

APASS Learning Community



2019-20 SEA Project Annual Goals Cover Sheet

Over-arching issues we are trying address:

APASS is a one-year learning community focused on the Asian Pacific American experience. Students cultivate their Mana (mind, life force and nourishment) to find success at Santa Rosa Junio College.

Group Targeted for Intervention:

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> LatinX | <input checked="" type="checkbox"/> All Students | <input checked="" type="checkbox"/> New Students | <input type="checkbox"/> Foster Youth |
| <input type="checkbox"/> African American | <input type="checkbox"/> Female | <input checked="" type="checkbox"/> First Gen | <input type="checkbox"/> Homeless |
| <input checked="" type="checkbox"/> Asian | <input type="checkbox"/> Male | <input type="checkbox"/> DSPS | <input checked="" type="checkbox"/> Economically Disadvantaged |
| <input type="checkbox"/> Native American | | <input type="checkbox"/> LGBT | <input type="checkbox"/> Adult ED/ESL |
| <input checked="" type="checkbox"/> Hawaiian/Pac Is. | | <input type="checkbox"/> Veterans | |
| <input type="checkbox"/> _____ | | <input type="checkbox"/> Other _____ | |

Metrics:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Course Completion | <input checked="" type="checkbox"/> Matriculation |
| <input checked="" type="checkbox"/> Retention | <input checked="" type="checkbox"/> Transfer |
| <input checked="" type="checkbox"/> xfer ENGL in 1 Year | <input checked="" type="checkbox"/> Degrees |
| <input type="checkbox"/> xfer Math in 1 Year | <input type="checkbox"/> Certificates |
| <input type="checkbox"/> Access | <input type="checkbox"/> Attain Living Wage |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Outreach |

SEA Funding:

Number of Students Served 68
 SEA Funding Amount \$ 60,000
 SEA Accounts for 100 % of Program

PROGRAM PROCESS

PROGRAM RESULTS

Resources (Inputs)

Activities (Outputs)

STUDENT OUTCOMES

PILLARS

What resources are you utilizing?
Check all that apply.

What are you specifically doing?
Check all that apply.

Areas where you expect to see change. Check all that apply. *(Credit to Learning Reconsidered 2)*

The impact you expect to have.
Check all that apply.

- (O = Overall project/S = SEA funded)
- O | S**
- Personnel** (working directly on project)
- Faculty
 - Manager
 - Classified Staff
 - Student Employees (peers)
 - STNC
- Materials**
- Supplies
 - Printing/Graphics
 - Textbooks/Magazines/Periodicals
- Services**
- Travel, Workshops
 - Equipment Leases/services
 - External services/contracts
- Equipment/Capital Outlay**
- Furniture
 - Technology equipment/software
 - Instructional/Non-Inst. Equipment
- Direct Student Support**
- Supplies given to students (meal vouchers, books, etc.)
 - Childcare
 - Awards (given for an award received)

- (O = Overall project/S = SEA funded)
- O | S**
- Direct Work with Students**
- 1:1 work with students
 - Work with groups of students
 - Work with students prior to college entry
- Support Activities**
- Financial or material assistance (\$, books, etc.)
 - Academic support or preparation
 - Life, career or other skill building
 - Matriculation step support
- Educational Activities**
- Educational programs or workshops
 - Educational planning
 - Curriculum development
- Practitioner-focused Activities**
- Professional/staff development
 - Research
- Other**
- Technology tools or software
 - Marketing, Publicity, PR
 - Referral/Utilization of services
- Other

Cognitive Complexity

- Critical thinking
- Reflective thinking
- Effective reasoning
- Intellectual flexibility
- Emotional/cognitive integration
- Identity/cognitive integration

Knowledge

- Understanding knowledge from a range of disciplines (acquisition)
- Connecting knowledge to other knowledge, ideas, & experiences (integration)
- Relate knowledge to daily life (application)
- Career decidedness
- Technological competence

Humanitarianism

- Understanding and appreciation of human difference
- Cultural competency
- Social responsibility

Civic Engagement

- Sense of civic responsibility
- Commitment to public life through communities of practice
- Engage in principled dissent
- Effective in leadership

Inter/Intrapersonal Competence

- Realistic self-appraisal and self-understanding
- Personal attributes such as identity, self-esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting
- Meaningful relationships
- Interdependence
- Collaboration
- Ability to work with people different from self

Practical Competence

- Effective communication; capacity to manage one's personal affairs
- Economic self-sufficiency and vocational competence
- Maintain personal health and wellness
- Prioritize leisure pursuits
- Living a purposeful and satisfying life
- Media, Technology or Information literacy

Persistence & Academic Achievement

- Manage the college experience to achieve academic and personal success
- Leading to academic goal success including degree attainment

Other:

INVITED & WELCOMED

- Students feel a sense of belonging & a part of the SRJC Community.
- Students introduced to campus activities, support services, and academic programs.
- Students' skills, talents, abilities & experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.

