 10). ▪ Students who want to fulfill GE requirement Area D Behavioral Science (ICS 4). ▪ Students who want UC/CSU transfer requirement in Area 5 Physical and Bio Sciences (BIOL 10; CHEM 1A; ESCI 1, 19,20). ▪ Students who want to take introductory Environmental Studies courses.

In the first year of the project, faculty for the new STEM preparatory pathway will be identified and the feasibility of interdisciplinary pairings will be evaluated based on enrollment data. Faculty will trained in both learning community pedagogy and culturally appropriate instruction and support based on understanding of the educational experiences and challenges faced by Filipino, Southeast Asian, and Pacific Islander students. Training will be delivered in partnership with LinC and the Office of Staff Development. Syllabus design of the 0.5-1.0 unit

“AAPI Student Success and Exploring STEM” class will also be completed in year one, and include study skills development; strategies for accessing college services; discussions about the educational experiences and challenges faced by targeted AAPIs; an introduction to STEM fields and career; guest speakers of various STEM-related professions in Silicon Valley; and field trips to STEM-related industries. Year two will pilot the MPS sections and “AAPI Student Success and Exploring STEM” class, as well as develop syllabi for the GE classes to be offered as part of the anchor learning community. The anchor learning communities (the MPS, Intercultural Studies, and English classes) will incorporate course themes, instructional materials, and pedagogical approaches that reflect experiences of Filipino, Pacific Islander, and Southeast Asian students. The full three-quarter sequence—the anchor learning community plus the “choice” STEM classes—will be offered starting in the third year. Students who enroll in the fall will be asked to commit to the full sequence. The carefully designed sequence will aim to create a supportive pathway for AAPI students who have not historically shown high rates of transfer.

B. Development of Digital Modules for Academic and Student Services Support

Research on promising pedagogical practices includes evidence that electronic tutorial modules are used widely and successfully in a variety of college settings.³¹

Table 21. Success with Digital Modules in Pre-Collegiate Math and English at De Anza	
Success in Math with Digital Modules	The <u>Math Department</u> implemented a pilot program using online interactive modules licensed from a publisher aimed at three levels of pre-collegiate math (Math 210: Pre-Algebra; Math 212: Beg. Algebra; Math 114: Intermed. Algebra), and one transfer-level course (Math 10: Statistics). Students used the modules monitored by an instructor for 2-3 weeks. The modules reviewed material required to pass various assessment tests. Students re-took the test and 85% of those who had used the online modules passed the assessment test for the level that they had failed a few weeks before.
Success in English with Digital Modules	In the <u>English Department</u> , an instructor (M. Hattori) has developed interactive digital modules for his developmental English (EWRT 211) classes. The modules focus on common grammar errors such as run-on sentences, fragments, and parallel structure. He piloted the modules in two classes in Winter 2010, which combine in-class and online coursework. He required students in the classes to complete the modules before submitting their final writing portfolio. That quarter, every student who completed the modules and submitted a complete writing portfolio passed the course, a 96% pass rate.

The digital learning modules can be used in a variety of teaching environments: as part of an in-person class, students go through the module together; students can do the modules individually in a computer lab; or the modules can be part of an online course. Digital modules can also be revisited by students anytime to review basic skills material learned in a previous class.

--Marshall Hattori, De Anza English Dept

Because of the modules’ effectiveness in improving course success in developmental English, the first year of the project will be dedicated to creating three to five adaptive digital modules in grammar, writing, and reading that can be used ultimately in developmental English classes throughout the college (also as refreshers in college-level English); and training instructors to use them. **The modules or mini-tutorials will be *adaptive* in the sense that the digital learning paths will be responsive based on a student’s answers in real-time, adapting immediately to the student’s learning needs. Previously used modules have not been “smart” or adaptive in this way.** The second year will roll out these English modules, starting with classes described above in learning community pathways. Using the example of English modules, a parallel set of three to five modules will be developed for use by developmental math classes: pre-algebra, beginning and intermediate algebra. Math faculty who specialize in basic skills instruction will assist in the design and scripting of the modules and the Digital Modules Lead will head up digital production in consultation with De Anza’s Technology Resources Group. This will take place in year two of the project. In year three, building upon the interactive, adaptive learning technology used in the English and math modules, development of student services modules will involve staff (from Counseling, Financial Aid, Admissions and Records, the Tutorial Center) in the design and scripting of three to five modules. These will assist students in accessing and navigating various college services. All modules will be accessible on De Anza web pages.

Table 22. Additional Information on Student Services Modules	
Need for Student	The Community College Survey of Student Engagement report indicates that a significant portion of students do not use services offered on their campuses: “Colleges

Services Modules	<i>can address this challenge by making engagement strategies and support services inescapable, either by integrating them into the classroom experience, making them mandatory or otherwise bringing them to students.</i> ³²
Sample Topics for Modules	Topics will include but not be limited to: 1) how to register for classes; 2) accessing financial aid, scholarships, and college resources; 3) how to get counseling/advising; 4) where to go for assessment testing; 5) locations of tutoring/discipline-specific support centers; and 6) programs targeting low-income/first-generation college students.
Resources Among AANAPISIs	South Seattle Community College, a current AANAPISI, has posted various student success resource videos (http://www.successatsouth.org/videos) on their website. The videos walk students through student success programs and services, as well as step-by-step instructions on how to access these resources. These videos are a good resource for De Anza's student services modules.
Digital Literacy Agenda	With the state of California emphasizing digital literacy as part of its plan to teach students "21st Century Skills," the digital modules can also help students gain comfort and competence in navigating technology (California Virtual Campus, STEM Pathways Project Plan, July 2009). ³³

C. In-Class Support Through AAPI Classroom Success Liaisons (CSLs)

This additional person in the classroom assists in developing community, connects with students to build trust, and provides someone who can be more aware of personal and class issues as they arise. This helps instructors in creating an actively engaged and responsive classroom environment. Students look forward to coming to class, there is support from peers to complete assignments, and overall the students are more invested in their educational experience and own personal success.

--Jim Nguyen, De Anza Intercultural Studies Dept, Proposed Lead for CSL Program

Like the adaptive digital modules, the Classroom Success Liaison activity is meant to support student success by providing integrated classroom support and more individualized attention to students. A liaison and advocate for students in the classroom who works closely with instructors can be critical in facilitating development of a strong social support network among the cohort, as well as fostering an open and responsive learning environment—all contributing to higher rates of student success and retention, and identified by educational research as effective correlates with transfer success and good “benchmark practices” with entering students (Fisher 2007, CCCSE 2009).³⁴ This has been the case with academic advisors and mentors in the pilot learning community launched by De Anza's IMPACT AAPI project, in which course success and retention rates were consistently above 90%.³⁵

Table 23. Overview of Classroom Success Liaisons (CSLs)	
CSL Candidates	Former students of specific courses, who are familiar with the content and the instructor(s), will serve as the foundation of the Classroom Success Liaison program. It is possible the CSL program will be linked to De Anza’s <u>Institute for Community and Civic Engagement</u> and service-learning. This potential partnership has the added benefit for CSLs themselves, with research indicating that service-learning has positive outcomes on retention of low-income, first-generation and minority students (Campus Compact 2006; Rimmerman C.A., et al. 2009; Weglarz, S. & Seybert, J. 2007, <i>Journal for Civic Engagement</i>). ³⁶
CSL Training	CSLs will take a 0.5-1.0 unit training course (Intercultural Studies 78). Training will <u>include an orientation to resources on and off campus, skills development in peer mentoring, cross-cultural communication, community building, group facilitation, classroom observation, working with instructors, and leadership</u> . The quarter-long training (12 weeks) will require CSLs to share their observations from their classroom placement weekly to improve their skills and to troubleshoot student issues as they arise.
CSL Activities	CSLs will attend class sessions in addition to taking the ICS 78 course. <u>CSL classroom activities can include</u> , but will not be limited to: 1) in-class support/assistance to students through facilitation of class discussions and activities as agreed upon with instructors; 2) outside-class meetings with students to help identify AAPI community resources pertinent to class assignments (i.e., community centers, community mentors, community events, etc.); 3) assistance with setting up and managing student-instructor and student-CSL interactions through online technology (i.e., Facebook, VoiceThread, email reminders); 4) presentations of personal (and family and work) experiences that relate to the history and contemporary experiences of AAPIs; 5) planning assistance for class field trips to learn about AAPI communities in the Santa Clara Valley and for guest speakers who are leaders in local AAPI communities; 6) conducting evaluation exercises about student learning outcomes; and 7) referring students to resources such as financial aid, counseling, tutoring, etc.

The CSL Lead will spend the first year of the project developing the syllabus for the CSL training course, coordinating with partner faculty, collaborating with the Institute for Community and Civic Engagement, identifying and outreaching to potential student CSLs, and piloting the first class of CSLs with placement of CSLs in classes of the new learning community pathways. Evaluation of the pilot CSL training and class placements will be conducted and used to improve the CSL program for its full implementation to be rolled out in year two of the project.

D. Faculty/Staff Professional Development

To provide institutional support to faculty and staff who work directly with the project as well as to the campus professional community as a whole (over 930 full- and part-time faculty) in terms of enhanced sensitivity and capabilities in working with AAPI students, faculty/staff professional development will be delivered on a regular basis throughout the project period.

These offerings will be delivered in partnership with De Anza’s Office of Staff Development, which does not currently provide ongoing professional development focusing specifically on professional knowledge and skills for working effectively with AAPI student communities.

