

“Targeted Support for AANAPI Student Preparedness and Achievement”

CRAA AANAPISI Project – De Anza College
Contact: Dr. Mae Lee, 864-8973, leemae@deanza.edu

TABLE OF CONTENTS

Introduction to De Anza College	1
The National Context of the AANAPI Population	1
De Anza College	2
Need for the Project	3
De Anza’s AANAPI Student Population	3
Student Access and Financial Needs	5
Severity of Academic Needs: Student Persistence, Readiness, and Success	9
Needs of Disadvantaged Students in Targeted Populations	14
Gaps in College Services or Infrastructure	15
Project Design: Alignment of Needs and Goals, Objectives, and Outcomes	16
Project Services and Activities	19
Proposed Student Services	20
Expansion and Development of Summer Bridge	20
Multilingual Break-Out Sessions at New Student and Parent College Nights	22
Expansion of Student Success and Retention Services	24
Proposed Curricular Activities	27
Expansion and Development of First-Year Experience	27
Development of New Learning Communities	29
Project Personnel	33
Adequacy of Resources: Appropriateness and Reasonableness of Budget	36
Management Plan	39
Management and Communication for Continuous Improvement	40
Project Milestones, Responsibilities, and Timelines	43
Project Evaluation	45
Responsibilities for Evaluation	45
Measurement and Attainment of Project Objectives	47
Budget Narrative	50

INTRODUCTION TO THE COLLEGE

De Anza College is in a unique position to serve Asian American and Native American Pacific Islander (AANAPI) students. Located in the city of Cupertino in the San Francisco bay area, the community college is at the center of two coinciding historical and demographic trends: a dramatically growing AANAPI population nationwide and the increasing suburbanization of this population. **Approximately 42% of De Anza students (almost 10,000) self-report as Asian American or Native American Pacific Islander.**

The National Context of the AANAPI Population

Nationally, AANAPIs comprise five percent of the general population. But due largely to ongoing immigration and geographic concentration, the population of AANAPIs has been rising steadily in the past four decades and significantly surpasses the national average in certain areas of the country. The U.S. Census Bureau projects that the AANAPI population will grow 213 percent between 2000 and 2050, increasing from 10.7 million to 33.4 million.¹ AANAPIs will then represent eight percent of the general population. Significantly, the state with the largest number (4.2 million) of AANAPIs is California. Within the state, high concentrations of AANAPI populations (i.e., more than twice the national average) already exist, mostly in the suburbs of large metropolitan areas.² This is the case with the San Francisco south bay, the home of De Anza College.

¹ Mike Bergman, "Census Bureau Project Tripling of Hispanic and Asian Populations in 50 Years," U.S. Census Bureau News, Accessed 23 May 2008, <http://www.census.gov/Press-Release/www/releases/archives/population/001720.html>.

² Jessica S. Barnes and Claudette E. Bennett, "The Asian Population: 2000, Census 2000 Brief," U.S. Census Bureau, Issued February 2002: 4, 7-8.

De Anza College

De Anza College is one of the largest single-campus community colleges in the nation. It sits on 112 acres in Cupertino, California, and enrolls approximately 23,000 students each quarter. Founded in 1967, it is one of two campuses of the Foothill-De Anza College District. The college offers sixty associate transfer degree programs (Associate of Art or Associate of Science), forty vocational/technical degrees, and 262 certificate programs, as well as general education. The average class size is thirty-five students, and the faculty includes about 300 full-time and 635 part-time instructors, all of whom have a master's degree or equivalent and many with doctorates. Classes take place on and off campus, day and evening, weekends, on-line, and on local television. Operating on the quarter system, the college schedules complete offerings in fall, winter, and spring, as well as several summer sessions of varying lengths. The average annual cost to a full-time student (i.e., taking 12 units or more) is approximately \$2,075 which includes fees, books, and supplies (not housing). All together, the range of academic curricula, the variety of delivery modes, and the relatively low cost of attendance highlight De Anza's critical role as a community college that helps to ensure equal educational opportunity to all students, **especially those from low-income, immigrant, and first-generation college-going families.** (See Table 1 for profile of student population.)

The quality of education provided by De Anza is certified by its accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The University of California, California State University, Stanford University, Santa Clara University and all other accredited colleges and universities give full credit for equivalent courses taken at De Anza.

De Anza has a strong regional reputation. The college attracts students beyond its traditional service area, comprised roughly by the cities of Cupertino and Sunnyvale. Today, just under 25% of students come from those two cities while nearly 45% are residents of San Jose, the third largest city in California with an ethnically and economically diverse population of almost one million. These three cities are located in Santa Clara County, a region of fifteen suburban cities at the southern end of the San Francisco Bay with a population of 1.7 million people, and the primary service area of De Anza College. Santa Clara County is perhaps most well-known for its high-tech industry and the “Silicon Valley.”

Table 1. Student Profile – De Anza Fall 2006 Census				
Total Headcount	23,516		Total FTE Students 2006-07	21,765
Males	11,473	48.8%	Educational Goals	
Females	12,043	51.2%	Transfer	12,142 51.6%
Full-Time	8,390	35.7%	AA/AS Degree	2,105 9.0%
Part-Time	15,216	64.3%	Vocational	540 2.3%
Day	19,427	82.6%	New Career	1,299 5.5%
Evening	4,089	17.4%	Undecided	3,782 16.1%
Average Age	26.0			
Low Income: In 2006-07, 65% of students indicating degree or transfer as their initial goal when enrolling at De Anza received financial aid.				
Student Readiness: In fall 2006, 76% of new students who took the English and Math placement tests did not qualify for college-level courses.				

NEED FOR THE PROJECT

The magnitude of the needs for the proposed project can be understood in terms of: 1) **De Anza’s AANAPI student population**; 2) **student access and financial needs**; and 3) **student persistence, readiness, and success**.

De Anza’s AANAPI Student Population

The San Francisco south bay—referred to more commonly as “Silicon Valley”—has experienced significant demographic shifts in the last forty years. For the region as a whole, the

population of AANAPIs is about six times that of the national average. Silicon Valley/Santa Clara County has the highest concentration of AANAPIs on the U.S. mainland, and this is reflected in De Anza's student body today.³

The population of Santa Clara County in 1970 was 94.3% white and 2.9% Asian (mostly Japanese, Chinese, Filipino). In the next three decades, the presence of Asians in the county increased substantially. In 1980, the Asian population grew to 8% and then to 17.5% in 1990. By 2006 U.S. Census estimates, the county was 51% white, 2.6% African American, 25.7% Hispanic, and 30.1% Asian American and Native American Pacific Islander (predominantly Chinese, Filipinos, Vietnamese, Japanese, Asian Indians, Koreans).⁴ With increased immigration largely responsible for the changing population, it is not surprising that 34.1% of the county was foreign-born and 45.4% of the county spoke a language other than English at home in 2000.⁵

Since over 80% of De Anza students are residents of Santa Clara County, the college has experienced similar demographic changes. In fall 2006, approximately 42% of De Anza students self-reported as Asian American or Native American Pacific Islander, 15% as Hispanic, 6% as African American, and 25% as white. (About 9% of students declined to identify with any of these categories.) **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%,

³ Jessica S. Barnes and Claudette E. Bennett, "The Asian Population: 2000, Census 2000 Brief," U.S. Census Bureau, Issued February 2002: 4.

⁴ Association of Bay Area Governments, "Bay Area Census: Santa Clara County," Accessed 29 May 2008, <http://www.bayareacensus.ca.gov/counties/SantaClaraCounty.htm>.

⁵ Association of Bay Area Governments, "Bay Area Census: Santa Clara County," Accessed 29 May 2008, <http://www.bayareacensus.ca.gov/counties/SantaClaraCounty.htm>.

and Pacific Islanders (Guamanians, Hawaiians, Samoans, and others) 2%. (See Table 2 for county and school demographics.)

Table 2. County and College Demographics by Race and Ethnicity					
Santa Clara County 2006 <i>US Census Bureau Categories</i>		De Anza 2006 <i>College Categories</i>		De Anza 2006 <i>Asian Subgroup Categories</i> <i>(As percentage of total AANAPIs)</i>	
Total Population	1.7 million	Total Headcount	23,516	Total Headcount	9,776
Asian	30.5%	Asian	35.2%	Asian Indian	11.3%
Black	2.8%	African American	5.8%	Asian/Other Asian	4.9%
Hispanic	25.7%	Filipino	5.5%	Cambodian	0.7%
American Indian/ Alaskan Nativ	0.8%	Hispanic	15.1%	Chinese	31.9%
Native Hawaiian/ Pacific Islander	0.4%	Native American	0.5%	Filipino	13.2%
White Non-Hispanic	39.1%	Pacific Islander	0.9%	Guamanian	0.3%
Subtotal	99.3%	White	25.1%	Hawaiian	0.4%
White	63.0%	Other	2.8%	Japanese	5.5%
		Unrecorded	9.1%	Korean	8.5%
		Total	100.0%	Laotian	0.3%
				Other Pac. Isl.	1.2%
				Pac. Islander	0.1%
				Samoan	0.2%
				Vietnamese	21.0%
				Total	99.5%

In summary, De Anza's student body is proportionally more Asian than the population of Santa Clara County as a whole, and **AANAPI students represent the largest racial/ethnic demographic group on campus**. Their educational aspirations and experiences are integral to the institutional mission of the community college. It is therefore the responsibility of the college to meet effectively their educational needs and foster their intellectual and personal development.

Student Access and Financial Needs

The student population of De Anza College reflects the complexity and diversity of Silicon Valley, a region often touted for its wealth and high-tech economy. As stated above, nearly 42% of all students at De Anza self-identify as Asian American or Native American

Pacific Islander. These almost 10,000 AANAPI students engage in all aspects of the college. Therefore, it makes sense that any initiative aimed at improving or expanding the college's capacity to serve AANAPI students will be institution-wide and integrated into the routine operations of the college. In implementing such initiatives, De Anza will not only support AANAPI students in the fulfillment of their educational goals but also assist a substantial number of other low-income, underrepresented students whose financial needs might compromise their ability to reach their academic potential or stated academic goals.