GUIDED & SUPPORTED

- Students know about and utilize services and supports that help them form an opinion, make a decision, stay on track.
- Students have a goal and know how to achieve it.
- Students stay on track – keeping their eye on the prize.

ENGAGED & EMPOWERED

- Students actively contribute to the college community.
- Students feel they are reflected and represented in the campus culture and motivated to contribute.
- Students actively participate in class and extracurricular activities.
- Students feel somebody wants to help them succeed.

2019-20 SEA Funded Project Review Form

Project Name	Category	Contact	Students served	Student Enrollments	Interactions per Student/term	Sea Funding Received	SEA funds % of Project
APASS	Academic Support	Jerry Thao	54	68	40	\$60,000	100 %

Summarize your projects' overall goals and/or intentions for students.

The APASS Program weaves Asian and Pacific Islander cultural ways of knowing and being into SRJC to help our students cultivate their mana (internal power, knowledge, and sustenance). We welcome our diverse students and invite them to be fully human and to express the full complexity of their ethnic identities in our classes and at SRJC. Literacy, Civic Engagement, Course Completion, Leadership, Community, Advocacy, and Collaboration are key components of the success of our Pacific Islander American and Asian American Students. Further, we seek to increase our students' social and cultural capital and to dispel model minority myths that erase the diversity and complexity of this very large intersectional community and that undermines allyship.

Please describe the specific activities supported by SEA funds.

Fall 2019:

Family Night
 Hobbs and Shaw Film at Roxy Theatre
 UC Davis university tour
 Women Inspiring Women: HERstory to Healing
 APASS Advisory Meeting
 Scary Movie Night in Bertolini
 Posada Event in Bear Den
 Winter Holiday Party

Spring 2020:

Welcome Back Dinner
 One Love Festival Tabling
 Spring University Tour
 Grocery Card from Safeway

Share any highlights or achievements your group had during the year – refer to the following data if applicable.

APASS students outperform non-APASS students in all academic categories. In particular, persistence from fall to spring is 23% higher than the district and 15.2% higher than the district from fall to fall. As a learning community we attribute this to our integration of Asian and Pacific Islander ways of knowing and being; we are culturally responsive because APASS Coordinators practice our cultural ways of being and knowing, and we engage in ongoing professional learning, knowledge-building, and collaboration.

Due to the pandemic APASS did not implement all our planned programming, but in 2019-2020, we had 3 major highlights:

- 1) We addressed media portrayal of Asian American and Pacific Islanders, specifically toxic masculinity after watching the "Hobbs and Shaw" film at the Roxy Theatre in both the ENGL 1A and COUN 10 courses.
- 2) We collaborated with the UC Davis admission office and UC Davis College of Biological Sciences for a tailored UC Davis university tour and workshop.
- 3) Students in APASS COUN 98 collaborated with the APASS Club to implement leadership activities such as planning the Multicultural Night, organize APASS outreach and inreach, and develop volunteering opportunities at Asian American and Pacific Islander organizations in Sonoma County.

Pacific Islanders account for 18% of APASS ENGL1A enrollments whereas Pacific Islanders account for less than 1% of the student body. Below are examples of statements regarding the APASS data:

- ENGL1A
 - 33 students enrolled
 - 45% Asian compared to 4% district wide
 - 36% 1st Gen, 49% Low Income
 - Multi-Eth, LatinX, and 1st Gen show greater retention than those enrolled in a non-APASS ENGL1A.