Table 24. Professional Development Offerings to Support AAPI Student Success	
Type of Offering	Knowledge Enhancement and/or Skills Development Emphasized
1. Three Sets of Workshops on Education and AAPIs	<u>In-house modular workshops (1.5-3 hours)</u> focusing on the experiences of Filipinos, Pacific Islanders, and Southeast Asians. <u>Topics will include: context of groups’ histories and migration to U.S.; socio-demographic profiles of groups nationally and regionally; educational experiences in area high schools and colleges; personal and family stories; educational attainment and challenges at De Anza; strategic interventions for targeted group; and faculty/staff “best practices.”</u> Workshops will be open to all. Target Audience: Faculty/staff working directly with project. Also, campus at-large (all faculty and staff, administrators, students).
2. “Best Practices” Discussion and Support Group	<u>Quarterly meetings</u> for discussion and sharing of instructional experiences and provision of services; challenges and needs in classroom with students, or in relation to project activities; problem-solving of identified challenges; mini-training based on interests (such as instructional technology, resources for teaching about AAPIs, etc.); sharing of “best practices.” Target Audience: Faculty/staff working directly with project (i.e., instructors/staff of new learning communities).
3. Guest Presentations by Experts on AAPIs	Invited speakers (scholars, recognized leaders, authors, etc.) with knowledge and skills development expertise on AAPIs and education for campus-wide seminars, workshops, and presentations. Target Audience: Faculty/staff working directly with project. Also, campus at-large (all faculty and staff, administrators, students).
4. Participation in Academic & Professional Conferences on AAPIs & Education	Funding support for faculty/staff to attend off-campus professional conferences such as those of the <u>Association for Asian American Studies</u> , the <u>Asian Pacific Islander American Scholarship Fund</u> , and <u>Asian Pacific Americans in Higher Education</u> . The events serve as opportunities to learn about cutting-edge scholarship in AAPI studies, educational initiatives and policies impacting AAPIs in the U.S., and innovation and “best practices” in instruction and educational programs. Target Audience: Faculty/staff working directly with project.

E. Increased AAPI Resource Development Capacity

As documented in the “Needs” section, no resource development office exists currently to raise external funds for AAPI students and programs at De Anza. The Asian Pacific American Leadership Institute, a college-sponsored 501(C)3 and key AAPI student-serving organization, will serve as the hub for this project component. This will allow the initiative to stay focused on

the targeted AAPI student populations and not be eclipsed by the broader fundraising activities of the Foothill-De Anza Community College District, which does not focus on specific ethnic subsets of students. The first year of the proposed three-year capacity-building initiative will provide funds for APALI to contract with a fund development expert. Year two and three will entail implementation and training based on the recommendations from year one. References to capacity-building models to be investigated are in the Bibliographic Endnotes.³⁷

Table 25. Three-Year Plan for Resource Capacity Development Through APALI	
YR 1	Contract <u>Fund Development Consultant</u> to conduct organizational assessment, and create and develop recommendations in a <i>Resource Development Plan</i> (RDP) for APALI Board and staff. <u>RDP will detail steps for recruiting, retaining, and maintaining relations with prospective and current funders (foundations, corporations, individuals).</u> Develop training plan based on RDP.
YR 2	<ol style="list-style-type: none"> 1. Conduct <u>basic training</u> of APALI advisors, staff, and volunteers based on RDP. 2. Guide staff through the process of <u>putting the consultant’s recommendations into action.</u> The bulk of the work to be done by the APALI staff, which will be outlined in the consultant’s initial assessment and plan, may include the following: <ul style="list-style-type: none"> ▪ Assess the addition of donor tracking software ▪ Expand and segment prospect database, including APALI/ De Anza alumni ▪ Research funding from institutional funders (foundations, corporations, government) and develop list of high-potential funders to sustain APALI ▪ Implement resource development training for alumni ▪ Conduct ongoing communication with alumni, supporters, and donors ▪ Refine website and establish online giving capacity ▪ Expand prospect cultivation and donor recognition activities ▪ Research leadership programs that focus on AAPI and explore potential collaboration to increase APALI’s reach and sustainability ▪ Track and report on accomplishments and progress
YR 3	Increased Resource Development Capacity to support AAPIs may include: <u>development and adoption of grant policies; creation of reference library of grant sources and resources including priorities and application timelines for possible corporations, foundations, public and private funding; and creation of boiler-plate templates for local, regional, state, national funding sources.</u> These “products” will be produced by year 3.

PROJECT PERSONNEL

Key personnel include the Project Director, the Curriculum Lead, the Classroom Success Liaison Lead, the Digital Modules Lead, the Staff Development Lead, the Director of Research and Planning, the Deans of English and Math, and the counselors/academic advisor.

Project Director (0.5 FTE)/**Staff Development Lead** (0.2 FTE): **Mae Lee, Ph.D.**, is a **tenured faculty member of the Intercultural/International Studies division** at De Anza College. She teaches comparative studies on race and ethnicity and Asian American Studies. She is also the **Associate Director of the Asian Pacific American Leadership Institute (APALI)** for which she has monitored quality of services, managed the budget, and written reports. Her experiences in program management and reporting include serving as Program Director and National Staff Trainer for City Year, San Jose, CA and Boston, MA where she managed staff and operations of an Americorps non-profit focused on youth leadership, service-learning, and diversity. Dr. Lee also served as the Project Director of a pilot program at De Anza, called IMPACT AAPI, designed to improve educational experiences for AAPIs underrepresented in higher education. Dr. Lee is also the recipient of research grants and fellowships analyzing Asian American communities. For her research on corporate affirmative action, she was responsible for federal compliance reporting. **Dr. Lee will devote 50% of her time to managing and overseeing the project. Dr. Lee will devote her remaining time (20%) to serve as the Staff Development Lead**. Her role as Associate Director of APALI has extended to designing and leading a three-month training program for its Leadership Training Institute which included curriculum development, program facilitation, and evaluation on Asian American Studies, instructional training, leadership, and civic engagement. Her experience at an Americorps organization included designing and leading program and job trainings for 100+ professional staff. As a trainer for an educational non-profit, Dr. Lee designed and led a week-long training for interns of a college preview program focusing on Filipino high school students.

Curriculum Lead (0.3 FTE): **Anu Khanna Ph.D.**, **tenured in the Intercultural/International Studies division**, is an intercultural communication specialist and **chairs the**

Intercultural Communications department. She is co-chair of the Faculty Senate Curriculum Committee and co-coordinator of the LinC program. Dr. Khanna currently spends 30% of her time chairing the Curriculum Committee. **She will devote 30% (0.3 FTE) of her time to organizing the curriculum components of the project in collaboration with LinC and faculty teams from Language Arts, Physical Sciences, Math, and Engineering.** In conjunction with her role as co-coordinator of LinC, she will **also manage scheduling, student outreach, and enrollment of the new learning pathways**, areas of LinC's current work.

Dean of Math/Math Performance Success: Jerry Rosenberg, M.S., has served as **Dean of Physical Sciences, Math, and Engineering (PSME)** at De Anza since 2007. He has administered several basic skills mathematics programs, including the 14-year-old Math Performance Success (MPS) program, which has been cited for excellence in best practices by the Board of Governors for CA Community Colleges Exemplary Program Award. Mr. Rosenberg has also been the principal investigator for state and federal grants designed to increase the participation and success of underrepresented students in mathematics and science. **As part of his regular duties as Dean, he will ensure appropriate institutional support for the development of the new curricular pathways that include math, MPS, and STEM.**

Dean of Language Arts: Thomas Ray, MFA, Dean of the Language Arts division, joined De Anza College in Winter 2011, bringing with him a background in international and cross-cultural programming from both a faculty and administrative perspective. As a dean in Merced College, CA, he was responsible for the English Language Institute. As an associate dean in New York, he supervised study abroad activities and courses. As a faculty member at Alpena Community College, MI, he developed and managed a summer institute for faculty

members from Beijing Union University. **As part of his regular duties as Dean, he will help provide institutional support for the learning community pathways that include English.**

Classroom Success Liaison Lead: Jim Nguyen, J.D., the Community Mentor and Liaison for De Anza's pilot AAPI-specific learning communities and adjunct faculty in Political Science and Intercultural Studies, will serve as the Classroom Success Liaison Lead. **Mr. Nguyen will develop and deliver the training course for the Classroom Success Liaisons (CSL)** based directly on his experience with integrated student services as the in-class Community Mentor and Liaison, after which the role of the peer Classroom Success Liaison is modeled. **He will also coach and advise CSLs throughout their classroom placement.** Mr. Nguyen is also **Assistant Director of APALI;** he designs and coordinates internship trainings, program evaluations, and presents staff development on AAPI educational "best practices."

Digital Modules Lead (0.1-0.3 FTE, 0.2 FTE provided by De Anza College): **Marshall Hattori, M.A., tenured faculty in both the Language Arts and Intercultural/ International Studies** divisions, will serve as the Digital Modules Lead. Mr. Hattori has taught numerous online and hybrid English and Asian American Literature classes, including De Anza's AAPI-specific learning communities. He uses technology-enhanced instruction in his regular classes by producing podcasts, interactive websites, and online resources. Mr. Hattori is also a documentary filmmaker and coordinates an annual student Asian American film festival. For both his classes and the film festival, Mr. Hattori has developed and facilitated technology trainings. **Mr. Hattori will work 10-30% of his time to produce the digital modules in partnership with advisory teams from English, math, and student services.** (The grant budget includes a 0.1 FTE release per year; the college will provide a 0.2 FTE release per year.)

Director of Research and Planning: Andrew LaManque, Ph.D., is Director of Research and Planning, Foothill-De Anza Community College District. Together with Dr. Lee, Dr. LaManque will oversee evaluations, reporting and program research for the project. Since 2002, Dr. LaManque has provided data to address college and student challenges, including the equity gap within the Asian American label, by disaggregating the various Asian ethnic groups and looking at experiences per individual community histories. **This project will fall within Dr. LaManque's current assignment as Director of Research and Planning.**

Counselors/Academic Advisor (stipend; 1.0 FTE): One counselor (stipend) will be hired to work closely with the MPS/STEM preparation pathway; another counselor/academic advisor (1.0 FTE) will be hired for dedicated support of the other two learning community pathways. In addition to ongoing integrated classroom support, the counselor(s)/academic advisor will also **work closely with the Curriculum Lead on student outreach and enrollment**, as well as **assist with student learning outcomes assessments.** **Hiring criteria** for the counselor(s) will include **an M.A. in academic and personal counseling, expertise working with AAPI populations, and experience in student success programs such as cohort-based learning models including outreach, program design and implementation.** **Hiring criteria** for the academic advisor will include **a B.A. degree, training in educational advising and college services, and work experience with AAPI populations.** For both positions, the college will encourage applications from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, and disability.