Although located in the relatively affluent suburb of Cupertino (home of Apple Computer, Inc.), **the college draws about 42% of its 23,000 students from the relatively lower-income areas of San Jose.** Despite the relatively higher wage levels of Silicon Valley and low community college fees/tuition (approximately \$800 a year for a full-time student), many De Anza students are unable to attend school full-time and have difficulty covering their educational expenses on top of housing and transportation costs. According to the 2008 Silicon Valley Index, "The cost of living—including housing—is 47% higher than that of the nation."⁶ Only about 36% of De Anza students are enrolled full-time (i.e., attempting 12 units or more). Many students (full-time and part-time) hold down some form of employment while taking classes at the college.

According to a U.S. Government Accountability Office 2007 study, while 33% of Japanese undergraduates reported their parents paid all their tuition, 81% of Vietnamese undergraduates, which is the second largest AANAPI subgroup at De Anza, reported that their parents paid none of their tuition. Also, only 36% of Vietnamese compared to 68% of Chinese

⁶ Joint Venture Silicon Valley Network, "2008 Index of Silicon Valley," 2008: 24, Accessed 29 May 2008, <http://www.jointventure.org/publicatons/index/2008Index/2008%20Silicon%20Valley%20Index.pdf>.

undergraduates could afford school without working. The GAO report states that Asian subgroups “with less savings and who were less able to afford college had larger percentages of students who applied for financial aid to help pay for colleges expenses.”⁷

For the college as a whole, about 20% of students receive some type of financial aid (i.e., scholarships, loans, grants). This percentage is much higher for those who plan to transfer to a four-year university or obtain an AA/AS degree. In the academic year 2006-07, this number was about 7,400 or 66% of all students with such stated educational goals. Many of these students are the first generation to attend college. **In a campus survey of financial aid recipients, 79% stated their parents did not graduate from a four-year college.⁸ For certain AANAPI subgroups—such as Chinese, Koreans, Vietnamese, and other Southeast Asians—this means that only about 50% are fluent in English.⁹**

If we consider race and ethnicity together, need for financial aid among students is distributed widely. 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 accounted for 47% of all financial aid recipients.** If we identify the percentages receiving financial aid by group (for groups with over 100 recipients), the numbers would be as follows: 51% of all Vietnamese students received financial aid, 30% of Middle Easterners, 28% of Blacks, 27% of “Other Hispanics,” 25% of “Other Non-Whites,”

⁷ U.S. Government Accountability Office, “Higher Education: Information Sharing Could Help Institutions Identify and Address Challenges Some Asian Americans and Pacific Islander Students Face,” July 2007: 27-28.

⁸ Andrew LaManque and Dianne Mak, “Financial Aid Listserv Survey, Spring 2007,” Memo from Office of Institutional Research, 16 July 2007: 4.

⁹ U.S. Government Accountability Office, “Higher Education: Information Sharing Could Help Institutions Identify and Address Challenges Some Asian Americans and Pacific Islander Students Face,” July 2007: 19-20.

22% of Filipinos, 21% of Mexicans, 20% of “Other Asians,” 15% of Chinese, 15% of Whites, 11% of Koreans, and 9% of Asian Indians (see Table 3).

Table 3. Percentage of Group Receiving Financial Aid (Groups with Over 100 FA Recipients) De Anza 2006-07		
Vietnamese	1,578	51%
Middle Eastern	172	30%
Black	575	28%
Other Hispanic	129	27%
Other Non-White	102	25%
Filipino	381	22%
Mexican	830	21%
Other Asian	158	20%
Chinese	817	15%
White	1,371	15%
Korean	143	11%
Asian Indian	191	9%
Total	6,447	
College Average		20%

De Anza makes considerable efforts to inform new students of financial aid opportunities, including presentations at New Student and Parent College Night events, which attract about 2,400 attendees each spring term. However, these events are large and there is limited time and staff available for individualized assistance. The events, which are conducted in English, also do not provide language translation for those with limited English proficiency. **Smaller break-out sessions**

conducted in Asian languages, such as Mandarin and Vietnamese, will benefit lower-income, first-generation college-going AANAPI students and their parents by providing them with more personalized attention and information to help them navigate and utilize college services. In addition, the college provides specialized assistance to historically underrepresented and lower-income, first-generation college-going students through its free Summer Bridge program. The program, which provides guidance in the transition to college, enrolls students in Human Development 20: Life Skills for Higher Education. De Anza’s Summer Bridge is going on its third year of operation in 2008. In summer 2007, it enrolled only four AANAPI students in a class of thirty-eight, most of whom were Latino or African American. **Expansion of Summer Bridge to enroll more students overall and more AANAPI students**

will strengthen the college's capacity to support AANAPIs from lower-income neighborhoods and families.

Severity of Academic Needs: Student Persistence, Readiness, and Success

De Anza recognizes the multiple and interconnected purposes of a community college. A college education allows students to acquire cultural capital (i.e., knowledge, skills, self-awareness, educational credentials, access to four-year institutions, career preparation, job training, life-long learning); to prepare for entry into a regional economy in search of a ready workforce; and to develop their skills as contributing members of diverse, multiracial communities. De Anza has adopted an educational mission in line with this perspective which is posted on the college website:

De Anza College challenges students of every background to:

- develop their intellect, character and abilities;
- achieve their educational goals; and
- serve their community in a diverse and changing world.¹⁰

For the college, meeting this educational mission entails an ever-evolving process of organizational learning and improvement that continually recognizes and tries to address the academic needs of all its students. The most pressing academic needs of our students pertain to **persistence, readiness, and success.**

The majority of students at De Anza (more than 13,000) enter with a high school diploma or GED. For many, their goal is to transfer to a four-year institution or obtain an AA/AS degree. In fall quarter of 2006, 60.6% of all students indicated such a goal. For numerous students, however, success in reaching this goal is difficult or delayed. Data for the last five years

¹⁰ De Anza College, "Our Mission, Purpose, and Outcomes," Accessed 30 May 2008, <http://deanza.edu/about/mission.html>.

indicates that student persistence has generally been improving at De Anza. Still, about one quarter of students do not return among those who are first-time De Anza students and have expressed intent to transfer, obtain a degree (i.e., AA/AS), or are undecided (see Table 4).

Table 4. Fall to Winter Student Persistence Of First-Time De Anza Students with Goal of Transfer, Degree, or Undecided					
Start Term	Next Term	Headcount Fall Term	Headcount Winter Term	Percent Returning	Number Not Returning
2006F	2007W	4,649	3,551	76%	1,098
2005F	2006W	4,284	3,142	73%	1,142
2004F	2005W	3,896	2,859	73%	1,037
2003F	2004W	3,068	2,133	70%	935
2002F	2003W	3,699	2,651	72%	1,048

De Anza can be more coordinated in its effort to increase overall persistence. At present, De Anza requires all first-time students who express intent to transfer, obtain a degree (i.e., AA/AS), or are undecided to enroll in a college orientation course (Counseling 100) during the summer before their first fall term. Approximately 3,000 students enroll each year. In the course, students are introduced to various college services and resources, campus life, and develop individual educational plans, usually for their first one or two quarters. However, once the summer course is over, **De Anza does not have a protocol for following-up with these students to help them assess their educational needs, access appropriate college resources, and further develop their individual educational plans.** The project proposes to create such a follow-up mechanism by infusing into the Counseling 100 course a requirement that students schedule an appointment with the Student Success and Retention Services (SSRS) center during their first fall term. The SSRS center, which targets historically underrepresented and first-generation college students, currently serves as a “one-stop-shop” for counseling, tutoring and mentoring, information about and student referrals to college services and resources. In 2006-07, it served about 670 students and held about 1,500 student appointments. **The project seeks to**

expand the capacity of the SSRS center to improve the overall persistence rate for all first-time students who express intent to transfer, obtain a degree (i.e., AA/AS), or are undecided. The details are described in the “Project Services and Activities.”

Student readiness is another area of concern. 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. In math, 45% of students who took the math placement test were placed either two- or three-levels below college-level math in fall 2006. (Note: The course that is one-level below college-level math, although not transferable as a General Education course, does fulfill the AA/AS degree requirement at De Anza.) Attention to accessible and quality education is of utmost importance at De Anza since 61% of students express intent to transfer to a four-year institution or obtain an AA/AS degree but 75% of students who take the English and Math placement tests fail to qualify for college-level courses.

De Anza Categories	Success (A, B, C, Pass)	
	Grades	%
Asian	17,822	80%
Asian Indian	1,861	78%
Cambodian	119	69%
Chinese	7,311	84%
Japanese	1,348	88%
Korean	1,733	78%
Laotian	29	57%
Other Asian	1,003	80%
Vietnamese	4,418	75%
Filipino	2,400	70%
Pacific Islander	376	71%
Guamanian	46	75%
Hawaiian	72	70%
Other Pac. Islan.	199	70%
Pacific Islander	23	92%
Samoan	36	62%
College Average		77%

Significantly, **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). AANAPI students make up approximately 30% of the enrolled students in pre-collegiate math courses (two-levels below college-level math). Success (i.e., receiving a passing grade) in these pre-collegiate-level courses is critical for students if they are to

make progress toward their educational goals.

“**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. For the college as a whole, the course success rate was 77% for fall 2006. For the group categorized as “Asian,” the rate was 80%. But this number masks differences among the various Asian subgroups since it does not include Filipinos or Pacific Islanders. 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** (see Table 5 and Table 6). **To be addressed then are two gaps: the gap in course success rates**

Table 6. Ranking of Course Success Rates by Asian Subgroups De Anza Fall 2006		
De Anza Categories	Success (A, B, C, Pass)	
	Grades	%
Pacific Islander	23	92%
Japanese	1,348	88%
Chinese	7,311	84%
Other Asian	1,003	80%
Asian Indian	1,861	78%
Korean	1,733	78%
College Average		77%
Guamanian	46	75%
Vietnamese	4,418	75%
Hawaiian	72	70%
Filipino	2,400	70%
Other Pac. Islander	199	70%
Cambodian	119	69%
Samoan	36	62%
Laotian	29	57%

among AANAPI subgroups (ranging from 57% to 92%), **and the gap between the overall college course success rate and the course success rate of those AANAPI subgroups that are below the college average.**

If we examine the pre-collegiate-level courses, institutional research at De Anza has documented differences in course success rates among AANAPI subgroups. In a study of a 2000-01 cohort of students over a period of sixteen academic quarters, 74.0% of the group

categorized as “Asian,” 66.3% of Pacific Islanders, and 57.6% of Filipino students who enrolled in a preparatory reading and writing course (one-level below college-level English) were

eventually successful in a college-level English course (EWRT 1A).¹¹ To help address this gap among Asian subgroups, **the project will build upon the already existing model of learning communities at De Anza to develop new courses tailored specifically to meet the English developmental needs and relate to the educational experiences of AANAPI students.** Such AANAPI-focused learning communities with English classes do not currently exist. The project will focus on English courses because De Anza has a number of special math programs already in place to assist those in need of greater math readiness.

