

**Title III Part A**  
**Asian American And Native American Pacific Islander-Serving Institutions Program**  
**Fiscal Year 2008 Project Abstracts**

**P382B080007 – City College of San Francisco**

With the requested funds, City College of San Francisco (CCSF) will create the **Asian/Pacific Islander STEM Achievement Program (ASAP)**, designed to increase the number of degrees and transfers for disadvantaged Asian/Pacific Islander and other underserved students in the disciplines of science, technology, engineering, and mathematics (STEM).

Founded in 1935, CCSF is among the oldest and largest community colleges in the nation, enrolling roughly 100,000 students and provides educational access and opportunity to an extremely diverse student population, including over 18,000 (38 percent) Asian and Pacific Islander students each year.

A close examination of Asian and Pacific Islander students at CCSF reveals a complex and heterogeneous picture, with many students struggling in the critical areas of science, technology, engineering, and mathematics. Education in STEM is a crucial component of the K-16 pathway, preparing students to compete in one of the most important sectors of the global economy.

Unfortunately, challenges such as under-preparedness for college coursework, lack of financial resources, responsibilities outside of school, and difficulties in mastering mathematics inhibit the success of Asian/Pacific Islander and other disadvantaged students in these key disciplines.

In September 2007, CCSF launched a series of investigations to improve the participation and academic outcomes of disadvantaged, underrepresented students in STEM disciplines. This comprehensive, nine-month long effort has shaped the Asian/Pacific Islander STEM Achievement Program, which will build on proven, successful models; leverage existing infrastructure and programs; and respond to the specific needs of CCSF's disadvantaged students, as articulated by the data and the students themselves. ASAP will employ three key strategies in order to achieve its goal:

**ASAP Model**

- **Outreach & Enrollment** leads to increased enrollment in STEM degree programs by 20 percent.
- **Instruction & Curriculum** leads to improved pass rates; reduced time to program completion; and increased transfers by five percent.
- **Support Services** leads to increased pass rates in STEM programs by 15 percent.

Each of the three strategies lead to increased STEM degrees and transfers by 10 percent.

## **P382B080004 – Seattle Community Colleges**

**Performance Period:** October 2008 to September 2010 - South Seattle Community College, Seattle, Washington, a public community college serving the southwest area of Seattle will implement a two-year project to improve the retention, transfer and graduation rates of under-served Asian Pacific Islander (API) community colleges.

**Activity One:** Improve API Freshman Experiences - A culturally relevant, family oriented student success orientation for API students and their families will improve first- year retention rates by providing students with success strategies and their families with support strategies. Students will then enter clustered learning communities to improve progression through remedial, developmental coursework.

**Activity Two:** Increase API English as Secondary Language (ESL) Transition Rates to College Courses – ESL instructors will learn how to teach ESL students to transition to college courses and new courses will be developed to this same end.

**Activity Three:** Improve API retention rates – A Virtual API Resource Center will become an electronic hub for collecting and distributing API retention best practices to other API-serving institutions and the higher education community. Service learning courses and faculty development will also be used to improve retention rates.

**Activity Four:** Improve API Transfer and Graduation Rates – An API Studies Degree program; transfer pathway for future teachers, improved pipelines to four-year partners and general transfer peer support will increase transfer and graduation rates among API students.

**P382B080008 – University of Maryland, College Park**

The purpose of the Asian American and Native American Pacific Islander-Serving Institutions Program (AANAPISI) is to provide eligible Asian American Native American Pacific Islander (AANAPI) college students (14.1 percent of Maryland's 25,857 undergraduate students), especially from disadvantaged and underrepresented backgrounds, opportunities for educational success and advancement through activities associated with the Asian American Studies Program (AAS) at the University of Maryland. Given that AANAPI students are neither monolithic nor easily construed as model minorities, these students face obstacles related to language, culture, class background, lack of mentor and role models, and stereotyping. The goals of the project address the needs of Asian American students to have a relevant education and access to a mentorship path for future career success. The specific goals are to improve the academic quality of education about and related to the experiences of AANAPI students, increase the self-sufficiency of AAS in delivering courses and programming for these students, and strengthen the capacity of resources within AAS to provide educational materials and research opportunities. Fulfilling these goals will lead to increased retention and graduation of undergraduate students and develop a pipeline for graduate education and future faculty members of AANAPI background.

The University of Maryland is a four-year public research university that has attained eligibility as an Asian American Native American Pacific Islander serving institution. It has 2,896 full-time faculty and 856 part-time faculty.

### **P382B080014 – University of Hawaii at Hilo**

The University of Hawaii at Hilo (UH Hilo) is a public, four-year institution which is part of the University of Hawaii's ten-campus statewide system of higher education. Accredited by the Western Association of Schools and Colleges through 2014, UH Hilo is a comprehensive institution offering baccalaureate liberal arts and professional programs and selected graduate degrees.