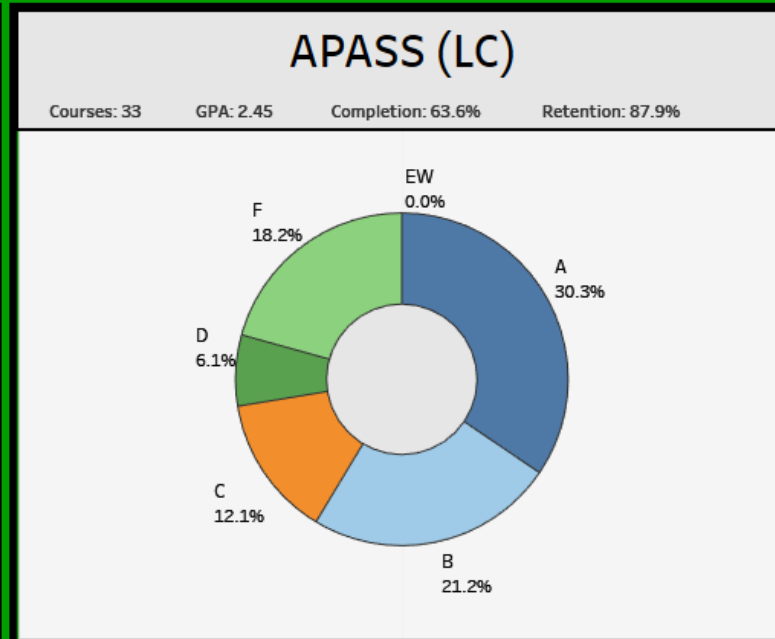
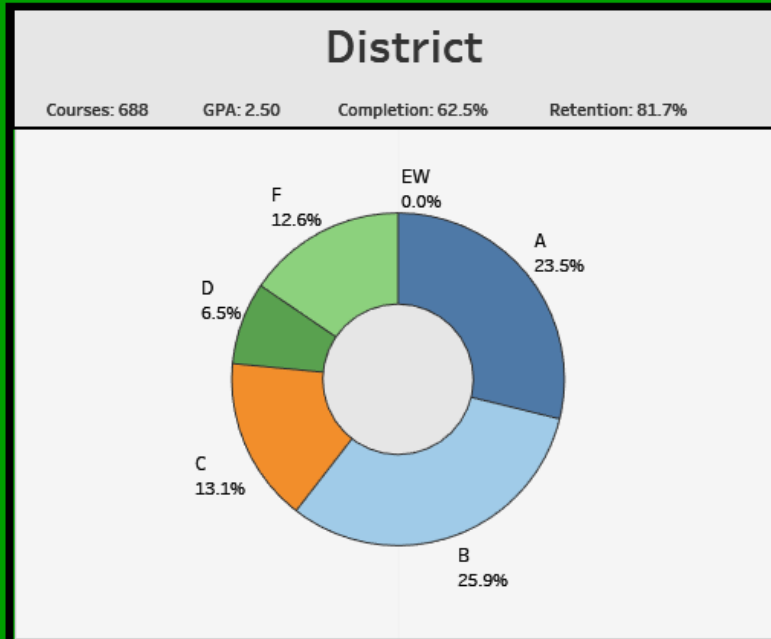
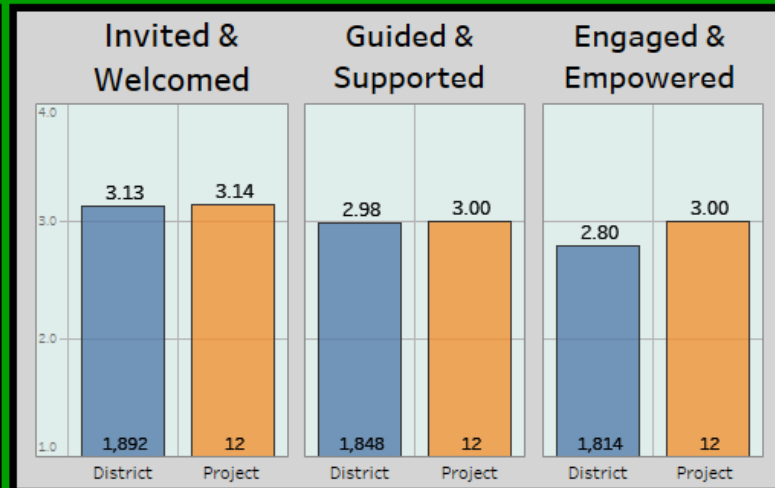
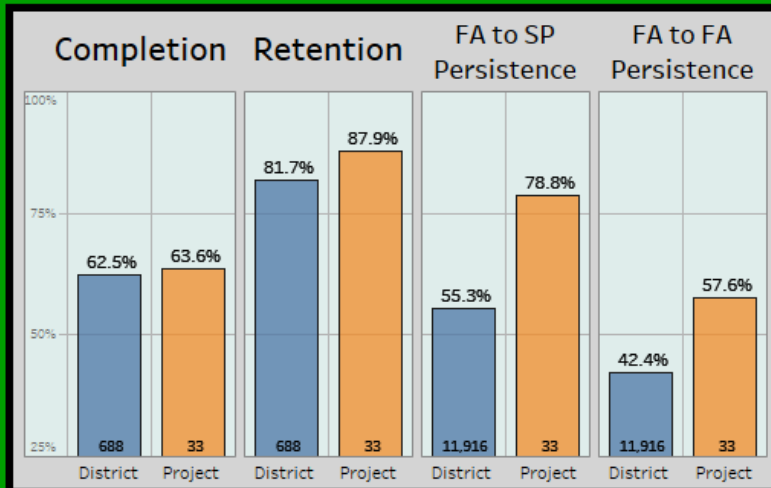
District & SEA Project Comparison