Course to course success ultimately leads to student success in terms of achievement of academic goals. The same De Anza study of the 2001-02 cohort found that on average 15% of the cohort transferred to a four-year institution within three years. Broken down by Anza's group categories, 19% of Asian/Asian American, 14% of "Other," 13% of white, 11% of Filipino/Pacific Islander, 9% of African American, and 9% of Hispanic students transferred in the same period of time.¹² Another De Anza College study, which tracked a 2000-01 cohort of students over six years, found disparities in student progress and achievement rates among AANAPIs as well as by race/ethnicity. "**Student success**" in this study was defined as the:

percentage of first-time college students who showed intent to complete and who achieved any of the following outcomes within six years: transferred to a four-year college; or earned an AA/AS; or earned a Certificate; or achieved 'Transfer Directed' status; or achieved 'Transfer Prepared' status.¹³

While students categorized as "Asian" achieved a success rate of 80%, **Filipino and Pacific Islander students as a combined group had a rate of 67%**. By comparison, white students had a success rate of 70%, and African American and Latino students both had a rate of 49%. Such

¹¹ De Anza College, "The Equity for All Project at De College," 25 April 2006: 9-11.

¹² De Anza College, "The Equity for All Project at De College," 25 April 2006: 12.

¹³ Andrew LaManque, "De Anza Student Success," September 2007. Information from this document was gathered from the source: *2007 California Accountability Report for Community Colleges (ARCC) Final Report*, Table 1.1, p. 225.

disparities in student progress and achievement rates suggest there is much to be done to close the gap if all students are to have greater and more equitable chances of success in reaching their educational goals at De Anza.

Needs of Disadvantaged Students in Targeted Populations

Table 8. Needs of Target Population/Disadvantaged Students at De Anza College		
Identified Student Group	Institutional Area of Concern	Summary of Likely Needs
Students from lower-income neighborhoods and families whose parents may not be fluent in English or have attended college in the U.S.	AANAPI Student Access	May need financial support. May need knowledge and use of available academic and student services support. Parents may also need knowledge of available academic and student services support.
First-time De Anza students who have goal to transfer/obtain degree or are undecided but may not return after their first academic quarter.	AANAPI Student Persistence	May need academic, student services, and financial support to continue with education.
Students who do not qualify for college-level courses.	AANAPI Student Readiness	May need knowledge and use of available academic and student services support to help qualify for college-level courses.
Students with overall course success rates below college average.	AANAPI Course Success	May need knowledge and use of available academic and student services support to improve academic performance in coursework.

The proposed project will focus on addressing the needs of disadvantaged AANAPI students through services and activities that target: 1) residents of lower-income geographic areas, such as east San Jose which has a large Vietnamese immigrant population (Vietnamese students are the largest ethnic group of financial aid recipients at De Anza); 2) first-time De Anza students who indicate a goal to transfer to a four-year college or obtain an AA/AS, or are undecided but may not return after their first quarter or first year at De Anza; 3) students not yet academically prepared to take college-level courses, including those AANAPI students who comprise about 50% of all pre-collegiate/developmental English courses; and 4) students

experiencing overall course success rates that are below that of the college average, such as Filipino, Southeast Asian (Cambodian, Laotian, Vietnamese), and most Pacific Islander (Guamanian, Hawaiian, Samoan, and others) students. Table 8 (above) summarizes the needs of these target populations.

Gaps in College Services or Infrastructure

While there are numerous kinds of academic and student services support that positively impact students at De Anza, there could be greater coordination and integration. Participants in the several focus groups that were conducted in preparation for the proposed project as well as student responses in a campus survey both share this assessment.

Focus group participants—academic advisors, counselors, faculty, administrators, and staff—repeatedly noted that De Anza offers a range of support services to students to help them succeed academically. However, they lamented that **it is often difficult for both students and employees of the college to know about all of them and where to go to enlist their help.**¹⁴

This sentiment has been reinforced by findings from a student survey administered in spring 2007. In the survey, students were asked to respond to various statements including the following:

- Information about student services is easy to obtain.
- At this college, students have to run around from one place to another to get the information or approvals

In response to the first statement, 13% of students strongly disagreed, 18% disagreed, 58% agreed, and 10% strongly agreed. In response to the second statement, 8% of students strongly

¹⁴ These services include counseling, mentorship programs, tutoring, courses built around an intact learning community, cohort-based courses, discipline-specific support centers, programs focusing on learning about a historically neglected ethnic group, courses integrated with counseling services, programs targeting low-income or first-generation college-going students, student leadership and civic engagement oriented programs.

agreed, 44% agreed, 39% disagreed, and 9% strongly disagreed.¹⁵ These pieces of data indicate there could be **better dissemination of information about student services** to both students and college employees who work with students. In addition, while De Anza has many student resource centers and academic support services, there are few campus-wide efforts that target AANAPI students specifically for improved access, readiness, persistence, and success.

PROJECT DESIGN:

ALIGNMENT OF NEEDS WITH GOALS, OBJECTIVES AND OUTCOMES

To address the identified 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; 4) improving the overall **course success** rate of AANAPI subgroups with rates below the college average; and. Progress toward each of these goals will be evaluated according to their respective objectives (i.e., time-specific, measurable accomplishments) and outcomes (defined as process-related results to be achieved while making progress toward each goal) (see Table 9).

¹⁵ Elena Litvinova, "De Anza College 2007 Community College Survey of Student Engagement Highlights," 25 October 2007: 22, Accessed 31 May 2008, <http://dilbert.deanza.fhda.edu/daresearch/StudentEngagmntSurvResults.pdf>.

**Table 9. Project Goals, Objectives, and Outcomes
De Anza College**

Goal 1: Increase student access to college services for students from lower-income geographic areas and families.		
<p>Objective Enroll 40 lower-income AANAPI students in each of Summer Bridge 2009 and 2010 (total of 80 students).</p> <p>Conduct multilingual break-out sessions at each New Student and Parent College Night in spring 2009 and spring 2010.</p> <p>Baseline Measure: In summer 2007, four of the thirty-eight Summer Bridge participants were AANAPI students.</p> <p>De Anza does not currently provide language translation or host such break-out sessions during its New Student and Parent College Night events.</p>	<p>Outcome: Expansion of Summer Bridge to include cohort sessions tailored to needs of AANAPI students.</p> <p>Creation of break-out sessions in Asian languages (i.e., Vietnamese, Mandarin) at New Student and Parent College Night events to provide information about college services (including financial aid) and academic/major/career options.</p>	<p>Needs of Target 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 of whom come from families in which the parents did not graduate from a four-year college and are not fluent in English. This trend is expected to continue for incoming first-time students.</p> <p>Institutional Gap: Summer Bridge currently serves a very limited number of AANAPI students.</p> <p>New Student and Parent College Night, which typically hosts 800-1,200 persons in one large setting, does not provide language translation nor smaller settings for specialized attention to lower-income and immigrant AANAPI families unfamiliar with the U.S. college system.</p>

<p>Goal 2: Improve student persistence among first-time De Anza students who plan to transfer/obtain a degree or are undecided.</p>		
<p>Objective: By 2010, increase overall fall-to-winter student persistence rate by 5 percentage points for first-time De Anza students who plan to transfer/obtain a degree or are undecided.</p> <p>Baseline Measure: The fall-to-winter student persistence rate was 76% in 2006-07.</p>	<p>Outcome: Create protocol to follow-up on all first-time students (who indicate goal to transfer/obtain a degree or are undecided) during their first term by expanding the Student Success and Retention Services (SSRS) center to serve them.</p>	<p>Needs of Target 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.</p> <p>Institutional Gap: The college does not currently have a systematic mechanism for supporting persistence among such first-time students during their first term.</p>
<p>Goal 3: Improve student readiness for college-level courses among first-time De Anza students of AANAPI background who enter the college at pre-collegiate course levels (emphasis on English courses because special programs for improved student readiness in math already exist at the college).</p>		
<p>Objective: By 2010, increase the percentage of Filipino students who enroll in pre-collegiate-level English and then succeed in college-level English to at least equal to that of the overall college average.</p> <p>Baseline Measure: The baseline measure will be the overall success rate of all students who enroll in pre-collegiate-level English and then succeed in college-level English.</p>	<p>Outcome: Expansion of SSRS center's First-Year Experience (FYE) to include new cohort-based sessions focused on English courses and that are tailored to needs and experiences of AANAPI students.</p> <p>Development and offering of new learning communities that are tailored to needs of AANAPI students in instructional content, pedagogy, and support services.</p> <p>Training of staff to develop, deliver, support, and evaluate AANAPI-focused FYE and new learning communities.</p>	<p>Needs of Target 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 but do not qualify for college-level English.</p> <p>Institutional Gap: Existing FYE enrolls few AANAPIs and does not offer sessions focused on AANAPI student experiences.</p> <p>Existing learning communities do not target AANAPI students with English developmental needs.</p> <p>Existing staff training for learning communities is provided by the Learning in Communities (LinC) office, which does not have expertise in best practices for working with AANAPI students. Training in these areas will be added to LinC training.</p>