Resume for Project Director / Staff Development Lead: Mae Lee, Ph.D.
<p><u>Education:</u> University of California, Santa Cruz: M.A. and Ph.D., Anthropology. Dissertation Topic: Post-Civil Rights Racial Politics in Corporate Silicon Valley. Stanford University: B.A., International Relations; M.A., Food Research.</p> <p><u>Other Related Training:</u> Fudan University, Shanghai: Studied Chinese language & literature; fluent in Mandarin. Monte Jade Science and Technology Association: Participated in Asia high-tech study tour.</p> <p><u>Related Work Experience:</u> De Anza College, CA: <u>Associate Director</u> of the Asian Pacific American Leadership Institute; <u>Project Director</u> of 2008 AANAPISI Grant Project; <u>Tenured Faculty</u> in Intercultural Studies.</p> <p>City Year, San Jose, CA & City Year, Boston, MA: Non-profit program management; program evaluation; staff training and evaluation; curriculum design and implementation; youth leadership and civic engagement; diversity training; corporate presentations; program reporting. As <u>Staff Trainer</u>, was part of team that designed and led program and job trainings for 100+ professional staff of AmeriCorps program.</p> <p>Project PULL, Stanford, CA: <u>Trainer</u>; designed and facilitated week-long training for interns to lead a leadership and college preview program focusing on Filipino high school students.</p> <p><u>Other Related Experience:</u> 2010: Conference Advisory Committee for “Diversity and Social Justice” Conference hosted by Santa Clara University. 2008–Pres.: Founding Steering Committee Member of the Silicon Valley Research Group, a project of the California Studies Association. 2008-2009: Research Grantee of the Russell Sage Foundation; Studied Asian American Political Participation in the Santa Clara Valley. 2000-2001: Responsible for federal compliance of employment data for high-tech firm.</p>

Resume for Curriculum Lead: Anu Khanna, Ph.D.
<p><u>Education:</u> Arizona State University: Ph.D. Communication (Organizational and Intercultural emphasis). Dissertation: “Communal and Personal Identity Structuration: An Examination of Asian-Indian Marathi Identity.” University of Wisconsin-Milwaukee: M.A. Organizational Communication and Training and Development. Thesis: "Who Helps You? An Examination of Online Mentoring and Peer Helping Relationships." University of Illinois: B.A., Cum Laude with Distinction, Speech Communication.</p>

<p><u>Related Work Experience:</u> De Anza College, CA: <u>Curriculum Co-Chair</u> for college; <u>Curriculum Coordinator</u> of pilot program targeting underserved AAPI students; <u>Student Learning Outcomes Core Team</u>; <u>Learning in Communities Co-Coordinator</u>; <u>Tenured Faculty</u> in Intercultural Studies.</p> <p><u>Other Related Experience:</u> 2002–2007: De Anza Learning in Communities Advisory Board Member. 2003–2005: De Anza Curriculum Facilitator (for multicultural infusion in college curriculum). 1996–1999: Coordinator of Programs and Services for <i>The Chair Academy</i> (A national leadership training and development organization).</p>
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<p>Resume for Dean of Math/Physical Sciences/Engineering: Jerry Rosenberg, M.S.</p> <p><u>Education:</u> University of Washington: M.S., Geophysics. Rutgers University: B.A., B.S.</p> <p><u>Related Work Experience:</u> De Anza College, CA: <u>Dean</u> of Physical Sciences, Mathematics, & Engineering.</p> <p><u>Other Related Experience:</u></p> <ul style="list-style-type: none"> • <u>Administered basic skills mathematics programs at De Anza</u>, including Math Performance Success, which has been cited for its excellence in best practices by the Board of Governors for CA Community Colleges Exemplary Program Award and has been the recipient of a Hewlett Foundation cash award for excellence in basic skills education. • <u>Principal investigator for several state and federal grants</u> designed to increase the participation and success of underprepared students in mathematics and science.
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<p>Resume for Dean of Language Arts: Thomas Ray, Ph.D. Candidate</p> <p><u>Education:</u> University of Nebraska-Lincoln: Ph.D. Candidate. Focus: Higher Education Leadership. Emphasis: ESL/cross-cultural communication, distance education, community college leadership. Louisiana State University: MFA, Creative Writing; ABD on a Ph.D. in English Literature. Cambridge University, England: Received academic scholarship to study abroad 1 year. University of Minnesota: B.A., English and Theatre.</p> <p><u>Related Work Experience:</u> Merced College, CA: <u>Dean</u>; responsible for the English Language Institute. Dutchess Community College, NY: <u>Assoc. Dean</u>; supervised study abroad activities/courses. Alpena Community College, MI: <u>Faculty</u>; developed and managed summer institute for visiting faculty from Beijing Union University; taught course at a university in Beijing.</p> <p><u>Other Related Experience:</u></p> <ul style="list-style-type: none"> • Served on a professional exchange team in Brazil, sponsored by Rotary International. • Supervised a group of college students who raised money to travel to Njawara, Gambia.

<p>Resume for Classroom Success Liaison Lead: Jim Nguyen, J.D.</p> <p><u>Education:</u> Santa Clara University: J.D., Law, Certificate in Social Justice and Public Interest with a focus in Race and the Law. University of California, Berkeley: B.A., Political Science (focus: Asian American Politics)</p> <p><u>Related Work Experiences:</u> De Anza College, CA: <u>Assistant Director</u> of the Asian Pacific American Leadership Institute; <u>Community Liaison and Mentor</u> of AANAPISI Grant Project; <u>Adjunct Faculty</u> in Intercultural Studies (Asian American Studies) and Political Science.</p> <p><u>Other Related Experience:</u> 2009–Pres.: Staff Development Coordinator for AANAPISI Grant Project (both peer staff support and campus-wide workshops)</p>

<p>Resume for Digital Modules Lead: Marshall Hattori, M.A.</p> <p><u>Education:</u> UC Santa Barbara: B.A., English; M.A., English Literature; ABD English Literature.</p> <p><u>Other Related Training:</u> Fresno State University: @One Catalyst Course Management Training</p> <p><u>Related Work Experience:</u> De Anza College, CA: <u>Tenured Faculty</u>, English Department; Received Paid Developmental Leave to <u>research and construct online grammar modules</u>; <u>Creator and Editor</u>, <u>Asian Pacific American Online Anthology</u>; <u>Supervisor</u>, <u>Weekend College Plus Website</u>; <u>Instructor</u>, <u>Asian Pacific Islander Literature</u>.</p> <p><u>Other Related Experience:</u> 2002–Pres.: English Department Distance Learning Committee. 2003–Pres.: Coordinator for De Anza College’s Annual Asian Pacific American Film Festival. 2006–Pres.: Catalyst (Online Instruction) Advisory Committee. 2007–2010: Co-Chair Asian Pacific American Expressions Committee. 2003–2008: Developmental Writing Committee.</p>
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<p>Resume for Director of Research and Planning: Andrew LaManque, Ph.D.</p> <p><u>Education:</u> State University of New York at Albany: Ph.D., Educational Administration (Education Policy, Politics and Law), M.S., Educational Administration (School Finance), M.A., Economics (Public Sector Economics). State University of New York at Geneseo: B.S., Management Science (Finance).</p> <p><u>Related Work Experience:</u> Foothill-De Anza Community College District, CA: <u>Director of Research and Planning</u>. De Anza College, CA: Supervisor for Research and Planning. University of California, Office of the President, CA: Coordinator, Business and Finance Policy Research.</p>

ADEQUACY OF RESOURCES AND REASONABLENESS OF BUDGET

In preparation for the proposed project, De Anza has researched the costs and determined that **it makes most financial and organizational sense for the proposed activities to build upon the infrastructure of existing college programs and offices.** In a number of cases, proposed activities link to initiatives that De Anza already undertakes, with modifications for AAPI students, such as expansion of the Math Performance Success (MPS) program. In other cases, activities use an existing programmatic model, such as the Learning in Communities (LinC) program, to provide new offerings, including courses and staff training opportunities related to targeted AAPI groups. Therefore, each of the project activities will be carried out in partnership with a college organization that is already supporting work related to the proposed activity. **The costs associated with these partnered activities go, for the most part, towards additional staff time and coordination.** Details are outlined in the “Budget Narrative.” Table 26 identifies each partnered activity. Table 27 explains the adequacy of budget items.