Fall 2019

FT & PT

APASS (LC)

ENGL1A



District & SEA Project Comparison

Fall 2019

FT & PT

APASS (LC)

ENGL1A

Headcount & Proportion

	District	Project
African American	488 2.5%	0.0
Asian	783 4.0%	15 45.5%
Filipino	184 0.9%	2 6.1%
LatinX	7,325 37.4%	3 9.1%
Multi Ethnicity	1,140 5.8%	6 18.2%
Native American	117 0.6%	0.0
Pacific Islander	85 0.4%	6 18.2%
White	8,268 42.2%	1 3.0%
First Gen	4,797 24.5%	12 36.4%
Low Income	6,296 32.2%	16 48.5%
DSPS	1,530 7.8%	1 3.0%
Veteran	466 2.4%	0.0
Foster Youth	335 1.7%	0.0
LGBTQ	329 1.7%	0.0
Homeless	54 0.3%	0.0

Totals 19,580 33

Course Completion

	District	Project
African American	54.5%	0.0
Asian	66.7%	86.7%
Filipino	50.0%	50.0%
LatinX	51.1%	33.3%
Multi Ethnicity	67.8%	66.7%
Native American	100.0%	0.0
Pacific Islander	60.0%	16.7%
White	71.0%	100.0%
First Gen	55.0%	50.0%
Low Income	50.8%	56.3%
DSPS	73.7%	0.0%
Veteran	64.3%	0.0
Foster Youth	20.0%	0.0
LGBTQ	14.3%	0.0
Homeless	100.0%	0.0

Averages 62.5% 63.6%

Combined Average 66.1% DI < 64.1%

Course Retention

	District	Project
African American	72.7%	0.0
Asian	90.5%	100.0%
Filipino	75.0%	50.0%
LatinX	73.9%	100.0%
Multi Ethnicity	88.1%	100.0%
Native American	100.0%	0.0
Pacific Islander	80.0%	50.0%
White	86.0%	100.0%
First Gen	76.0%	83.3%
Low Income	75.9%	75.0%
DSPS	78.9%	100.0%
Veteran	100.0%	0.0
Foster Youth	80.0%	0.0
LGBTQ	57.1%	0.0
Homeless	100.0%	0.0

Averages 81.7% 87.9%

Combined Average 84.4% DI < 82.4%

Persistence (FA19 to SP20 FA19 to FA20)

	District	Project
African American	47.2% 42.6%	0.0
Asian	58.3% 49.0%	86.7% 60.0%
Filipino	51.4% 43.1%	100.0% 50.0%
LatinX	56.7% 45.9%	100.0% 66.7%
Multi Ethnicity	56.2% 40.7%	66.7% 66.7%
Native American	48.1% 40.3%	0.0
Pacific Islander	43.8% 37.5%	66.7% 33.3%
White	57.0% 42.1%	0.0% 100.0%
First Gen	55.3% 43.7%	66.7% 58.3%
Low Income	56.7% 45.5%	75.0% 43.8%
DSPS	71.8% 60.3%	100.0% 100.0%
Veteran	52.4% 37.2%	0.0
Foster Youth	47.7% 40.9%	0.0
LGBTQ	40.0% 29.4%	0.0
Homeless	21.4% 21.4%	0.0