<p>Goal 4: Improve the course success rates of AANAPI subgroups with rates below the college average.</p>		
<p>Objective: 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 so that they are at least equal to the overall course success rate of the college.</p> <p>Baseline Measure: The baseline measure will be the overall course success rate for all students.</p>	<p>Outcome: Development and offering of new learning communities that are tailored to needs of AANAPI students in instructional content, pedagogy, and support services.</p> <p>Training of staff to develop, deliver, support, and evaluate new AANAPI-focused learning communities.</p> <p>Increased numbers of Filipino, Southeast Asian, and Pacific Islander students in the Asian Pacific American Summer Leadership Academy.</p> <p>More professional development opportunities for staff to participate in on-campus and off-campus forums to learn about the educational needs of AANAPI students and best practices for working with them.</p>	<p>Needs of Target Population: AANAPI subgroups with overall course success rates below the college average include Filipino, Southeast Asian (Cambodian, Laotian, Vietnamese), and most Pacific Islander (Guamanian, Hawaiian, Samoan, and others) students.</p> <p>Institutional Gap: Existing staff training for learning communities is provided by the Learning in Communities (LinC) office, which does not have expertise in best practices for working with AANAPI students. Training in these areas will be added to LinC training.</p> <p>Professional development opportunities to learn about the educational needs of AANAPI students and best practices for working with them do not exist on campus currently.</p>

PROJECT SERVICES AND ACTIVITIES

De Anza College has numerous academic and student services that are already effective in creating quality student life and learning, supporting student persistence and success, and fostering student satisfaction. According to a 2006 report by the educational consultancy firm Noel-Levitz:

De Anza College retention and graduation rates compare favorably with the rates of similar colleges.... approximately *forty two per cent* of De Anza students completed a

degree, certificate or 56 credits within three years compared to *thirty five per cent* for California Community College [italics added].¹⁶

In a 2007 student survey conducted by the college, when asked to rate overall satisfaction with De Anza's processes for working with new students—including the admissions process, the financial aid office, new student assessment, first class registration experience, 22% of students were very satisfied, 59% were somewhat satisfied, 14% were somewhat dissatisfied, and 4% were very dissatisfied.¹⁷

Still, as discussed in the previous sections of the proposal, improvements can be made to assist students with accessing and utilizing college information and services. **To strengthen the college's capacity to meet the needs of AANAPI and disadvantaged students, the proposed project is designed around two sets of activities: student services and curriculum.**

A. Proposed Student Services

The proposed student services activities will concentrate on the project goals of improving **student access** and **student persistence**. These activities include: 1) expansion and development of the Summer Bridge program; 2) multilingual break-out sessions at New Student and Parent College Night; and 3) expansion of the Student Success and Retention Services (SSRS) center.

1. Expansion and Development of Summer Bridge

¹⁶ David Trites, "Retention Opportunities Analysis," Noel-Levitz, 30 January 2006: 6.

¹⁷ Elena Litvinova, "De Anza College 2007 Community College Survey of Student Engagement Highlights," 25 October 2007: 19, Accessed 31 May 2008, <http://dilbert.deanza.fhda.edu/daresearch/StudentEngagmntSurvResults.pdf>.

The Student Success and Retention Services (SSRS) office administers Summer Bridge, a free program designed to assist new students in their transition to De Anza College. Summer Bridge targets historically underrepresented and first-generation college students, and will be in its third year of operation in 2008. Participants are co-enrolled in Counseling 100 (Orientation to College) and Human Development 20 (Life Skills for Higher Education) for four units of college credit. In summer 2007, thirty-eight students participated in the program, the majority of whom were Latino, and four of whom were AANAPI.

The proposed project will expand the number of Summer Bridge participants in 2009 and 2010 so that there is a cohort of forty AANAPI students each year, and develop cohort-based program sessions that are particular to the educational needs and experiences of AANAPI students. Planning and program development for the AANAPI-focused sessions will begin in winter quarter of each year and involve SSRS personnel (instructors/counselors) and project staff, including the Project Director and Student Success Coordinator. In spring quarter, identification of student participants and finalization of the syllabus and the roles of instructors and counselors will take place. Recruitment will not be needed since there has been a waiting list for the program for the past two years. **The expansion of Summer Bridge is essential to increasing access to reduced-cost higher education for the targeted population, first-year AANAPI students, especially who are immigrant 1.5 generation, first-generation college-going, and from low-income geographic areas.** To further college access, Summer Bridge participants receive priority enrollment for the First-Year Experience, a cohort-based sequence of interdisciplinary and community-engaged classes.

Summer Bridge at De Anza is relatively new, going on its third year on 2008. While data on the effectiveness of De Anza's Summer Bridge is limited due to its recency, there is evidence

that such pro-active community college programs are successful in assisting historically underrepresented and first-generation college students earn an Associate degree and establish “eligibility to transfer to a four-year college or certify in a vocation that provides a family-sustaining wage.” The Foundation for California Community Colleges sponsors Summer Bridge programs as part of its Early College High School Initiative which is currently underway at twenty-one operating sites.¹⁸

2. Multilingual Break-Out Sessions at New Student and Parent College Nights

Each spring, De Anza holds New Student and Parent College Night events for students who will enter college in the fall. In 2008, the two orientation events hosted on average 800 to 1,200 attendees, introducing incoming students and their parents to college services such as admissions and records, counseling and advising, transfer services, financial aid, campus security, physical education facilities, academic programs and student services. A large proportion of the attendees are AANAPI families. These large events currently do not include smaller break-out sessions and do not provide language translation for parents whose English may be more limited. Such college provisions are needed. Since 79% of respondents to a survey of financial aid recipients at De Anza stated that their parents did not graduate from a four-year college, this means that for certain Asian subgroups at that educational status—such as Chinese, Koreans, Vietnamese, and other Southeast Asians—only 50% are fluent in English.¹⁹

¹⁸ Foundation for California Community College, Early College High School Initiative website, Accessed 15 June 2008,

<http://www.foundationccc.org/WhatWeDo/EarlyCollegeHighSchool/tabid/70/Default.aspx>.

¹⁹ Andrew LaManque and Dianne Mak, “Financial Aid Listserv Survey, Spring 2007,” Memo from Office of Institutional Research, 16 July 2007: 4.

The proposed project will add break-out sessions in spring 2009 and 2010 that are conducted in Asian languages, such as Vietnamese and Mandarin, with the purpose of targeting AANAPI populations who have a higher chance of coming from lower-income neighborhoods, first-generation college-going or immigrant families; or encountering academic challenges in college. Since De Anza is a community college, many AANAPI students live at home where their parents may play an influential role in their educational lives. **The aim is therefore to engage the parents of AANAPI students so that they will be better informed and prepared to assist their child on matters of financial aid, academic planning and performance, postsecondary options, and career choice.**²⁰ This approach is supported by a 2005 review of educational research:

...families are a key factor—and possibly the most important one—in students’ development and sustaining educational and career aspirations from childhood to young adulthood. Although this might be expected among college-educated parents, research show that low-income, minority, and immigrant families often inspire and help their children set and maintain these aspirations....Parents who have not attended college in the United States, however, may not know the specific steps required for their children to realize these dreams....This review also points to how schools and community organizations can convey information about achievement tests and grades as well as ‘college knowledge’ about applications, placement tests, and scholarships.²¹

The Project Director, Student Success Coordinator, and the staff of New Student and Parent College Night will work together in the preceding fall and winter quarters to set the agenda of the break-out sessions and identify the needed multilingual staff. Importantly, **the**

²⁰ These are some of the common challenges faced by AANAPI students according to: U.S. Government Accountability Office, “Higher Education: Information Sharing Could Help Institutions Identify and Address Challenges Some Asian Americans and Pacific Islander Students Face,” GAO-07-925, “Asian American and Pacific Islanders’ Educational Attainment,” July 2007.

²¹ Catherine R. Cooper, Gabriela Chavira, and Dolores D. Mena, 2005, “From Pipelines to Partnerships, A Synthesis of Research on How Diverse Families, Schools, and Communities Support Children’s Pathways Through School,” *Journal of Education for Students Placed at Risk*, 10 (4): 417.

break-out sessions will also introduce parents to special curricular programs at designed to improve the student readiness and course success rates of AANAPI students. These programs are described below as “Proposed Curricular Activities.”

3. Expansion of Student Success and Retention Services

The Student Success and Retention Services (SSRS) center currently coordinates three campus programs—the Puente Project, Summer Bridge, and First-Year Experience. These three programs target historically underrepresented and first-generation college students. The SSRS center also provides participants of these programs one-stop access to a wide range of drop-in and appointment services such as: educational planning and academic advising, registration assistance, personal counseling, on-site peer mentoring and tutoring, career and employment information, scholarship and financial aid information, use of computer lab, transfer preparation, and academic enrichment workshops. Though geared to focus on program participants, the SSRS center is also open to students who are not participants in the three SSRS programs. These other students may have learned about the SSRS center upon recommendation by a college instructor, counselor, or other college staff. In 2007-08, the three SSRS programs had in total 100 participants (not unique participants since, for instance, Summer Bridge participants may enroll in the First-Year Experience). In addition, SSRS counselors met with 670 unique students in 2006-07. Each year, the SSRS holds a total of 1,200-1,500 student appointments on average (which includes students who make more than one appointment during the year).

The proposed project will expand the role of the SSRS center. In addition to the three programs and personalized attention that SSRS will continue to provide for historically underrepresented and first-generation college students, **the expanded SSRS will play a greater**

role in supporting persistence among *all* first-time De Anza students who indicate a goal to transfer/obtain a degree or are undecided. At present, the SSRS center is the most comprehensive, one-stop point of access for student information and support, academic and personal counseling, and referrals on campus but it is not widely known about among students and college instructors. From September 2007 to June 2008, the SSRS held about 1,200 student appointments but more than 2,300 appointment slots went unfilled. **The project seeks to take advantage of the existing SSRS infrastructure to systematically improve the overall persistence of all new students.**

Expansion and greater utilization of the SSRS center will enable a new college protocol for contact with all new students during their first term in school. Currently, all first-time students—aside from those with a college degree or higher, and those taking classes for personal enrichment only—are required to enroll in Counseling 100: Orientation to College. (In the summer and fall of 2006, about 3,000 students enrolled in Counseling 100.) However, there is not enough time in Counseling 100 (1/2 unit credit) to conduct individualized student assessments aimed toward increasing the likelihood that a student will stay in school and succeed in their courses. Moreover, there is no college protocol for following up with students once they complete Counseling 100. Therefore, the proposed project seeks to partner with Counseling 100 courses so that they require students to make an appointment with the SSRS center for the purposes of conducting an individual student assessment and meeting with a counselor who can provide or refer the student to the appropriate academic and support resources based on the results of the assessment and their current academic performance. One such assessment tool that De Anza has already used at the college with a somewhat smaller student population is the Noel-Levitz's College Student Inventory (CSI). The CSI has been used in a two-year pilot math

program with about 2,000 students enrolled in pre-collegiate math courses for the purpose of assessing students' motivational needs. While the results are still preliminary, there is indication to suggest that the pilot program is promising in terms of improving course success rates.²²

Expansion and greater utilization of the SSRS center will entail use of such an individual assessment tool in combination with all the services of the SSRS center to increase overall student persistence among new students by five percentage points by the end of the project in 2010.