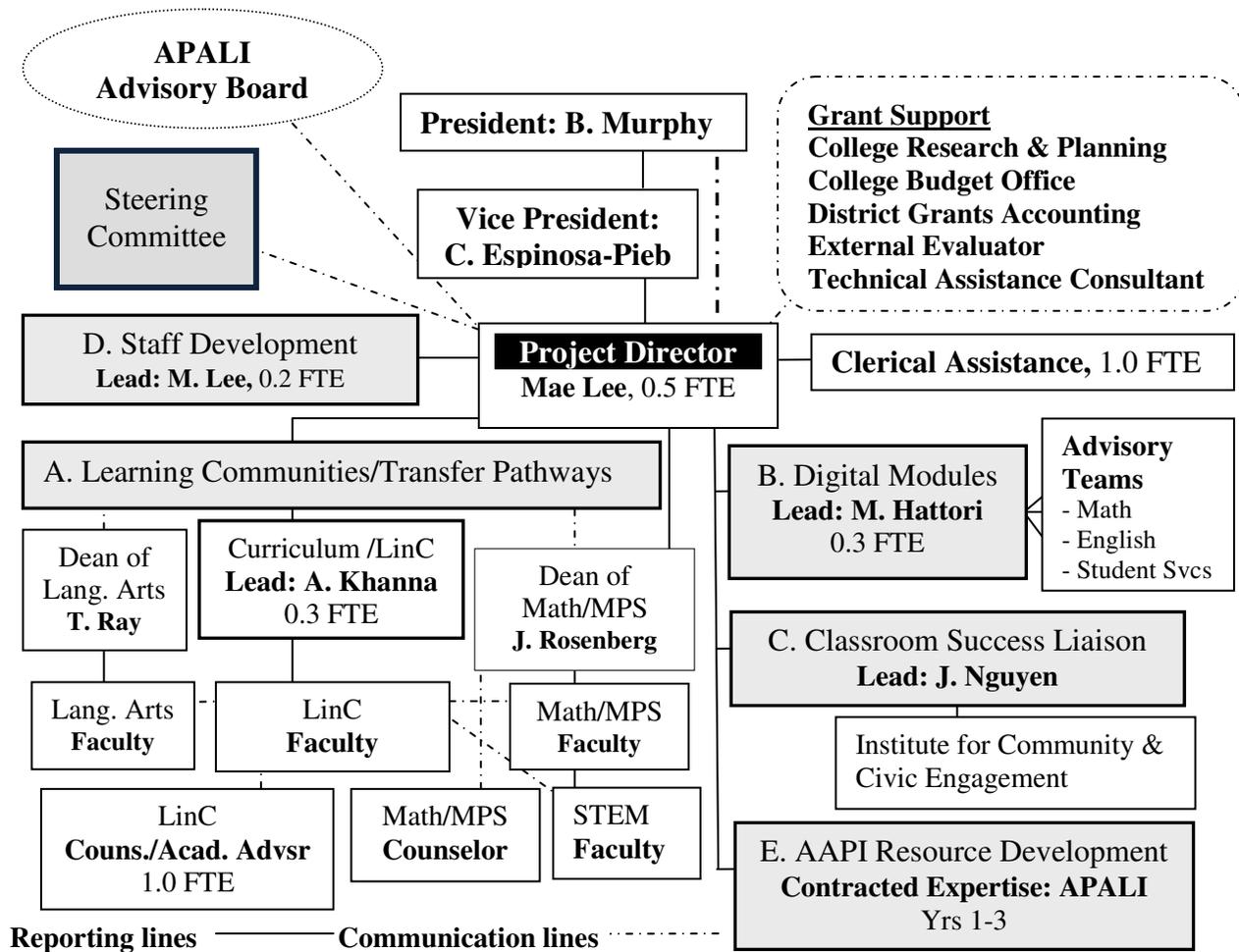
Table 26. Partnerships with Existing De Anza College Organizations		
Project Activity	Project Goal	Partner Organization
Development of new learning community sequences to improve transfer pathways in English, math, and STEM preparation for targeted AAPI groups.	Transfer Success, Course Success, College Readiness, College Success	Learning in Communities; MPS; Depts of English, Math, Physical Sciences, Engineering, and Intercultural Studies.
Production of adaptive digital modules for English, math, and college services.	Course Success, College Readiness, College Success	Depts of English & Math; Division of Counseling & Matriculation.
Creation of the Classroom Success Liaison (CSL) program.	Course Success, College Readiness, College Success	Dept of Intercultural Studies; Institute for Community & Civic Engagement.
Provision of faculty/staff professional development focusing on “best practices” for working with targeted AAPI groups.	Course Success	LinC; Office of Staff Development.
Increased capacity and expertise in resource development for AAPI students and programs.	College Success	Asian Pacific American Leadership Institute.

Table 27. Adequacy of Budget to Support Project	
Personnel:	All salaries are consistent with job classifications of like positions at the college. Costs are itemized in the “Budget Narrative.” Institutional commitment of staff described in “Project Personnel.”
Equipment:	No equipment is included in the “Budget Narrative.”
Supplies:	Costs of office supplies are consistent with those of standard office supplies used at the college, and purchases will follow standard college procurement processes.
Contractual:	Technical assistance/consultative expertise are consistent with college practices. Required contractual processes will be followed. Note: Funds for contracted Fund Development Consultant for resource development capacity-building through APALI will be concentrated in Year One of the project and result in a <i>Resource Development Plan</i> with recommendations to be implemented in year two and three. See itemized costs in the “Budget Narrative.”

Table 28 outlines the reasonableness of costs in relation to project objectives and design. Key items are post-grant sustainability of services, ease of replication, and cost per participant.

Table 28. Reasonableness of Project Costs	
Post-Grant Sustainability	<ul style="list-style-type: none"> • New learning community-based transfer pathways can continue post-grant. • New adaptive digital modules will be utilized and accessible to the whole college community post-grant. • New Classroom Success Liaison program can remain post-grant. • New faculty/staff development modules will be utilized post-grant. • Enhanced resource development capacity will enable increased support from college alumni and private sector post-grant.
Replicability of Project	Replication of project activities will be made possible by dissemination of information through the project website, the <i>Project Policies and Procedures Manual</i> , and project evaluation reports to help other colleges/universities learn from or replicate De Anza’s AANAPISI grant-funded initiatives. See “Management Plan” and “Project Evaluation” regarding the documents/website.
Cost Per Participant	<p>Projected number of unduplicated students (N) during the five-year project who will benefit from project activities are calculated based on numbers of students who: 1) enroll in newly developed AAPI-focused learning communities; 2) utilize the interactive digital modules; 3) are served by Classroom Success Liaisons; 4) are served by faculty/staff who attend professional development offerings; and 5) participate in newly resourced programs of the Asian Pacific American Leadership Institute.</p> <p>Budget in year 1 = \$400,000 → \$ 13,333 cost per participant in YR 1 (N=30) Budget in year 2 = \$400,000 → \$ 2,963 cost per participant in YR 2 (N=135) Budget in year 3 = \$400,000 → \$ 2,051 cost per participant in YR 3 (N=195) Budget in year 4 = \$400,000 → \$ 1,067 cost per participant in YR 4 (N=375) Budget in year 5 = \$400,000 → \$ 720 cost per participant in YR 5 (N=555)</p>

PROJECT MANAGEMENT



An experienced Project Director, reporting to a Vice President (with access to the President as needed), will lead day-to-day project operations overseen by a Steering Committee which will provide institutional guidance and support. Key personnel will share in the responsibilities of specific activity areas. In addition, the community-based **APALI Advisory Board**, and APALI—the primary bridge and support program to the college's AAPI academic activities and services—will serve as a cultural resource to the PD and its input will be sought.

Table 29. Steering Committee Membership and Oversight Role	
<ul style="list-style-type: none"> ▪ Project Director (PD) - M. Lee (<i>ex officio</i>) ▪ LinC/Curriculum Lead - A. Khanna (<i>ex officio</i>) ▪ Digital Modules Lead - M. Hattori (<i>ex officio</i>) ▪ Classroom Success Liaisons Lead - J. Nguyen (<i>ex</i>) 	<ul style="list-style-type: none"> ▪ VPs for Instruction and Student Services ▪ Director of Research and Planning ▪ Director of Budget Office/Grants Accountant ▪ Two Student Representatives (1 must represent

<p><i>officio</i>)</p> <ul style="list-style-type: none"> ▪ Dean of Math, MPS, STEM - J. Rosenberg ▪ Dean of Language Arts - T. Ray ▪ Dean of Intercultural Studies – E. Norte ▪ Representative from APALI – M. Chang 	<p>targeted AAPI groups)</p> <ul style="list-style-type: none"> ▪ Three Faculty Representatives (from STEM, Math, English, Intercultural Studies, Counseling)
<p>This oversight body will meet quarterly to: 1) serve as a resource for the PD; 2) review quarterly reports; 3) recommend improvements to project and make it more cost-effective; 4) ensure project goals and activities continue to be consistent with institutional mission and goals; and 5) support institutionalization of new practices and improvements. Members will receive quarterly reports with status updates of activity areas. The body will also provide expertise in respective areas; facilitate communication; review reports and evaluation data to suggest modifications; and recommend changes in budgets and expenditures.</p>	

Management, Communication, and Monitoring for Continuous Improvement

The Steering Committee (SC) will be convened immediately after notification of the grant, and meeting minutes will be posted on the project website. The PD will develop a *Project Policies and Procedures Manual* to be updated as needed and used as a guide for management. A printed copy of this manual will available to all project personnel and members of the Steering Committee. Table 30 describes project communication and management procedures. Table 31 outlines project milestones, responsibilities, and timelines.

Table 30. Strategies to Inform Key Personnel and Promote Open Communication	
Startup Communications	President and PD call Steering Committee (SC) meeting to establish schedule for presentations to major constituents; units involved in project meet with PD and key staff in first month after funding notification.
Quarterly SC Meetings	Minutes will be sent to Deans and Directors of administrative units involved in and impacted by project activities and posted on the grant project website.
Project Staff Meetings	Project staff will meet weekly from start of project until it is determined a less rigorous schedule is better suited. Meeting minutes and other pertinent information will be posted by the clerical assistant on project website.
Representation in Governance	PD and key staff will attend shared governance committees of the college (e.g. College Council) to ensure coordination and shared resources.
<p>Project Website and Newsletter: Within the first six months of the project, the PD working with the Technology Resources Group at De Anza will establish a project website for key staff as well as for college communication. A quarterly newsletter will feature special topics such as major activities, new strategies, and college improvements. The newsletter will be in print and online.</p>	
<p>Communication with Federal Program Office will be maintained through the Project Director. College compliance personnel will be kept apprised of rules and policy changes from the federal Program Office, as well as changes in grants management or fiscal issues in EDGAR.</p>	

The PD and Clerical Assistant will develop and modify, as needed, a comprehensive *Project Manual*, with copies available as needed. The manual will specify all policies and procedures; identify staff responsibilities and lines of authority; provide staff job descriptions; include required forms; and clarify reporting procedures and timelines. The PD will work with the Director of Research and Planning to coordinate research data, reporting and evaluation.

