

**IN SEPTEMBER 2008, DE ANZA COLLEGE WAS
AWARDED AN AANAPISI GRANT BY
THE U.S. DEPT OF EDUCATION.**

Fall 2008 Update 1.0

What is an AANAPISI grant?

The Office of Postsecondary Education of the U.S. Department of Education has provided approximately \$10 million in grants to six Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) in 2008. The purpose of this new initiative is to support institutions of higher education in their effort to increase self-sufficiency by improving academic programs, institutional management, and fiscal stability. To be eligible for the AANAPISI designation, an institution must have an enrollment of undergraduate students that is at least 10 percent Asian American and Native American Pacific Islander.

What are De Anza's goals for the AANAPISI grant project?

To address the educational needs of AANAPI and disadvantaged students, De Anza has prioritized the goals of:

- 1) increasing **student access** to college services for AANAPI students from lower-income geographic areas and families;
- 2) improving overall **student persistence** among first-time De Anza students who plan to transfer/obtain a degree or are undecided;
- 3) improving **student readiness** for college-level courses among first-time De Anza students who enter the college at pre-collegiate course levels; and
- 4) improving the overall **course success** rate of AANAPI subgroups with rates below the college average.

How long is De Anza's grant project period?

It runs from 1 October 2008 - 30 September 2010.

What's important to know about AANAPI students at De Anza?

- **Santa Clara County has one of the highest concentrations of AANAPIs in the U.S.** Nationally, AANAPIs comprise five percent of the general population. They make-up about one-third of the population of Santa Clara County. At De Anza, approximately 42% of students (10,000) self-report as Asian American or Native American Pacific Islander.
- **The nearly 10,000 AANAPI students at De Anza encompass various ethnic subgroups.** East Asians (Chinese, Japanese, Koreans) account for 46% of AANAPI students, Southeast Asians (Cambodians, Vietnamese, Laotians) 21%, Filipinos 13%, Asian Indians 11%, and Pacific Islanders (Guamanians, Hawaiians, Samoans, and others) 2%.
- **AANAPI students accounted for 47% of all financial aid recipients.** Of all 2006-07 financial aid recipients, 21% were Vietnamese, 19% were white (non-Hispanic), 11% were Chinese, 11% were Mexican, 8% were Black (non-Hispanic), 5% were Filipino, 3% were Asian Indian, 7% were other Asians and Pacific Islanders, and 15% were all other groups.
- **AANAPI students generally comprise 50% of all enrolled students in pre-collegiate English courses as well as the college-level English composition and reading course (EWRT 1A).** Only 26% of all students who took the English placement test qualified for college-level courses in fall 2007. Of those assessed at the pre-collegiate level, 31% placed two levels below and 43% one level below college-level English.
- **The average course success rates among AANAPI subgroups range from 57% to 92%.** While Japanese, Chinese, Korean, and Asian Indian students passed courses at 88%, 84%, 78%, and 78% respectively, Filipino, Southeast Asian (Vietnamese, Cambodians, Laotians), and most Pacific Islander (Guamanians, Hawaiians, Samoans, and others) students passed at rates below the college average (77%).

What are the measurable objectives for the AANAPISI grant project?

Objectives for Goal #1: To meet the project goal of student access, De Anza will:

- Enroll 40 lower-income AANAPI students in each of Summer Bridge 2009 and 2010 (total of 80 students).
- Conduct multilingual break-out sessions at New Student and Parent College Night in spring 2009, spring 2010.

Needs of Target Student Population: Almost 75% of all Vietnamese students are residents of east San Jose (a low-income area). Almost 50% of all current financial aid recipients are AANAPI students, most of whom are Vietnamese, Chinese, Filipino; and many with parents who did not graduate from a four-year college and are not fluent in English.

Institutional Gap: Summer Bridge currently serves a very limited number of AANAPI students. In summer 2007, 4 of the 38 Summer Bridge participants were AANAPI students; and New Student and Parent College Night, which typically hosts 800-1,200 persons in one large setting, does not provide language translation or specialized attention to lower-income, immigrant AANAPI families.