The plan is for the SSRS center to hold appointments in the fall of 2009 with all new students referred by Counseling 100. To carry this out, the Project Director and the Student Success Coordinator will work with the coordinator of the SSRS center as well as SSRS staff to plan the expansion beginning in fall quarter of 2008. This group will determine if the SSRS center needs to relocate to a larger space for fall 2009, devise a scheduling process for making appointments with the approximately 3,000 students, and develop the individual student assessment instrument. In winter quarter of 2009, the group will work with Counseling 100 instructors to incorporate the referral process into Counseling 100 syllabi. The group will also identify the additional staff to be added to the SSRS center to meet the increase in student appointments. In spring quarter of 2009, the Project Director and Student Success Coordinator will support the SSRS center coordinator and staff as they set up the processes and material resources needed for the fall 2009 intake. By the start of summer 2009 (coincident with summer sessions of Counseling 100), the new college protocol for contact with all new students during their first term in school through the SSRS will be ready.

²² Andrew LaManque, "Evaluating a Non-Randomized Trial: A Case Study of a Pilot to Increase Pre-Collegiate Math Course Success Rates," De Anza College, 15 October 2007.

B. Proposed Curricular Activities

Curricular activities will be directed towards improving **student readiness** and **course success**. The two proposed activities build upon the success of existing institutional initiatives at De Anza to make deliberate efforts to support AANAPI students in new ways. These activities include: 1) the expansion and development of the First-Year Experience; and 2) the development of new learning communities. The idea behind these activities is to provide course content that focuses on AANAPI student experiences combined with basic skills and degree-required English courses as well as integrated student support services like counseling and peer mentoring.

1. Expansion and Development of the First-Year Experience

The First-Year Experience (FYE) at De Anza is an adaptation of the widely recognizable first-year instructional experience to improve student success both in and out of the classroom. While this initiative is coordinated by the Student Success and Retention Services (SSRS) center, it is curricular in nature and faculty play a key role in its implementation. It is a cohort-based, year-long, interdisciplinary sequence of classes that combines academic coursework, community engagement, and student support services. Targeting historically underrepresented and first-generation college students, the FYE in fall 2007 enrolled sixty-eight students, 71% of whom were Latino and 18% African American. The average course success rate of those sixty-eight students in fall 2007 was 75%, just about the same as the overall college average. The 2007-08 academic year was the first time the FYE was offered at De Anza.

The proposed project will expand the FYE program by developing a comparable year-long sequence of classes that targets AANAPI subgroups who generally have average course success rates below that of the college average (which was 77% in fall 2006).

According to fall 2006 data, these subgroups include Filipino, Southeast Asian (Vietnamese, Cambodians, Laotians), and most Pacific Islander (Guamanians, Hawaiians, Samoans, and others) students. The cohort-size will range from 40-60 students and concentrate on those who qualify for pre-collegiate English based on the placement test. The Placement Test Center as well as Summer Bridge instructors will play an important role in identifying and encouraging students to apply for the FYE. Summer Bridge participants will also have priority enrollment in the FYE. Below is a sample model of the AANAPI-focused First-Year Experience.

Table 10. Sample First-Year Experience Tailored to AANAPI Student Needs and Experiences		
Fall Quarter 2008	Winter Quarter 2009	Spring Quarter 2009
LART 200: Developing Reading and Writing (10 units) + ICS/ELIT 24: Asian American Literature (4 units) + COUN 80X: Special Topics in Counseling (1 unit) Total Units = 15	LART 211: Integrated Reading and Writing (10 units) + LART 212: Guided Practice in Developmental Reading and Writing (1 unit) + ICS/SPCH 7: Intercultural Communications (4 units) Total Units = 15	EWRT 1A: Composition and Writing (5 units) + ICS 22: Contemporary Issues in the Asian American Community (4 units) Total Units = 9
COUN = Counseling Arts	ELIT = English/Literature	LART = Language
EWRT = English /Writing	ICS = Intercultural Studies	SPCH = Speech
General Education Requirements Fulfilled: EWRT 1A fulfills the Area A English Composition requirement. ICS 22 fulfills the Area D History and Society requirement. ICS/SPCH 7 fulfills the Area D Behavioral Science requirement. ICS/ELIT 24 fulfills the Area C Humanities requirement. ICS 4, ICS 7, and ICS 24 also fulfill the Intercultural Studies requirement.		

The multiple aims of this newly developed program will be to: 1) create a learning community that begins at pre-collegiate English and finishes with college-level English; 2) integrate course

content that relates to the experiences of AANAPI students; 3) incorporate counseling services to provide assistance on academic and non-academic issues (e.g., study skills, time management, academic planning, career exploration, coping with stress, handling family obligations and pressures, etc.); 4) provide peer mentoring; and 5) guide students through an academic sequence of courses that fulfill General Education requirements for a degree at De Anza. In addition to classroom-based support, students in the FYE program will have access to the drop-in and appointment services of the SSRS center and SSRS counselors, peer tutors and mentors.

The first AANAPI- focused FYE cohort will enroll in fall 2009. The planning process for it will begin in winter 2009 led by the Student Success Coordinator in partnership with the Project Director. During winter 2009, FYE staff will be hired and FYE classes will be scheduled. During spring 2009, FYE staff will be trained by the Learning in Communities (LinC), Institute for Community and Civic Engagement (ICCE), and Asian Pacific American Leadership Institute (APALI) offices; these are college units with expertise in areas of team teaching and community-building pedagogy, service learning and community engagement, and Asian American studies. FYE staff will also finalize syllabi during spring. Information about the FYE will be presented during New Student and Parent College Night events. During summer, counselors will encourage and refer students to enroll for the FYE to start that fall term.

2. Development of New Learning Communities

To offer similarly supported courses for students who are not enrolled in the First-Year Experience, De Anza will offer new learning communities that target AANAPI students through the Learning in Communities (LinC) program. The LinC program at De Anza has been around for over ten years and provides an innovative approach to learning geared toward student success.

LinC offerings link two or more classes together under a common theme so that student learning is facilitated by the integration of two or more subjects to create a better and easier understanding of both. The LinC program is an effective model for instruction and pedagogy at De Anza.

Retention (defined as completing the course) across all learning communities in the LinC program is 85% or higher, compared to the college-wide average of 60%. Moreover, the course success rate (defined as passing the course with a grade of C or better) in learning communities is 90% or better. Course success rates in learning communities that tie college-level General Education (GE) classes with pre-collegiate-level classes are 10%-25% higher than for the same GE classes not taught with a learning community model.²³

The proposed project will offer one to two such LinC courses during 2008-09 and two to four during 2009-2010. One of the curricular offerings each year will be the Asian Pacific American Summer Leadership Academy. The Academy will not be a new course offering since 2008 will mark its tenth year of operation. However, **the Academy will now be able to use the pipeline of AANAPI-focused FYE and LinC classes to enroll more students from Filipino, Southeast Asian, and Pacific Islander subgroups as well as from lower-income and first-generation college-going backgrounds.** The Leadership Academy is an intensive four- to five-week program that integrates GE courses with Asian American Studies, community engagement, and student leadership development. For each of the last three years, **the average course success rate for each class of 40-50 students has been 98%-100%. The Academy, as it will draw students from the newly developed Summer Bridge, FYE, and LinC classes, will be an academic capstone for the AANAPI students targeted by the project.**

²³ Learning in Communities, "LinC2: The DeAnza College Learning in Communities Program Enhanced with Student Services," 2005, De Anza College.

To prepare for the new AANAPI-focused learning communities, planning will begin in fall 2008. Participating faculty will be identified and the feasibility of proposed learning communities will be evaluated based on enrollment data. Viable classes will be scheduled and faculty will participate in trainings delivered by LinC, the Office of Staff and Organizational Development, APALI, and ICCE. In winter 2009, syllabi will be finalized and targeting of AANAPI students will be done with the help of counselors, faculty, and SSRS staff. The first LinC class will be offered in spring 2009. After that, two to four AANAPI-focused LinC classes will be offered each year. Table 11 gives examples of learning communities to be offered. LinC students will have access to the drop-in and appointment services of the SSRS center as well as to SSRS counselors and peer tutors and mentors.

Table 11. Sample Offerings of AANAPI-Focused Learning Communities		
SAMPLE COURSE TITLE	LINKED COURSES	STUDENTS TARGETED
English as a Second Language		
Who Is Asian American? Exploring Identity and Community	ESL 272: Advanced Reading and Vocabulary (5 units) + ESL 273: Introduction to the Essay (5 units)	<ul style="list-style-type: none"> ▪ Non-native English speaking students who are one-level below college-level English. ▪ Students interested in exploring Asian American identity and notions of community.
Whose Country Is This Anyway? Asian American Experiences in the U.S.	ESL 5: Advanced Composition and Reading (5 units) + ICS 20: Asian American Experiences in History (4 units)	<ul style="list-style-type: none"> ▪ Non-native English speaking students who are one-level below University of California transferable college-level English. ▪ Students who want to fulfill De Anza's English composition requirement and California State University's Written Communication requirement (with ESL 5). ▪ Students who want to fulfill the Area D History and Society GE requirement and the ICS requirement (with ICS 20). ▪ Students interested in Asian American history.