Table 31. Monitoring Procedures	
Startup Procedures	Upon award, the Director of the Budget Office will provide written procedures for expenditure approvals and clarify expenditure authority for grant staff.
Progress Reports	<p>Monthly progress reports will discuss: progress toward objectives; use of consultants; acquisition/installation of equipment; development/piloting of new practices; formative evaluation issues; delays, alternative solutions and requests for assistance; and joint efforts with units of college outside grant. Reports will be used as feedback to the Steering Committee for determination of needed modifications for improvement in project operation and strategies.</p> <p>Interim, annual and final reports will be submitted to the College and U.S. Dept of Education. Quarterly summary reports will be prepared for President, Vice-Presidents, Steering Committee, Faculty Senate and Student Body (DASB). An annual update will be made to the Board of Trustees.</p>
<p>Fiscal and accounting procedures are comprehensive and are not detailed in this proposal because AANAPISI program personnel indicated the President's signature on the signed Institutional Assurances forms included with this application were sufficient.</p>	
Project Records	Records to be kept will include fiscal records, an equipment inventory, time and effort forms for payroll documentation, and monthly progress reports.
<p>Formative Evaluation and Outcomes Reports generated by the on-going evaluation process (see "Project Evaluation") will be included in all reports and posted on the website.</p>	
Federal Updates	Compliance personnel will be kept apprised of changes in grant management or fiscal issues. Regular communication will be maintained between college and federal Program Officer.
Personnel	Grant personnel will be evaluated according to standard institutional evaluation policies and be consistent with existing policies and procedures, including negotiated agreements with faculty, administration, classified and non-classified staff. Monthly Time and Effort Reports will be completed for each employee being paid by grant project funds as stated and approved in the grant.

Table 32. Project Milestones, Responsibilities, and Timelines									
Date	Overall Project (Lee)	Learning Communities (LinC) with Integrated Services (Khanna)			Digital Modules (Hattori)	Classroom Success Liaisons (Nguyen)	AAPI Resource Develop't (APALI)	Staff Develop't (Lee)	Monitoring Evaluation & Reports (Lee, RP,EE)
		English Pathway	English, Math Pathway	MPS, STEM Emphasis					
YR 1 Grant Award Month	Hold orientation mtgs. Vet and hire contract services. Form (SC) Steering Committee.	PD and Deans meet with departments/faculty and staff to explain objectives and goals of five-year project, including focus on targeted AAPI groups of students. Identify English, Intercultural Studies (ICS), math faculty and staff partners; schedule LinC classes to begin in spring quarter (English pathway: LART 211).			Review goals and form consultative team with English faculty for modules.	PD and CSL Lead meet with faculty and depts to present CSL concept. Begin dev't of CSL course syllabus.	Contract specialist to conduct assessment of resource developmt capacity for AAPI programs & students.	Begin development and coordination of AAPISI project staff/faculty training schedule.	Contract external evaluator (EE). Establish mtg scheds for activity components and project staff.
YR 1 Oct-11 through Dec-11 (Fall)	Hold orientation mtgs. Vet and contract services. Lead staff mtgs & quarterly SC mtg.	Identify English, ICS, math faculty and staff partners; schedule LinC classes. Faculty form learning community teams and do prep work including links to critical support services for targeted AAPI students.		Identify MPS and ICS faculty and counselor. Update MPS team on target population & strategies.	Write and film video content for English modules. Coordinate trainings in technology (Catalyst).	Develop CSL course syllabus; coordinate CSL placement. Discuss CSL role with partner faculty.	Specialist conducts organizational assessment for AAPI Resource Development Plan.	Develop schedule for staff/faculty trainings for YR 1. Post on web-site and notify all project team.	Review baselines & objectives. Create online Time & Effort reporting capacity.
YR 1 Jan-12 through Mar-12 (Win)	Lead staff mtgs & quarterly SC mtg. Assess quarterly report & plan needed changes.	Outreach to and enroll targeted AAPI students for spring LinC class.	Develop learning community pathway with English and math faculty and counselor/academic advisor.	Develop learning community pathway with MPS, ICS faculty and counselor.	Edit and produce videos for English modules. Hold trainings in module technology.	Outreach to CSL candidates & enroll in CSL training course. Agree upon CSL with partner faculty.	Specialist creates Resource Development Plan (RDP). Planning for training begins.	Offer faculty/staff training workshops on targeted AAPIs and culturally responsive education.	Leads & PD produce quarterly progress reports. Research & Planning (RP) sets student cohort tracking system.

Date	Overall Project (Lee)	Learning Communities (LinC) with Integrated Services (Khanna)			Digital Modules (Hattori)	Classroom Success Liaisons (Nguyen)	AAPI Resource Develop't (APALI)	Staff Develop't (Lee)	Monitoring Evaluation & Reports (Lee, RP,EE)
		English Pathway	English, Math Pathway	MPS, STEM Emphasis					
YR 1 Apr-12 through Jun-12 (Spr)	Lead staff mtgs & quarterly SC meeting. Assess quarterly report for plans to make improvement.	Offer first LinC: LART 211. Outreach & enroll for summer LinC. Ongoing cultural training.	Develop syllabi for YR 2 courses in pathway with English and math faculty. Teams participate in training on culturally responsive teaching and service delivery.	Confirm and develop YR 2 courses for pathway with MPS, ICS faculty, who participate in training on culturally responsive teaching & service delivery.	Construct digital English modules with closed captioning (CC). Identify and train faculty to use English modules.	Offer first CSL training class with CSL placements in LinC. Assess pilot CSL class & program. Some CSLs will sign up for summer intern work.	Action plan for YR 2 & 3 based on RDP (to recruit, retain, & upgrade donors: maintain relations w prospective & current funders).	Offer faculty/staff training workshops on targeted AAPIs and education. Lead "best practices" discussion group mtgs.	Assess & evaluate spring LinC class. Produce quarterly progress reports. Modify as needed for continual improvement.
YR 1 Jul-12 through Sep-12 (Sum)	Lead staff mtgs. Assess quarterly report for plans to make improvement.	Outreach to targeted AAPI populations via student and community mentors, and the APALI network. Some CSL assist with summer outreach. Offer and enroll students in ICS 22 + ICS 4 (APALI Leadership Academy).			IT/online support services work to get modules on website.	Summer outreach to targeted AAPI populations.	Offer ICS 4 + ICS 22 (Leadership Academy).	Summer conference or training seminars.	Assess & evaluate spring and summer LinC classes.
YR 2 Oct-12 through Dec-12 (Fall)	Lead staff mtgs & quarterly SC mtg. Study internal & external evals. Write YR 1 report. Have leadership and team building activities.	Enroll students in EWRT 1A + ICS 24. LinC team building. Cohort tracked & modifications as needed.	Enroll students in READ 211 + MATH 210. LinC team continues to integrate special content for targeted groups. Cohorts tracked. LinC modifications as needed.	Offer and enroll students in MPS 212 + ICS 78. STEM pathway devt continues, involving science faculty.	Implement yearlong use of English modules. Form consultative team with math faculty. Research math modules.	Offer and enroll CSLs in ICS 78. Place trained CSLs in LinC pathways. Assess CSL program and make needed changes. Hold support event for CSLs.	Train APALI board, staff, & volunteers based on RDP. Assess and track progress. Focus on post-grant sustainability.	Offer training on targeted AAPIs and education. Lead "best practices" discussion group.	Assess & evaluate fall LinC classes. Produce research & evaluation report for YR 1. External evaluator (EE) audits evaluation plan.

Date	Overall Project (Lee)	Learning Communities (LinC) with Integrated Services (Khanna)			Digital Modules (Hattori)	Classroom Success Liaisons (Nguyen)	AAPI Resource Develop't (APALI)	Staff Develop't (Lee)	Monitoring Evaluation & Reports (Lee, RP,EE)
		English Pathway	English, Math Pathway	MPS, STEM Emphasis					
YR 2 Jan-13 through Mar-13 (Win)	Lead staff & quarterly SC mtgs. Assess YR 1 internal & external evals. Create action plan needed changes.	Offer and enroll students in EWRT 2 + SPCH 10; and LART 200. Integrate svcs for targeted groups.	Offer and enroll students in EWRT 211 + MATH 212. LinC team continues to integrate special content for targeted groups. Cohorts tracked. LinC modifications as needed.	Offer and enroll students in MPS 114 + ICS 78. Develop syllabi for English & GE class for anchor LinC. Cont. work with STEM faculty.	Write and film video content for math modules. Continue use of English modules. Monitor success of students using English modules.	Offer and enroll CSLs in ICS 78. Place trained CSLs in LinCs. . Assess CSL program and make needed changes. Training & team building for CSLs & faculty.	Implement RDP: Assess donor-tracking software. Expand database. Est. online giving capacity. Cultivate prospects.	Hold training on targeted AAPIs & educ. Lead “best practices” mtgs. Host AAPI expert guest spkr. Support conf. travel.	Evaluate winter LinC classes. Produce progress report. Implement needed changes determined by YR 1 annual rpt.
YR 2 Apr-13 through Jun-13 (Spr)	Lead project staff mtgs & quarterly SC mtg. Assess quarterly report for plans to make improvement.	Offer and enroll students in LART 211. LinC teams continue to integrate special content for targeted groups. Cohorts tracked. LinC modifications implemented as needed for success and retention.	Offer and enroll students in EWRT 1A + MATH 114.	Offer and enroll students in MPS 10 + ICS 78. Finalize syllabi for English & GE class for anchor LinC. STEM faculty involvement.	Edit, produce, construct math modules. ID and train faculty to use math modules. Assess and refine pilot English modules.	Offer and enroll CSLs in ICS 78. Place trained CSLs in LinCs. Eval CSL program and plan changes. Hold special activities for CSL encouragement and peer support.	Implement RDP: Research & prioritize funding from inst'l funders. Continue training of Board. Train alumni in res. devt.	Hold training on AAPIs & educ. Lead “best practices” mtgs. Host AAPI expert guest speaker. Support confer. travel.	Evaluate spring LinC classes. Evaluate outcomes for pathways, modules, & resource devt. Produce quarterly progress report.
YR 2 Jul-13 through Sep-13 (Sum)	Lead staff mtgs. Assess quarterly report for plans to make improvement.	Enroll students in ICS 4 + ICS 24 (Leadership Academy).	Summer outreach to targeted AAPI pop. Special orientations for incoming students.	Summer outreach to targeted AAPI pop. Prep STEM pathway.	IT/online support services work to get modules on website.	Some CSLs participate in summer internships. Outreach to targeted AAPI populations.	Offer ICS 4 + ICS 22. Track and assess progress of implementing RDP.	Summer conference or training seminars.	Evaluate spring & summer classes. Produce research for YR 2 report.