Objective for Goal #2: To meet the project goal of student persistence, De Anza will, by 2010, increase overall fall-to-winter student persistence rate by 5 percentage points for full-time, first-time De Anza students of underserved AANAPI student groups (i.e., Southeast Asians, Pacific Islanders, Filipinos) who plan to transfer/obtain a degree or are undecided, and participate in the grant-supported new student intake protocol.

Needs of Target Student Population: About 25% of all first-time De Anza students who indicate a goal to transfer/obtain a degree or are undecided do not return after their first-quarter.

Institutional Gap: De Anza does not currently have a systematic mechanism for supporting persistence among such first-time students. Grant activities will include expansion of Student Success and Retention Services to target such students in their first term through a new intake protocol.

Objective for Goal #3: To improve student readiness, De Anza will, by 2010, increase the percentage of Filipino students who enroll in pre-collegiate-level English (one-level before transfer-level) and then succeed in college-level English through grant-supported class sections with new culturally specific interventions to at least equal to that of college average.

Needs of Target Student Population: About 50% of all students in pre-collegiate/developmental English courses are AANAPI students who indicate a goal to transfer/obtain an AA/AS.

Institutional Gap: First-Year Experience 2007-08 enrolled few AANAPIs and does not offer sessions focused on AANAPI student experiences; existing learning communities do not target AANAPI students with English developmental needs. Grant activities will include expansion of FYE to include 40-60 targeted AANAPI students with more tailored sessions; offering of new LinC courses that focus on English and topics pertaining to AAPI experiences; and staff development opportunities by ICCE and APALI on “best practices” for working with AANAPI students.

Objective for Goal #4: To improve course success, De Anza will, by 2010, increase the overall course success rates of Filipino, Southeast Asian (Vietnamese, Cambodian, Laotian) and Pacific Islander (Guamanian, Hawaiian, Other Pac. Islander, Samoan) students who participate in grant-supported class sections with new culturally specific interventions so that they are at least equal to the overall course success rate of the college.

Needs of Target Student Population: AANAPI subgroups with overall course success rates below the college average include Filipino, Southeast Asian and most Pacific Islander students.

Institutional Gap: College-provided staff development on “best practices” for working with AANAPI students is minimal. Grant activities will include new offerings of culturally specific learning communities; expansion of Summer Bridge and FYE to include more targeted AANAPI students; and staff training and development sessions by ICCE and APALI to learn about the educational needs of AANAPI students and “best practices” for working with them.

General Calendar of Grant Project Initiatives

Fall 2008	Winter 2009	Spring 2009	Summer 2009
<ul style="list-style-type: none"> ▪ Program planning ▪ Staffing for project 	<ul style="list-style-type: none"> ▪ Program planning ▪ Staffing for project ▪ Staff training and development 	<ul style="list-style-type: none"> ▪ One new LinC class ▪ New Student and Parent College Nights Break-Out Sessions ▪ Staff training and development 	<ul style="list-style-type: none"> ▪ Targeted APALI Summer Leadership Academy ▪ Expanded Summer Bridge ▪ New student intake protocol
Fall 2009	Winter 2010	Spring 2010	Summer 2010
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Fall 2010			
New student intake protocol			

How can you get involved with the AANAPISI grant project?

- 1) You can develop and co-teach one of the new learning communities/LinC classes to be offered in 2009-2010. To support the grant objectives, the proposed schedule of learning communities is:

<i>Spring 2009:</i>	<i>LART 211</i>
<i>Summer 2009</i>	<i>APALI Leadership Academy (ICS 22 + ICS 4)</i>
<i>Fall 2009:</i>	<i>EWRT 1A + Another course</i>

<i>Winter 2010:</i>	<i>LART 211</i>
<i>Spring 2010:</i>	<i>EWRT 1A + Another course</i>
<i>Summer 2010:</i>	<i>APALI Leadership Academy (ICS 22 + ICS 4)</i>

- 2) You can participate in Summer Bridge in the summers of 2009 and 2010, and the First-Year Experience planned for 2009-2010.
- 3) You can contact the Project Director of the grant project to find out about more ways to get involved or if you have any questions:

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