SAMPLE COURSE TITLE	LINKED COURSES	STUDENTS TARGETED
Pre-Collegiate-Level English		
Identities in Motion: Vietnamese to Vietnamese American	EWRT 211: Preparatory Reading and Writing Skills (5 units) + EWRT 212: Guided Practice in Preparatory Reading and Writing (1/2 unit) + INTL 11: Vietnamese Literature (from Tradition to Asian American Identity) (4 units)	<ul style="list-style-type: none"> ▪ Students who are one-level below college-level English. ▪ Students who want to fulfill the Area C Humanities GE requirement (with INTL 11). ▪ Students interested in Vietnamese and Vietnamese American culture and identity
Filipino Americans: Immigration and Identity	EWRT 211: Preparatory Reading and Writing Skills (5 units) + EWRT 212: Guided Practice in Preparatory Reading and Writing (1/2 unit) + READ 211: Developmental Reading (5 units) + READ 212: Guided Practice in Development Reading (1/2 unit)	<ul style="list-style-type: none"> ▪ Students who are one-level below college-level English. ▪ Students interested in the Filipino American experience.
College-Level English		
Across Time and Place: South Asians and South Asian Americans	EWRT 1A: Composition and Writing (5 units) + INTL 19C: History of Asian Civilization: South Asia (4 units)	<ul style="list-style-type: none"> ▪ Students who want to fulfill the English composition GE requirement (with EWRT 1A). ▪ Students who want to fulfill the Area D History and Society GE requirement (with INTL 19C). <p>Students interested in exploring the social and historical contexts of South Asian and South Asian American identities.</p>

SAMPLE COURSE TITLE	LINKED COURSES	STUDENTS TARGETED
College-Level English		
The Changing Face of Asian Americans in Silicon Valley and the U.S.	EWRT 1A: Composition and Writing (5 units) + ICS 22: Contemporary Issues on the Asian American Community (4 units)	<ul style="list-style-type: none"> ▪ Students who want to fulfill the English composition GE requirement (with EWRT 1A). ▪ Students who want to fulfill the Area D Behavioral Science GE requirement and the ICS requirement (with ICS 22). ▪ Students interested local and national Asian American issues
Communication in a Multicultural Society: A Case Study of Asian Americans in Silicon Valley	EWRT 1A: Composition and Writing (5 units) + ICS/SPCH 7: Intercultural Communications (4 units)	<ul style="list-style-type: none"> ▪ Students who want to fulfill the English composition GE requirement (with EWRT 1A). ▪ Students who want to fulfill the Area D Behavioral Science GE requirement and the ICS requirement (with ICS 7). ▪ Student interested in cross-cultural communication.
Summer Leadership Academy		
Asian Pacific American Leadership Academy for Community Empowerment	ICS 4: Ethnic Identity and Social Stratification (4 units) + ICS 22: Contemporary Issues on the Asian American Community (4 units)	<ul style="list-style-type: none"> ▪ Students who want to fulfill the Area D Behavioral Science GE requirement (with ICS 4 or 22). ▪ Students interested in leadership and the AANAPI community with emphasis on Filipino, Southeast Asian, and Pacific Islander experiences.

PROJECT PERSONNEL

Key personnel include the Project Director, the Curriculum Coordinator, and the Student Success Coordinator. These three individuals will work with the Co-coordinator of Research, Reporting and Evaluation (referred to more simply as the Institutional Researcher) and the Co-coordinators of Leadership and Community and Civic Engagement Training (referred to more simply as Staff Trainers), and the Dean of Counseling to administer and implement the project.

Project Director (.7 FTE): **Mae Lee, Ph.D.**, is a tenured faculty member of the Intercultural/International Studies Division at De Anza College. She teaches race relations and Asian American Studies and 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 research interests include corporate cultural studies; ethnographic methods and practices; race and ethnicity; power, culture and the United States; immigration and identity. Her experiences in program management and reporting include being Program Director and National Staff Trainer for City Year, San Jose, CA and Boston, MA where she managed staff and operations of a non-profit organization focused on youth leadership, service-learning, and diversity. Dr. Lee is also the recipient of several research grants and fellowships analyzing Asian American communities. For her research on corporate affirmative action, she was responsible for federal compliance reporting. Dr. Lee is the writer of this proposal application. **Dr. Lee will** continue to teach 3 classes per year, but **spend 70% of her time administering this project.**

Curriculum Coordinator (.5 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 the faculty co-chair of the De Anza College Faculty Senate Curriculum Committee and co-coordinator of the LinC program. As such, she is in a unique position to help coordinate LinC classes, new curriculum and facilitate the multifaceted approach of this project. **Dr. Khanna** currently spends 30% of her time chairing the Curriculum Committee and **will devote 30% (.3 FTE) of her time to organizing and managing the curriculum components of the project.**

Student Success Coordinator (.5 FTE): **Marion Winters, Ed.D.**, is currently the Director of the Office of Diversity for De Anza College. She is a longtime counselor and former director of the student support program Student Transfer and Retention Services (STARS). In her role as Director of the Office of Diversity, Dr. Winters has run a number of research and program enhancement grants related to the challenges of diversity and inclusion. Her work in the Student Success and Retention Initiative at De Anza College has resulted in much of the initial thinking for student equity, student retention programs and specific programming for targeted populations. She was the De Anza project director for Equity for All, a national study of retention and persistence from which much data in this proposal was collected. Dr. Winters will continue 50% time in the Office of Diversity and spend 50% of her time analyzing and deploying resources to the Summer Bridge, First-Year Experience, Student Success and Retention Services center (SSRS), and LinC classes.

Co-coordinator of Research, Reporting and Evaluation (referred to more simply as the Institutional Researcher): **Andrew LaManque, Ph.D.**, the Director of Institutional Research at De Anza College. Together with Dr. Mae Lee, **Dr. LaManque will oversee evaluations, reporting and program research for the project.** As the Research and Planning Officer at the college since 2002, Dr. LaManque has provided invaluable data to address college and student challenges. With his help, De Anza College has been addressing the equity gap within the Asian American label by de-aggregating the various Asian ethnic groups and looking at experiences per individual community histories and development. This project will fall within Dr. LaManque's current assignment as the Research and Planning Officer for De Anza College.

Co-coordinators of Leadership and Community and Civic Engagement Training (referred to more simply as Staff Trainers): **Michael Chang, Ph.D.** and **Rowena Tomaneng, Dr.**

Chang is the Executive Director of APALI, and Rowena Tomaneng is the co-director of the Institute for Community and Civic Engagement (ICCE). Both are tenured faculty and campus and community leaders. Dr. Chang is the former mayor of the city of Cupertino and very active locally. He has created a national model for Asian American leadership in the APALI program. Rowena Tomaneng is the first co-director of De Anza's ICCE, an innovative community service program which partners students and community organizations to create mutually beneficial exchanges. **The AANAPISI grant will fund some of the training provided by APALI and ICCE, but Dr. Chang and Ms. Tomaneng will coordinate their program's services as part of their current administrative assignments.**

Oversight of Counseling Services: Dr. Howard Irvin, Ed.D., the Dean of Counseling at De Anza College will be the key counseling services resource for the project. Dr. Irvin oversees the Counseling Division and Retention Services. Along with Student Success Coordinator Marion Winters, **he will be responsible for deploying counselors and support staff to the success portions of the project.** The student success programs such as Summer Bridge, the First-Year Experience and the SSRS center fall under his supervision. Dr. Irvin will assist this project as part of his current administrative duties in Counseling.

ADEQUACY OF RESOURCES:

APPROPRIATENESS 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 project activities to build upon the infrastructure of existing college programs and offices.** In a number of cases, the proposed activity links to an initiative that De Anza already undertakes with

modifications for AANAPI students, such as Summer Bridge or the New Student and Parent College Night. In other cases, the activities utilize an existing programmatic model, such as the Learning in Communities program, to provide new offerings, including courses and staff training opportunities related to the target AANAPI population. 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 project activity.** The costs associated with these partnered activities go mostly towards additional staff time and coordination. The details are outlined in the “Budget Narrative.” Table 12 identifies each partnered activity. Table 13 explains how budget items will be adequate to support the project.

Table 12. Partnerships with Existing De Anza College Organizations		
Project Activity	Project Goal	Partner Organization at De Anza
Expansion and development of cohort-based sessions of Summer Bridge tailored to needs of AANAPI students.	Student Access	Summer Bridge / Student Success and Retention Services (SSRS)
Creation of multilingual break-out sessions for parents of AANAPI students at college orientation.	Student Access	New Student and Parent College Night
Expansion of SSRS center to serve as hub for individual student assessments, referrals and information about college services.	Student Persistence / Institutional Infrastructure	SSRS
Expansion and development of the FYE tailored to needs of AANAPI students.	Student Readiness	First-Year Experience (FYE) / SSRS
Development of new learning communities tailored to needs of AANAPI students.	Student Readiness / Course Success	LinC Program (LinC works also with the Office for Staff and Organizational Development) / APALI / ICCE

Table 13. Adequacy of Budget to Support Project	
Personnel:	All salaries are consistent with the job classifications of like positions at the college. Costs are itemized in the “Budget Narrative.” Institutional commitment of personnel is described in “Project Personnel.”
Equipment:	The prices of the ten computers for the SSRS center have been confirmed via research with suppliers and are itemized in the “Budget Narrative.”
Supplies:	Costs of office supplies are consistent with those of standard office supplies used at college, and purchase will follow standard college procurement processes.
Contractual:	Training and consultative expertise are consistent with institutional practices and required contractual processes will be followed. Costs are itemized in the “Budget Narrative.”

Table 14 outlines the reasonableness of costs in relation to the project objectives, design, and significance. The key items are **post-grant sustainability** of project services, **project replicability**, and **cost per participant**.