Date	Overall Project (Lee)	Learning Communities (LinC) with Integrated Services (Khanna)			Digital Modules (Hattori)	Classroom Success Liaisons (Nguyen)	AAPI Resource Develop't (APALI)	Staff Develop't (Lee)	Monitoring Evaluation & Reports (Lee, RP,EE)
		English Pathway	English, Math Pathway	MPS, STEM Emphasis					
YR 3 Oct-13 through Dec-13 (Fall)	Lead staff mtgs & quarterly SC mtg. Study internal & external evals. Write YR 2 report.	Enroll students in EWRT 1A + ICS 24.	Enroll students in READ 211 + MATH 210. Integrate new methods as appropriate.	Enroll students in MPS 212 + ICS 78. Finalize STEM classes, with srvcs.	Implement yearlong use of math & English modules. Form consultative team with college services staff. Write video content for student services modules.	Offer and enroll CSLs in ICS 78. Place trained CSLs in LinC pathways. Assess CSL program and make needed improvements. Continue training and support students serving as CSLs.	Training continues. Devp grant policies. Create reference library for funding sources: foundations, corps, alumni, & public granting agencies.	Hold training workshops on targeted AAPIs and education. Lead "best practices" discussion mtgs. Support conference travel in a train the trainers model.	Assess & evaluate fall LinC classes. Produce research & evaluation report for YR 2. EE audits evaluation plan.
		Implementing and modifying retention and success support structures and strategies, based on outcomes so far. Bring new faculty into LinC teams. Continue culturally responsive approaches, bringing in guests from targeted communities as mentors/presenters. Focus on closing achievement gaps.							
YR 3 Jan-14 through Mar-14 (Win)	Lead staff mtgs & quarterly SC mtgs. Assess YR 1 internal and external evals. Create action plan needed changes.	Enroll students in EWRT 2 + SPCH 10. Enroll students in LART 200. LinC teams discuss student Ed Plans.	Enroll students in EWRT 211 + MATH 212. Focus on improvement of advising and career planning aspects of LinC this term.	Enroll students in MPS 114 + EWT 1A + STEM classes. Integrate STEM career planning services into LinC.	Film, edit, produce video content for student services modules. Continue use of math & English modules.	Enroll CSLs in ICS 78. Place CSLs in pathways. Assess CSL program and make needed changes. Ensure CSLs include all targeted groups.	Build ties to external groups. Continue to create reference library. Develop templates for seeking funding sources.	Hold training on targeted AAPIs and education. Lead "best practices" discussion mtgs. Host AAPI expert guest spkr. Support conf. travel.	Evaluate fall LinC classes. Produce qtrly progress report. Monitor student use of modules and assess impact on student success.

Date	Overall Project (Lee)	Learning Communities (LinC) with Integrated Services (Khanna)			Digital Modules (Hattori)	Classroom Success Liaisons (Nguyen)	AAPI Resource Develop't (APALI)	Staff Develop't (Lee)	Monitoring Evaluation & Reports (Lee, RP,EE)
		English Pathway	English, Math Pathway	MPS, STEM Emphasis					
YR 3 Mar-14 through Jun-14 (Spr)	Lead staff and quarterly SC mtgs. Assess quarterly report for plans to make improvement.	LinCs/Transfer Pathways continues with the three strands. Each implements best practices for building community, integrating academic and student supports, and for infusion of culturally relevant materials and approaches for targeted AAPI student populations.			Construct & hold user trainings on student services modules. Refine pilot math modules. Improve English modules.	Offer and enroll CSLs in ICS 78. Place trained CSLs in LinCs. Eval and improve CSL program. CSLs chosen from targeted AAPI groups to assist with community building.	Continue training of volunteers. Monitor increase in AAPI scholarships and program funding.	Hold training on targeted AAPIs and education. Lead "best practices" mtgs. Host AAPI expert guest speaker. Support confer. travel	Evaluate winter LinC classes. Eval outcomes for pathways, modules, CSLs, & res. dev't. Produce quarterly progress report.
		Offer and enroll targeted AAPI students in LART 211.	Offer and enroll students in EWRT 1A + MATH 114 as strategy to improve retent'n & success.	Offer and enroll AAPI students in MPS 10 + ICS 4 + STEM classes.					
YR 3 Jul-14 through Sep-14 (Sum)	Lead staff mtgs. Assess quarterly report for plans to make improvement.	Enroll students in ICS 4 + ICS 24 (Leadership Academy).	Outreach to targeted AAPI populations. Bridges from top target group feeder high schools.	Outreach to targeted AAPI pops. Bridges from top target groups feeder high schools.	IT online support modifies as needed for web-based access to modules	Offer ICS 4 + ICS 22 (Leadership Academy) with emphasis on targeted groups.	Produce grant trackg & progress report. Implement sustainability plan.	Summer conference and/or training seminars.	Evaluate spring & summer classes. Produce research for YR 3 report.
YR 4 Oct-14 through Dec-14 (Fall)	Lead staff mtgs & quarterly SC mtg. Study internal & external evals. Write YR 3 report.	New cohorts of targeted AAPI student groups entering this term. Infusion of cultural aspects into services and learning support into full implementation stage.		STEM transfer pathway development continues.	Implement yearlong use of math, English, & student svcs modules. Track use & impact on success & retention of targeted groups.	Enroll CSLs in ICS 78. Place trained CSLs in LinC pathways. Assess CSL program and make needed changes.	Monitor resource dev't and increased contributions to AAPI scholarships and AAPI programs thru YR 5.	Hold workshops on AAPIs & educ. Lead "best practices" mtgs. Host AAPI expert guest speakers.	Evaluate fall LinC classes. Produce research & eval report for YR 3. EE audits evaluation plan.
		Enroll students in EWRT 1A + ICS 24.	Enroll students in READ 211 + MATH 210.	Enroll students in MPS 212 + ICS 78.					

Date	Overall Project (Lee)	Learning Communities (LinC) with Integrated Services (Khanna)			Digital Modules (Hattori)	Classroom Success Liaisons (Nguyen)	AAPI Resource Develop't (APALI)	Staff Develop't (Lee)	Monitoring Evaluation & Reports (Lee, RP,EE)
		English Pathway	English, Math Pathway	MPS, STEM Emphasis					
YR 5 Jan-16 through Mar-16 (Win)	Follow mgmt pattern of earlier years. YR 5: focus on leading transition to post-grant sustainability.	Enroll students in EWRT 2 + SPCH 10; LART 200. Plan for post-grant.	Enroll students in EWRT 211 + MATH 212; Create post-grant sustainability plan and final report of LinC.	Enroll students in MPS 114 + EWT 1A + STEM. Create post-grant plan & final report.	Make needed changes for all modules. Create sustainability plan and final report.	Continue as previous yrs. Assess CSL program. Create post-grant plan & final report.	<i>This activity component completed in YR 3.</i>	Lead "best practices" mtg. Host AAPI expert guest speaker. Support conf. travel.	Evaluate fall LinC classes. Produce quarterly progress report.
YR 5 Apr-16 through Jun-16 (Spr)	Lead staff & quarterly SC mtgs. Assess qtrly report. Plan changes. Study internal & external evals.	Enroll students in LART 211. Implement sustainability plan.	Enroll students in EWRT 1A + MATH 114. Create post-grant sustainability plan and final report of LinC impacts.	Enroll students in MPS 10 + ICS 4 + STEM. Implement sustainability plan.	Re-edit/refine modules. Implement sustainability plan.	Enroll CSLs in ICS 78. Place trained CSLs in LinC pathways. Implement sustainability plan.	APALI continues to track patterns of increased donations & scholarships for AAPI students & programs.	Lead "best practices" discussion mtgs. Support conf. travel. Create sustainability plan and final report.	Produce quarterly report. Begin final report. Audit evaluation plan (EE).
YR 5 Jul-16 through Sep-16 (Sum)	Lead project staff mtgs. Write YR 5/ final report. Implement sustainability plan.	Enroll students in ICS 4 + ICS 22.	Implement sustainability plan. Complete final report.	Implement sustainability plan. Complete final report of STEM pathway impacts.	Re-edit/refine modules. Implement sustainability plan. Complete final report.	Implement sustainability plan. Complete final report.	Reports 5-yr outcomes to governance groups.	Complete sustainability plan and final report.	Produce qtrly progress report. Complete final eval report.

PROJECT EVALUATION: Responsibilities of Evaluation and Data-Driven Decision Making

Evaluation for the project will be a continual process, not a set of minor tasks taken up once or twice a year. At every meeting of the project leads and staff, activity subcommittees, and the Steering Committee, the topic of project assessment and outcomes

tracking will be part of the agenda. Discussions of measurement tools and data collection methods will be integral to every new program and practice being implemented, with on-going feedback and adjustments of plans and services as needed for continuous improvement. More specifically, **project evaluation will entail the following components:** 1) involvement of a research and evaluation professional during grant development to ensure reliability and validity of baseline data provided by De Anza's Office of Research & Planning (ORP); 2) a third-party, external evaluation conducted by an educational research expert in program evaluation; 3) adherence to scientifically valid education evaluation methods, including use of multiple measures such as questionnaires, surveys, interviews, focus groups, control and comparison of groups and cohorts, and pre-post testing; 4) involvement of staff with responsibility for institutionalization of activities post-grant; and 5) regular integration of formative and annual summative assessment data into De Anza's college planning processes.

The Project Director and the Director of Research and Planning (DRP) will share overall responsibility for project evaluation and ensure that information in evaluation reports will be brought back to planning processes in curriculum development, support services, and institutional infrastructure. Other staff who will participate in project evaluation include the following: 1) the Curriculum/LinC Lead, the Classroom Success Liaison Lead, the Digital Modules Lead, and the deans and faculty of Intercultural/International Studies, Language Arts, and Math who are responsible for working with the ORP to set up data collection; 2) faculty and counselors/academic advisor responsible for administering measurement tools (questionnaires, surveys, pre/post tests, etc.); 3) the Steering Committee, serving also as an oversight committee, which will review quarterly the project's progress toward achieving the objectives, and make periodic recommendations for needed modifications to strategies; and 4) the Foothill-De Anza

Community College District's Office of Institutional Research and Planning (OIRP). The OIRP will be involved on a quarterly basis with formative assessments and interpretations of data.