UH Hilo primarily serves residents of the State of Hawaii (65 percent of students) but also serves students from the U.S. mainland and other nations, especially from the Pacific Islands and Asia. Enrollment in fall 2007 consisted of 3,573 students, with almost 79 percent full-time. Women comprise (60 percent) of the total enrollment and the mean age of students is 24.2 years. More than half (55 percent) of the students are low-income, first-generation college students. Ethnic minorities comprise nearly two-thirds of the student body, with Asian-Pacific Islanders being the largest broad ethnic group (48.6 percent). In fall 2007, the undergraduate student-faculty ratio was approximately 16:1. There were 215 full-time instructional and 83 adjunct faculty members.

The project includes two activities: (1) Engage Pacific Islander students in "high impact" activities designed to improve their academic success; and (2) Position UH Hilo to be a distinguished resource for the study of the Pacific by improving the Pacific Islands Studies program and enriching Pacific-related materials for the library. Expected outcomes include increases in levels of engagement and retention and graduation rates of Pacific Islanders, a revised Pacific Islands Studies curriculum featuring new courses and internships, excellent Pacific resources in the library, a successful Pacific-focused speaker series, and greater numbers of students pursuing the certificate.

## **P382B080001 – Foothill – De Anza Community College District**

De Anza College is in a unique position to serve Asian American and Native American Pacific Islander (AANAPI) students. In fall 2006, approximately 42 percent (almost 10,000) of De Anza students self-reported as AANAPI, over 80 percent of who were assessed into pre-collegiate-level courses. Most AANAPI students were not prepared for college-level work; they accounted for nearly 50 percent of students enrolled in all basic skills classes.

The proposed project outlines a campus-wide strategy to improve AANAPI student preparedness for college-level work, and increase course success rates among AANAPI subgroups whose rates are below the college average. Project activities include a new college protocol to increase student persistence, more personalized and culturally appropriate new student and parent orientations, and AANAPI-focused academic programs with integrated student support services.

De Anza College, located in the San Francisco south bay, is one of the largest single-campus community colleges in the nation, and part of the Foothill-De Anza College District. De Anza offers sixty associate transfer degree programs (AA/AS), forty vocational/technical degrees, 262 certificate programs, and general education. The average class size is thirty-five students. 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 of doctorates. In fall 2006, De Anza enrolled 23,516 students; 49 percent male, 51 percent female. Almost 36 percent were full-time. The average age was twenty-six years old. The racial/ethnic make-up was: 41.6 percent AANAPI; 25.1 percent white; 15.1 percent Hispanic; 5.8 percent African American; 0.5 percent Native American; 2.8 percent "Other;" and 9.1 percent Unknown.

## **P382B080006 – Guam Community College**

Guam Community College (GCC), a two-year public higher education institution, is a multi-cultural, multi-ethnic career and technical educational institution created by Public Law 14-77 in 1977. Guam Community College, Guam's only community college, is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges through spring 2012. Guam Community College's grant proposal is to affect student enrollment, retention, and graduation by students' use of a permanent concrete Learning Resource Center (LRC) building outfitted to withstand Guam's volatile weather environment (e.g., typhoons). The construction of an LRC building will improve academic quality and student learning outcomes by having learning resource materials continuously accessible and at a level (quantity) comparable with peer colleges (College & Research Libraries News, Association of College & Research Libraries, March 2000, Vol.61 No. 3). Data reveals that Windward Community College, a peer college, has a larger number of print materials (49,004) compared to GCC's LRC (23,275) to support the students' educational services. GCC's primary population is 92 percent Asian and Pacific Islanders (Spring 2008) – of students in GCC's programs of study (e.g., transportation, health science, information technology, etc.). The student profile for postsecondary full-time enrollment is 403 (151 males and 252 females); Asian/Pacific Islander (360); non-alien resident (18); white (12); African American (6); Other (6); and Hispanic (1), respectively.

This grant, *Strengthen Academic Quality through an Accessible Learning Resource Center*, will be accomplished within 24-months based on a comprehensive analysis of GCC's weaknesses and significant problems. The overall goal of this project is to increase enrollment, retention, and program graduation rates by improving academic quality and student learning outcomes by expanding the quantity of learning resource materials and facilities. GCC will implement the following **Key Goal**: To improve accessibility and address deficiencies in learning resource materials available to students and faculty by the construction of a permanent concrete LRC building. The performance indicators for AANAPISI includes three objectives: (1) Increase student enrollment at AANAPISI; (2) Increase the persistence rate for students enrolled at AANAPISI; and (3) Increase the graduation rate for students enrolled at AANAPISI. To implement the key goal, two activities must be accomplished: (1) Develop an architectural design to build an LRC by the third quarter of year one of the project period; and (2) Execute and complete the construction of the LRC building by the fourth quarter of year two of the project period. The total federal and non-federal cost to implement this project is \$5,381,754. The total federal funds requested is \$2,499,120 for two years: \$1,249,560 in Year 1; and \$1,249,560 in Year 2. Although matching funds are not required under (501)(d), Public Law 95-134), GCC will commit and provide a total of \$2,882,634 in the form of in-kind contributions or other funding source for this project.

The target population will benefit since this project will have continuous access to the LRC building with a wide number of learning resource materials (books, magazines, reference materials, etc.). This project will serve approximately 15,000 secondary and postsecondary students, community, faculty, staff and administrators.