Table 14. Reasonableness of Project Costs	
Post-Grant Sustainability	<ul style="list-style-type: none"> • New college protocol for improving student persistence through expansion and greater utilization of the SSRS center will remain post-grant. • New multilingual break-out sessions during New Student and Parent College Night events will remain post-grant. • New AANAPI-focused Summer Bridge and First-Year Experience programs will remain post-grant. • New AANAPI-focused learning communities will remain post-grant.
Replicability of Project	Replication of project services and activities will be made possible by the dissemination of the <i>Project Policies and Procedures Manual</i> and project evaluation reports to help other colleges and universities learn from or replicate De Anza’s AANAPISI grant-funded initiatives. See “Management Plan” and “Project Evaluation” sections regarding these written documents.
Cost Per Participant	<p>Projected number of unduplicated students over the two-year project period who will positively benefit from project services are calculated based on numbers of students who: 1) enroll in newly developed AANAPI-focused learning communities; 2) attend multilingual break-out sessions at New Student and Parent College Night events; 3) enroll in newly developed AANAPI-focused learning communities, Summer Bridge, and First-Year Experience; and 4) utilize the SSRS center through referrals made by Counseling 100. The estimate is 500 unique participants during the first year of project and 3,000 unique participants during the second year of project.</p> <p>Budget in year 1 = \$663,570 → \$1,330 cost per participant in year one Budget in year 2 = \$586,070 → \$195 cost per participant in year two</p>

MANAGEMENT PLAN

Grant activities will be managed by a structured process of on-going involvement by senior-level administrators at De Anza College, with day-to-day supervision by the Project Director reporting to the Project Advisory Committee (PAC). **The PAC—comprised of the Vice President for Instruction, the Vice President for Student Services, the dean of Counseling, the dean of the Intercultural/International Studies Division, the Director of Institutional Research, the Director of Budget and Personnel, two faculty, and two students—will be the main project management group, reporting directly to the President and the President’s Council.**

Dr. Mae Lee, tenured faculty in Intercultural Studies and Associate Director of the Asian Pacific American Leadership Institute (APALI) at DeAnza, has been chosen as the Project Director. Dr. Lee, who led the team in developing and writing this grant application, will manage the project with support and assistance from **Dr. Anu Khanna**, faculty in Intercultural Studies and co-chair of the De Anza Faculty Senate Curriculum Committee as well as co-coordinator of the LinC program. Dr. Khanna will serve as Curriculum Coordinator to oversee the curriculum development and coordination phases of the project, which relate to the activities of the learning communities. Dr. Lee will work also with the Student Success Coordinator, **Dr. Marion Winters** who is a counselor and Director of the Office of Diversity. Dr. Winters has led a number of student support programs in the past and is familiar with the many student success programs at the college. She will oversee the student services/success components of the project.

Dr. Lee will work directly with the De Anza College Office of Institutional Research (OIR) and its director, **Dr. Andrew LaManque**, in coordinating research data, reporting and evaluation. Dr. Lee will also work directly with **Rowena Tomaneng**, co-chair of the De Anza College Institute for Community and Civic Engagement (ICCE), and **Dr. Michael Chang**,

Executive Director of the Asian Pacific American Leadership Institute (APALI), to design and plan staff and faculty training for the newly hired faculty, counselors and staff.

The Student Success Coordinator, Dr. Marion Winters, will work directly with **Dr. Howard Irvin**, the dean of Counseling and Retention Services at De Anza College, to provide the counseling, staff and success resources for the Summer Bridge, First-Year Experience, and LinC classes (learning communities). Figure 1 (below) is the proposed organizational chart.

Management and Communication for Continuous Improvement

The Project Advisory Committee (PAC) will be established immediately after notification of the grant. This oversight committee will meet quarterly with project staff to: 1) serve as a resource for Project Director; 2) review quarterly reports; 3) recommend ways to improve the 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. Meeting minutes will be posted on the project website. **The Project Director 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 be given to all project personnel and the PAC will have access to an electronic version of the manual. Table 15 describes project communication and management procedures. Table 16 outlines project milestones, responsibilities, and timelines.

Figure 1. Project Organizational Chart

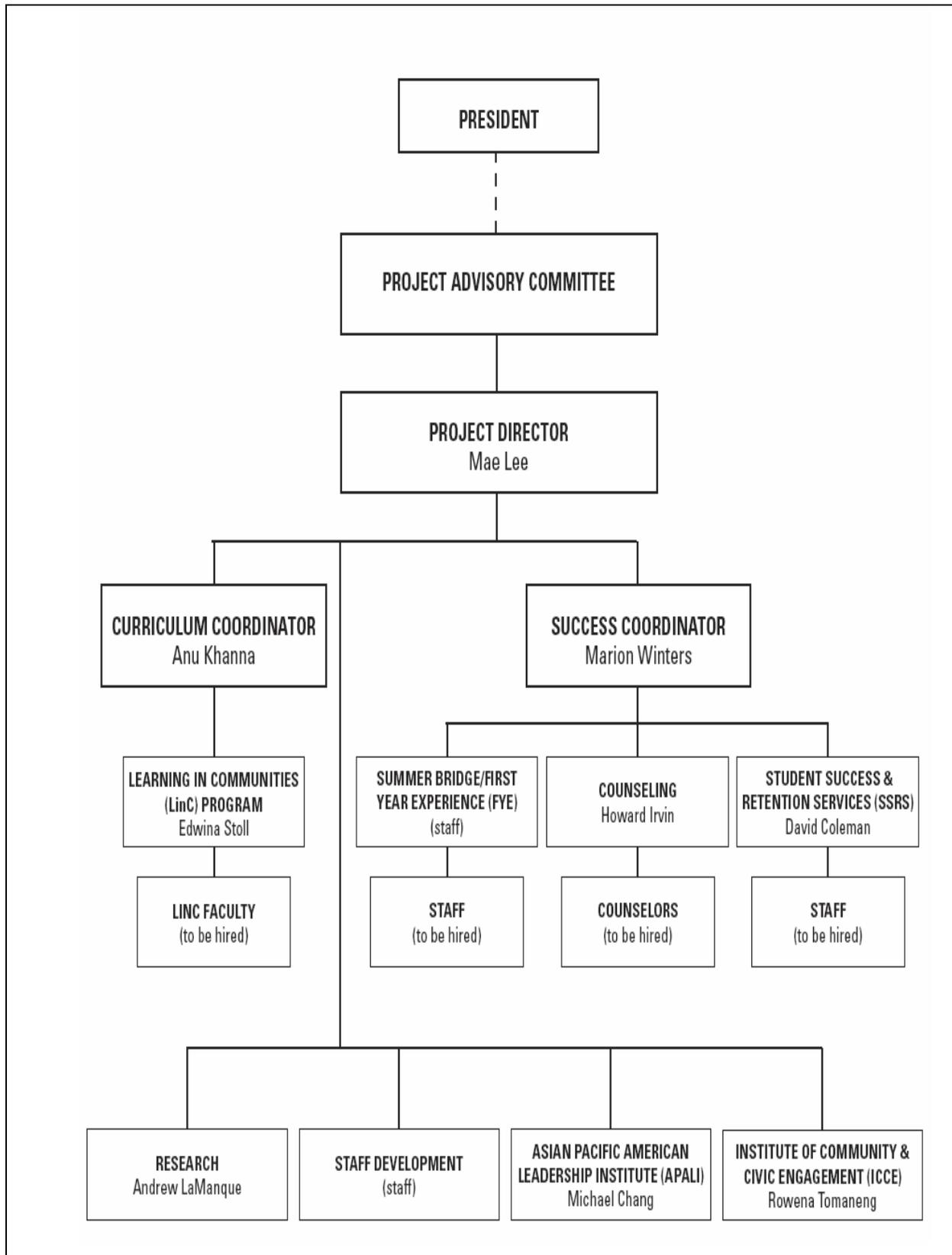


Table 15. Communication Methods & Feedback Mechanisms for Quality Services	
Meetings and Shared Governance Committees	Project Director and staff will attend shared governance committees of the college (e.g. College Council) to ensure coordination and shared resources. Project staff will meet weekly from 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.
Reporting and Communications	Interim, annual & final reports will be submitted to the college and U.S. Dept of Ed. Quarterly summary reports will be prepared for President, vice-presidents, PAC, Faculty Senate and Student Body (DASB). An annual update will be made to the Board of Trustees. A website will be developed to post minutes, job openings, project updates and project outcomes.
Formative Evaluation & Outcomes Reporting	Reports generated by the on-going evaluation process (see “Project Evaluation” section) will be included in all reports and posted on the website.
Monthly Progress Reports	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 & requests for assistance; and joint efforts with units of college outside grant. Reports will be used as feedback to Project Advisory Committee for determination of needed modifications for improvement in project operation and strategies.
Federal Updates	Compliance personnel will be kept apprised of changes in grants management or fiscal issues. Regular communication will be maintained between college and program officer.
Project Records	Records to be kept will include fiscal records, an equipment inventory, time and effort forms for payroll documentation, and monthly progress reports.
Personnel Evaluation	Grant personnel will be evaluated according to standard institutional evaluation policies.

Table 16. Project Milestones, Responsibilities, and Timeline							
Date	Overall Project (M. Lee)	Curriculum (A. Khanna)	Success (M. Winters)	Research (A. LaManque)	Staff Devt (Staff Devt Office, Proj. Dir.)	Reports (A. LaManque, Proj Dir)	APALI/ICCE (M. Chang, R. Tomaneng)
Oct-08 through Dec-08	Begin planning process; hire and contract services	Identify LinC faculty; schedule LinC classes	Create project teams	Devise 2009 research & evaluation plan w/ Project Director (PD)	Lead coordination of training schedule		Create staff training schedule
Jan-09 through Mar-09	Lead meetings to plan SB, FYE, LinC, and SSRS projects; assess quarterly report & plan changes	Conduct LinC training; finalize LinC syllabi	Lead planning for FYE and SB; create new protocol for SSRS; plan NSPCN		Coordinate training schedule; conduct training for LinC faculty	Produce quarterly progress report	Conduct staff training for project staff; conduct training for LinC faculty
Apr-09 through Jun-09	Lead meetings to plan SB, FYE, and SSRS projects; assess quarterly report & plan changes	Offer first LinC classes	Create SSRS protocol; finalize FYE and SB syllabi hire staff and counselors; run NSPCN; support LinC		Facilitate 1-2 staff devt activities	Produce quarterly progress report	Host Summer Bridge training conduct training for LinC faculty; conduct training for FYE staff
Jul-09 through Sep-09	Lead meetings to plan SSRS project; assess quarterly report & plan changes	Assess Linc classes; plan LinC for '09-'10 and identify faculty	Run SB; start FYE; oversee SSRS protocol	Assess first LinC classes; produce half-year report	Plan 2010 staff devt schedule	Produce quarterly progress report	Run Summer Leadership Academy
Oct-09 through Dec-09	Lead meetings to plan SB, FYE, LinC '09-'10; assess quarterly report & plan changes	Prepare for '09-'10 LinCs; assess annual report & plan changes	Oversee SSRS protocol; assess annual report & plan changes	Assess SB '09, FYE, Summer Leadership Academy; produce annual report	Facilitate 1-2 staff devt activities	Produce annual report; audit evaluation plan (external evaluator)	Conduct training for LinC faculty