A third party, external evaluator (such as the non-profit Research & Planning Group for California Community Colleges) **will be contracted to review and audit the evaluation plan and its outputs** (i.e., quarterly, half-year, and annual evaluation reports; interpretation of data, etc.). **The EE will have expertise in and professional experience with community college student success research and evaluation, as well as familiarity with issues of higher education specifically pertinent to AAPI communities.** The external evaluator (EE) will review assessment tools, methods of data analysis, and evaluation-based processes of continuous improvement. The EE's findings, to be documented beginning at the end of the first project year, will be instrumental for improving the project activities and refining the evaluation plan. The external evaluator's findings will be included in a composite evaluation report produced by the college to be distributed to the President, the President's Council, the Dean's Council, the Faculty Academic Senate, and the Steering Committee (which has student representation). This report will also be sent to the U.S. Department of Education as part of the annual reports. The annual reports will include a summary of the project methods, activities, goals, objectives, goals, outcomes, progress, and review of the evaluation plan. These documents can be shared with other colleges/universities seeking to learn from and/or replicate De Anza's grant initiatives.

De Anza's evaluation plan will also address "competitive preference priority 2" of the grant competition: enabling more data-based decision-making. The college will engage in two kinds of data-based decision making: at the college level and at the classroom level, with results and decisions from the college level leading to the decisions at the classroom level and vice-versa.³⁸ The Office of Research and Planning (ORP) will work closely with the project

team to provide an adequate and consistent flow of data appropriate to the project and to measuring outcomes and how

those outcomes affect the college

and students. **This data will be**

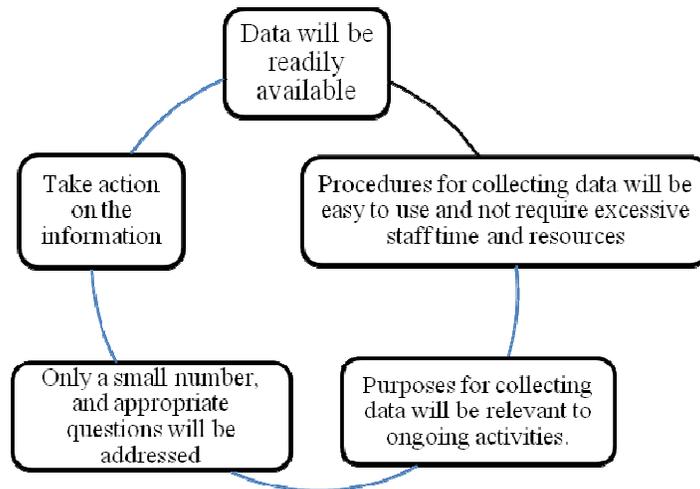
presented in an understandable

format at quarterly Steering

Committee (SC) and regular

project staff meetings, and

discussions with the APALI staff



and its Advisory Board. The ORP will also be available to help with further interpretation.³⁹

To enable more data-based decision-making, time will be allocated for faculty and staff to study and think about the data during the SC and project staff meetings (both include APALI representatives) to facilitate collaboration in interpreting data, and to collectively develop next steps and actions. The Project Director and the ORP will help translate data into usable knowledge.⁴⁰ Faculty, staff and administration not currently using data for their decision-making procedures will be assisted in this process through venues such as grant-supported faculty/staff professional development training, focusing on AAPIs and higher education including the reported student outcomes of De Anza’s AANAPISI project. Training will help individuals identify how to act on knowledge gained from data analysis, such as “best practices” and resources that address problems or weaknesses that emerge from the analysis.

Measurement and Attainment of Project Objectives

To assess and evaluate the full range of project activities and services outlined in this proposal, cohorts of student participants will be tracked by the ORP and the Curriculum /LinC

Lead. Data on course completion, grades, transfer, and student persistence relative to the individual and educational goals of students (i.e., attainment of AA/AS degree) will be gathered in formative stages throughout the project. Two sets of data files will be maintained and reported. Longitudinal data will be used for trend studies or time-series studies to ascertain changes in student cohorts as a result of project activities (i.e., flow and success rates from developmental to transfer-level). Cross-sectional data will reflect day-to-day operations (i.e., use of digital modules, course success rates) and will serve as reference points for each reporting period. Table 33 provides details on performance measures and methods of evaluation.

Table 33. Data Sources and Measures for Evaluation	
<u>MIS Support (Management Information System referential files)</u>	
De Anza’s <u>Office of Research & Planning (ORP)</u> , as well as the District’s <u>Office of Institutional Research & Planning</u> , works with a sophisticated MIS attached to the state system. All California community colleges submit fourteen data files to the Chancellor’s Office within thirty days following the last day of instruction each term. Four files comprised of computed variables (e.g., academic level, term & GPA) are created from combinations of static data files. Additionally, two files (program awards and financial aid) are submitted annually. In total, 166 data elements, or computed variables, are reported. There are three major categories of information (<u>Student Data</u> , <u>Faculty and Staff Data</u> , <u>Course Data</u>). Each database includes at least one “key” variable that enables links to other databases. Via this method, one-to-one, one-to-many, and many-to-many database relationships can be created.	
Goal and Objective	Performance Measures and Methods of Evaluation
<p><u>Improve Course Success</u> During the five-year project, increase course success rates at least 5 percentage points higher than the 2009 baselines for targeted AAPI groups participating in grant-sponsored learning communities with rates below the Fall 2009 college average (i.e., Filipinos, certain Southeast Asian groups, and certain Pacific Islander groups).</p>	<p>The ORP will use student-level and course-level data to track enrollment and course success rates by cohort. Information on course success rates will be derived at the end of each term by grade. Comparisons will be made across student cohorts in the three new learning communities to non-grant courses.</p> <p>The Project Director, Curriculum/LinC Lead, and ORP will conduct face-to-face or online surveys and interviews with students and faculty to gather evaluations of grant-supported courses. The LinC office will prepare faculty to conduct classroom assessment at least twice/quarter to measure efficacy of classroom strategies in learning communities (LinCs).</p>
<p><u>Improve English Readiness and Success</u> During the five-year project, increase the persistence and success rates in college-level English among targeted AAPI groups who participate in grant-sponsored English LinCs (or use English digital modules or have a Classroom Success Liaison) to 25% higher than the Fall 2009-Winter 2010 baselines.</p>	<p>The ORP will use student-level and course-level data to track enrollment and course success of cohorts enrolled in pre-collegiate-level and who successfully complete college-level English. Information on course success will come from college-wide data derived at the end of each term by grade. Comparisons will be made across student cohorts in the three learning communities to non-grant courses; as well as with students who use the English digital modules and/or have a CSL to students without these.</p>

<p><u>Improve Math Readiness and Success</u> During the five-year project, increase the persistence and success rates in college-level math among targeted AAPI groups (Filipino, SE Asian, Pacific Islander) who participate in grant-sponsored math LinCs or MPS sections (or use math digital modules or have a CSL) to 25% higher than the baselines of a 2006-07 cohort study.</p>	<p>The ORP will use student-level and course-level data to track enrollment and course success of cohorts enrolled in pre-collegiate-level math who proceed to college-level math. Information on course success will come from college-wide data derived at the end of each term by grade. Comparisons will be made across student cohorts in the grant-sponsored math-inclusive LinCs or MPS sections to non-grant courses; as well as with students who use the math digital modules; and/or have a CSL to students not receiving these interventions.</p>
<p><u>Student Engagement</u> During the five-year project, there will be a cumulative increase each year in the number of students who participate in the activities and services developed and implemented by the grant, including culturally responsive LinCs, digital modules, and integrated support services (CSL).</p>	<p>The ORP will track student enrollment and determine any growth in enrollment from quarter to quarter in grant-sponsored courses, including the CSL training class. Students who use the interactive digital modules will be tracked by student identification numbers.</p>
<p><u>Improve Transfer & STEM Transfer Success</u> By 2016, increase number of student transfers from targeted AAPI groups to four-year colleges and universities by 20% above baseline, and declared STEM-major transfers among targeted AAPI groups by 20% above baseline.</p>	<p>The Project Director, ORP, and Curriculum/LinC Lead will retrieve information on student goals derived from De Anza application data entered into MIS at the start of each academic year of the project, Fall terms 2011-2015. This information will be augmented with student-level data from the Banner information system and National Student Clearinghouse data files to track student transfer rates comparing spring quarters, 2012-2016. A follow-up system (via e-mail and phone) will be used to assess transfers to private and technical institutions.</p>
<p><u>Faculty/Staff Engagement</u> During the five-year project, there will be a cumulative increase each year in the number of faculty and staff who participate in grant-supported activities such as teaching in LinCs, using digital modules in class, and attending professional development (i.e., training) on culturally responsive teaching, learning, and service delivery.</p>	<p>The ORP will track the number of faculty who teach grant-supported classes and/or use the digital modules with students in their classes. The Staff Development Lead, in collaboration with the Office of Staff Development, will monitor and track the number of faculty and staff who participate in grant-sponsored professional development trainings, workshops, and conferences.</p>
<p><u>Increase Resource Development Capacity</u> During the five-year project, the college will expand its basic resource development capacity through APALI to raise scholarship and AAPI program funds from external sources. YR 1: Produce “Resource Development Plan.” YR 2: Double database entries of potential donors, including prospects for support of targeted AAPI groups and programs. YR 3: Train minimum of 30 APALI representatives in resource development skills.</p>	<p>The Project Director, in collaboration with the Executive Director of APALI and the Director of the Foothill-De Anza Community College District Foundation, will track production of the “Resource Development Plan,” the increase in database of potential donors, and the training of APALI Board members, staff, alumni, and volunteers in resource development skills.</p>

BUDGET NARRATIVE AND ED 524 FORM

	U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1894-0008 Expiration Date: 04/30/2014				
Name of Institution/Organization De Anza College/Foothill-De Anza Community College District		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	252,146.00	287,259.00	292,459.00	291,959.00	292,935.00	1,416,758.00
2. Fringe Benefits	64,805.00	73,825.00	75,162.00	75,034.00	75,284.00	364,110.00
3. Travel	7,000.00	5,000.00	5,000.00	6,000.00	4,750.00	27,750.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	500.00	500.00	500.00	500.00	500.00	2,500.00
6. Contractual	46,900.00	6,600.00	1,350.000	1,000.00	1,000.00	56,850.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	28,600.00	26,800.00	25,500.00	25,500.00	25,500.00	131,900.00
9. Total Direct Costs (lines 1-8)	399,951.00	399,984.00	399,971.00	399,993.00	399,969.00	1,999,868.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	399,951.00	399,984.00	399,971.00	399,993.00	399,969.00	1,999,868.00
<p>*Indirect Cost Information (To Be Completed by Your Business Office):</p> <p>If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:</p> <p>(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(2) If yes, please provide the following information: Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy) Approving Federal agency: <input type="checkbox"/> ED <input type="checkbox"/> Other (please specify): _____ The Indirect Cost Rate is _____%</p> <p>(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that: <input type="checkbox"/> Is included in your approved Indirect Cost Rate Agreement? or <input type="checkbox"/> Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____%</p>						

Name of Institution/Organization		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						

BUDGET NARRATIVE - DETAILS AND JUSTIFICATION	Year 1	Year 2	Year 3	Year 4	Year 5	
<p>PERSONNEL:</p> <ul style="list-style-type: none"> The fulltime equivalent (FTE) rate for a tenured faculty member for 2010-11 is \$88,855 on average. All of the full-time faculty and counselors/academic advisor for the project are based on this rate or a portion of a full FTE. This rate will apply to the Project Director, the Curriculum Lead, the Digital Modules Lead, the Professional Development Lead, and the counselor/academic advisor. Adjunct faculty are compensated on a project basis according to college standard rates. Project-based, adjunct faculty compensation will apply to the Classroom Success Liaison (CSL) Lead who will develop and teach the CSL training course, as well as the faculty who will develop and teach the STEM/AAPI Student Success Class. The rate for the Project Clerical Assistant is based on the current salary scale at level 56, full-time. The Assistant will provide administrative support to the Project Director and the four Leads. The Assistant will also serve as the webmaster for the project website. The faculty course development and teaching stipends (\$200-\$1,000) for the learning community pathways are based on the current rate that faculty are paid by the LinC program for development of new courses and teaching of linked classes (learning communities). A faculty stipend for new course development is \$1,000 per class. Faculty stipends for teaching linked classes ranges from \$200-\$750 per class depending on how many times the learning community has been taught (ex: \$750 for first offering, \$500 for second offering, \$300 for third offering, \$200 thereafter). Digital Modules stipends for faculty from Language Arts, math, and student services departments are for work done in consultative teams in the development of digital modules content. Faculty who serve on teams for their full terms will receive \$50. Faculty and counselor stipends for the Math Performance Success program are based on the current rates that the MPS program applies to instructors and counselors. The \$13,000 faculty stipend is the cost of hiring one faculty to teach one MPS class, which requires twice the instruction time of non-MPS equivalent math classes. MPS counselors will receive a \$3,000 stipend for each MPS class that s/he is assigned, to provide students with personal and academic counseling, tutoring scheduling and coordination, and support services referrals. A cost of living inflation rate of 2% is calculated for year two and year five salaries. Lastly, a note about personnel and the project’s staffing strategy. To ensure greater likelihood of project success, many of the individuals identified to work on the project are those already working on campus as well as those with positions in college offices critical to the success of the project. This staffing strategy is meant to help make institutionalization of project activities and services a reality. 						
Project Director	YR 1-5: 0.5 FTE	44,428	45,316	45,316	45,316	46,222
Curriculum Lead	YR 1-5: 0.3 FTE	26,657	27,190	27,190	27,190	28,854
Digital Modules Lead	YR 1-5: 0.1 FTE (plus 0.2 FTE from college)	8,885	9,063	9,063	9,063	9,244
Classroom Success Liaison Lead		4,000	6,000	6,000	6,000	6,000

(\$2,000 per class)					
Staff Development Lead YR 1-5: 0.2 FTE	17,771	18,126	18,126	18,126	18,489
Counselor/Academic Advisor YR 1-5: 1.0 FTE	88,855	90,632	90,632	90,632	92,445
Counselor Stipend for MPS (\$3,000 per class)	0	0	9,000	9,000	9,000
STEM/AAPI Student Success Class (\$2,500 per class)	0	2,500	2,500	2,500	0
Project Clerical Assistant YR 1-5: 1.0 FTE	41,600	42,432	42,432	42,432	43,281
Tutors YR 1-5: 700 hrs per year @ \$12/hr	8,400	8,400	8,400	8,400	8,400
MPS Faculty Stipend (\$13,000 per class)	0	26,000	26,000	26,000	26,000
Faculty Stipends for English Pathway (\$200-1,000 per class)	2,200	3,000	3,000	3,000	2,000
Faculty Stipends for English & Math Pathway (\$200-1,000 per class)	8,000	4,600	1,800	1,800	1,000
Faculty Stipends for STEM Pathway (\$200-1,000 per class)	0	4,000	3,000	2,500	2,000
Digital Modules Stipends for Faculty Teams (\$50 per faculty for service on teams)	1,350	0	0	0	0
Total Personnel	252,146	287,259	292,459	291,959	292,935
FRINGE BENEFITS: The fringe benefits are calculated at the 2010-11 rate of 25.7% for the full college district benefits package which includes medical, dental, and vision coverage.					
Total Fringe Benefits	64,805	73,825	75,162	75,034	75,284
<p>TRAVEL: Travel pertains to costs for attendance at professional conferences relating to AAPI students, education, equity, instruction and pedagogy. Examples of such professional development include the annual conferences of: the Association for Asian American Studies (May, in various locations), Asian Pacific Americans in Higher Education (February, in California), the Asian Pacific Islander Scholarship Fund (June, in Washington, DC).</p> <p>Year One – Asian Pacific Americans in Higher Education Conference in CA; Association for Asian American Studies Annual Conference.</p> <p>Year Two – Asian Pacific Americans in Higher Education Conference in CA; Asian Pacific American Scholarship Fund Conference in Washington, D.C.</p> <p>Year Three – Re-SEAING Southeast Asian Studies Conference at San Francisco State University; Asian Pacific Islander Issues Conference at Berkeley, CA.</p> <p>Year Four – Association for Asian American Studies Annual Conference, Asian Pacific American Scholarship Fund Conference in Washington, D.C.</p> <p>Year Five – Asian Pacific American Scholarship Fund Conference in Washington, D.C.</p>					

Total Travel	7,000	5,000	5,000	6,000	4,750
EQUIPMENT: No grant funds for equipment are being sought since STEM labs will take place in De Anza College’s current labs. Also, De Anza recently established a Digital Resource Center in the Multicultural Center which provides computer access to students.	0	0	0	0	0
Total Equipment	0	0	0	0	0
SUPPLIES: These items pertain to office supplies (paper, pens, ink cartridges, etc.), printing, photocopying, and report publishing. De Anza College has well established purchase policies and procurement procedures . In most cases, local policies are considerably more restrictive (in terms of use of bid process, personnel, etc.) than federal policies. Also, since many of the personnel identified for the project are already De Anza employees, the college will support the grant through the availability and provision of most supplies through existing office infrastructure.					
Supplies	500	500	500	500	500
Total Supplies	500	500	500	500	500
CONTRACTUAL: Contractual services fall into three areas: 1) creation of a Resource Development Office Initiative in partnership with APALI to seek increased external resources; 2) technical services of De Anza College’s Technology Resources Group for production of the Digital Modules; and 3) technical services from De Anza College’s Research and Planning Office for student tracking with national databases for project assessment and evaluation.					
APALI Resource Development Office Initiative APALI, a fourteen-year old De Anza College program that provides AAPI student leadership development and AAPI student services, will work with a Funds Development Consultant in the first year to produce a <i>Resource Development Plan</i> with recommendations to be implemented during the project period.	42,400	2,600	0	0	0
Technology Resources Group (TRG) De Anza’s TRG will provide technical services and assistance to the Digital Modules Lead in producing the closed captioned English, math, and student services digital modules and publishing them on the De Anza website for the college community to access.	1,000	500	350	0	0
Office of Research and Planning Office (ORP) De Anza’s ORP will provide institutional data for monitoring project goals and objectives, including those of	3,500	3,500	1,000	1,000	1,000

AAPI student transfer and STEM transfer rates. This will entail accessing of national student databases as well as De Anza efforts to conduct follow-up communications with recent alumni.					
Total Contractual	46,900	6,600	1,350	1,000	1,000
CONSTRUCTION	0	0	0	0	0
Total Construction	0	0	0	0	0
OTHER: “Other” costs fall into three areas: 1) the technical services of an External Evaluator to ensure proper data collection for project evaluation and institutional learning; 2) the services of consultant expertise for compliance with federal grants; and 3) honoraria for invited guest speakers with expertise on AAPIs and higher education.					
External Evaluation Yearly services of outside evaluator for comprehensive review of and technical assistance with project evaluation plan, data collection methodology, and internal and external outcomes reporting.	10,000	10,000	10,000	10,000	10,000
Technical Assistance Yearly services of outside consultant for technical assistance on federal grant compliance, including validation of college’s decisions, policies, and procedures in accordance with EDGAR; and budget documentation and reporting requirements.	15,000	15,000	15,000	15,000	15,000
Honoraria Guest speakers to present on campus for professional development of De Anza faculty, staff, and administrators. Speakers can include scholars, authors, artists, and community leaders with expertise on subjects such as AAPI populations, higher education, immigration, equity and diversity.	3,600	1,800	500	500	500
Total Other	28,600	26,800	25,500	25,500	25,500
TOTAL CHARGES	Year 1	Year 2	Year 3	Year 4	Year 5
	399,951	399,984	399,971	399,993	399,969
TOTAL PROJECT CHARGES	\$1,999,868				

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