Table 16 (CONTINUED). Project Milestones, Responsibilities, and Timeline

Date	Overall Project (M. Lee)	Curriculum (A. Khanna)	Success (M. Winters)	Research (A. LaManque)	Staff Devt (Staff Devt Office, Proj. Dir.)	Reports (A. LaManque, Proj Dir)	APALI/ICCE (M. Chang, R. Tomaneng)
Jan-10 through Mar-10	Study feedback and research from internal and external evaluations & plan changes	Offer winter LinC classes; train LinC faculty for spring; finalize LinC syllabi for spring	Plan SB '10; support LinC; assess FYE; plan NSPCN for spring '10	Create '10 research agenda	Facilitate 1-2 staff devt activities	Produce quarterly progress report	Conduct training for LinC faculty
Apr-10 through Jun-10	Prepare for FYE post-grant; plan SB 2009; assess quarterly report & plan changes	Offer spring LinC classes; identify LinC faculty for post-grant	Support LinC; hire staff and counselors for SB '10; assess SSRS protocol and plan changes	Assess winter '10 LinC classes; conduct ongoing research/evaluation	Facilitate 1-2 staff devt activities	Produce quarterly progress report;	Host SB and FYE training; conduct training for LinC faculty for fall term
Jul-10 through Sep-10	Plan FYE and SB; assess quarterly report & plan changes; produce final report	Assess Linc classes; plan LinC for '10-'11 and identify faculty; produce final report	Run SB '10; start FYE '10; produce final report	Assess spring '10 LinC; produce final report	Plan 2010-11 staff devt schedule; produce final report	Produce quarterly progress report; classes; produce final report; audit evaluation plan (external evaluator)	Produce final report
APALI = Asian Pacific American Leadership Institute = APALI FYE = First Year Experience ICCE = Institute of Community and Civic Engagement				LinC = Learning in Communities NSPCN = New Student and Parent College Nights SB = Summer Bridge			

PROJECT EVALUATION

Evaluation for the project will be a continual process, not a set of ancillary tasks amended to the grant project once or twice a year. At every meeting of the project coordinators, activity subcommittees, and Project Advisory 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, the 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 Institutional Research (OIR); 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 institutional planning processes.

Responsibilities for Evaluation

The Project Director and the Institutional Researcher (IR) will share overall responsibility for project evaluation and ensure that information in the evaluation reports will be brought back to planning processes in curriculum development, student success, and institutional infrastructure.

Other staff who will participate in project evaluation include the following: 1) the Curriculum and Student Success Coordinators and faculty from Intercultural Studies, International Studies, English, Reading, and Counseling who are responsible for working with the IR to set up data collection; 2) faculty responsible for administering measurement tools (questionnaires, surveys, pre/post tests, etc.); 3) the Project Advisory 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 will be hired to review and audit the evaluation plan and its outputs (i.e., quarterly, half-year, and annual evaluation reports; interpretation of data, etc.). The external evaluator will review assessment tools, methods of data analysis, and evaluation-based processes of continuous improvement. The external evaluator's findings, to be documented by the end of the first project year, will be instrumental for improving the project activities and refining the evaluation plan. The evaluator will have in-depth knowledge of or experience working with Asian American/Asian Pacific Islander communities. 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 Project Advisory 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.

Measurement and Attainment of Project Objectives

For activities geared toward improving **student persistence, student readiness, and course success**, cohorts of student participants will be tracked by the Institutional Researcher and the Curriculum and Student Success Coordinators. 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. Cross-sectional data will reflect day-to-day operations (i.e., use of Student Success and Retention Services center) and will serve as reference points for each reporting period. Table 17 provides more details on performance measures and methods of evaluation.

Table 17. Data Sources and Measures for Evaluation

MIS Support (Management Information System referential files)

De Anza's Office of Institutional Research (OIR), as well as the District's Office of Institutional Research & Planning, 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 (Student Data, Faculty and Staff Data, Course Data). Each database includes at least one "key" variable that enables linkages to other databases. Via this method, one-to-one, one-to-many, and many-to-many database relationships can be created.

Table 17 (CONTINUED). Data Sources and Measures for Evaluation	
Goal and Objective	Performance Measures and Methods of Evaluation
<p><u>Improve Student Persistence</u></p> <p>By 2010, increase overall fall-to-winter student persistence rate by 5 percentage points for first-time De Anza students who plan to transfer/obtain a degree or are undecided.</p>	<p>The Project Director, Institutional Researcher, and Student Success Coordinator 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 2008 and 2009. This information will be augmented with data from student face-to-face or on-line questionnaires and surveys.</p> <p>The OIR will use Student Data files to track student rates of return comparing winter and fall quarters in 2007-08, 2008-09, and 2009-10.</p>
<p><u>Increase Student Access</u></p> <p>Have 40 AANAPI students attend each of the AANAPI-focused Summer Bridge programs in 2009 and 2010 (80 students total).</p> <p>Host multilingual break-out sessions at New Student and Parent College Night events in spring 2009 and spring 2010.</p>	<p>The OIR will use Student Data and Course Data files to track the number and ethnic background of participants in Summer Bridge. Additionally, Summer Bridge/the SSRS center in partnership with the OIR will use questionnaires to collect student evaluations of program. Demographic information on students will be derived primarily from student responses to questions on application (ethnicity, income, financial aid status, age, gender, zip code, family status, working status).</p> <p>Student Success Coordinator, Student Success and Retention Services staff, and counseling staff of New Student and Parent College Night events will use face-to-face questionnaires to collect participant evaluations on the quality and usefulness of break-out sessions. The OIR will help track attendance at New Student and Parent College Night events and break-out sessions.</p>

Table 17 (CONTINUED). Data Sources and Measures for Evaluation	
Goal and Objective	Performance Measures and Methods of Evaluation
<p><u>Improve Student Readiness</u></p> <p>By 2010, increase the percentage of Filipino students who enroll in pre-collegiate-level English and then succeed in college-level English to at least equal to that of the overall college average.</p>	<p>The OIR will use Student Data and Course Data files to track enrollment rates and course success rates for student cohorts enrolled in pre-collegiate-level English and then succeed to college-level English. Information on course success rates will come from IR tracking files derived at the end of each term from the SIS (grades). Comparisons will be made across student cohorts in the First-Year Experience, learning communities, and non-project courses.</p>
<p><u>Improve Course Success</u></p> <p>By 2010, increase the overall course success rate of Filipino, Southeast Asian (Vietnamese, Cambodian, Laotian) and Pacific Islander (Guamanian, Hawaiian, Other Pac. Islander, Samoan) students so that it is at least equal to the overall course success rate of the college.</p>	<p>The OIR will use Student Data and Course Data files to track enrollment rates and course success rates for student cohorts. Information on course success rates will come from IR tracking files derived at the end of each term from the SIS (grades). Comparisons will be made by De Anza's IR across student cohorts in the First-Year Experience, learning communities, and non-project courses.</p> <p>The Project Director, Curriculum Coordinator, Student Success Coordinator, and Office of Staff and Organizational Development will conduct face-to-face or on-line surveys and interviews with students and faculty to gather evaluations of courses supported by the project.</p> <p>The Learning in Communities (LinC) office will prepare faculty involved in project courses to conduct Classroom Assessment Techniques (CATs) at least twice/per academic term to measure efficacy of classroom strategies in learning communities.</p>

BUDGET NARRATIVE

BUDGET DETAILS AND JUSTIFICATION	Year 1	Year 2
PERSONNEL: The fulltime equivalent (FTE) rate for a tenured faculty member for 2008-09 is \$88,855 on average. All of the faculty, counselors, and administrators for the project are based on this rate or a portion of a full FTE. The rate for the administrative or program clerical assistants is based on the current salary scale at a level N-38. The stipend of \$1000 is the current rate that faculty are paid by the LinC program to work on collaboration of linked classes (learning communities) the quarter before the actual linked classes are offered.		
Project Director .7 FTE (fulltime equivalent)	62,199	62,199
Curriculum Coordinator .3 FTE	26,657	26,657
Student Success Coordinator .5 FTE	44,428	44,428
Program Clerical Assistant 1.0 FTE	45,000	45,000
Part-time Counselors 2.0 FTE	177,710	177,710
Success Admin Assistant .3 FTE	12,000	12,000
Success Tutors and Mentors 1000 hours @ \$12/hr	12,000	12,000
Faculty Release .6 FTE (.1 each x 6 classes per year)	53,313	53,313
Faculty Stipends 6 x 1000 each per year	6,000	6,000
FRINGE BENEFITS: The fringe benefits are calculated at the 2008-09 rate of 28.4% for the full college district benefits package which includes medical, dental, and vision coverage.		
Total Fringe Benefits	124,763	124,763
EQUIPMENT: The 10 computers are for the expanded Student Services and Retention Services center to accommodate the increased demand this project will bring.		
Computers 10 @ \$1250 each	12,500	12,500
SUPPLIES: These items pertain to office supplies (paper, pens, ink cartridges, etc.), printing, photocopying, and report publishing.		
Total Supplies	1000	1000
CONTRACTUAL: Contractual services fall into three areas: 1) The Student Success and Retention Services center will use an individual assessment tool (e.g., the Noel-Levitz's College Student Inventory) for all incoming new students at the rate \$7 per student. 2) An outside evaluator will be contracted to provide comprehensive review of the evaluation plan. 3) De Anza's Asian Pacific American Leadership Institute (APALI) and the Institute for Community and Civic Engagement (ICCE), which provide ongoing diversity training and community service partners for the campus and local community, will provide training on best practices for working with project's target population for faculty, counselors, and other staff hired for the project. The ten sessions include project start-up training for the new staff and administrators, and training for each new cohort (each quarter) of faculty teaching linked classes (learning communities).		
Noel-Levitz consulting 3000 assessments @ \$7 each	21,000	21,000
APALI and ICCE 10 session over 2 years	25,000	25,000
Outside Evaluator	40,000	40,000
TOTAL CHARGES	Year 1	Year 2
	663,570	586,070