Fall to Spring 55.0% 78.8%
Fall to Fall 42.0% 57.6%

FA to SP Average 63.5% FA to FA Average 46.9%

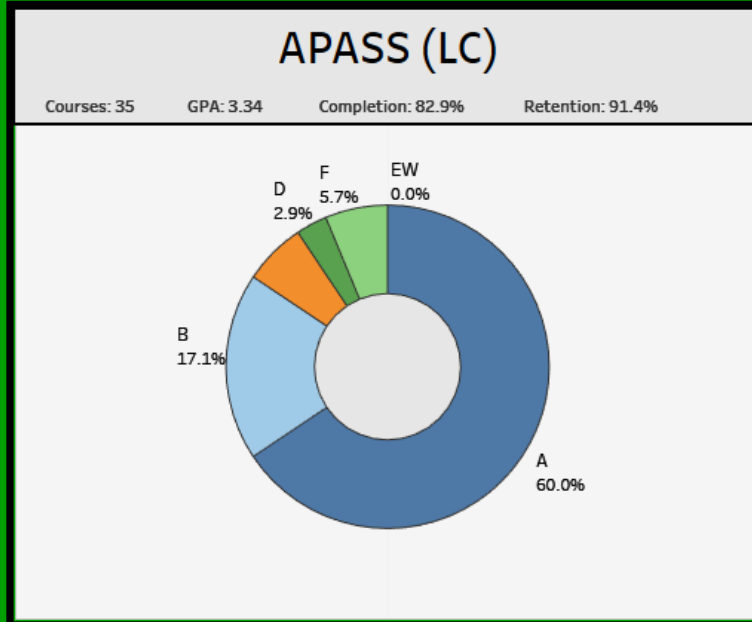
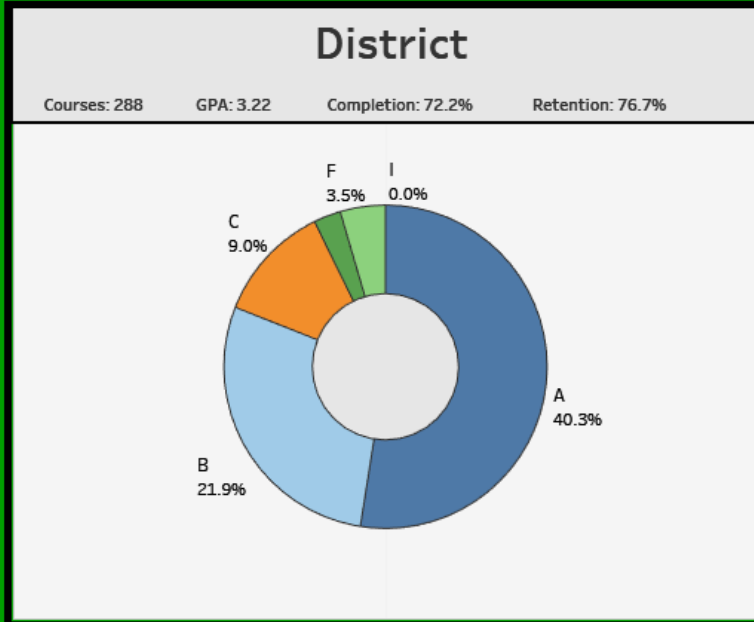
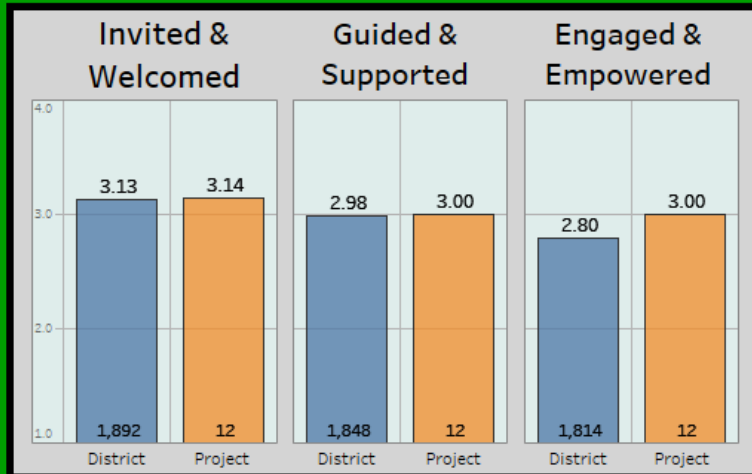
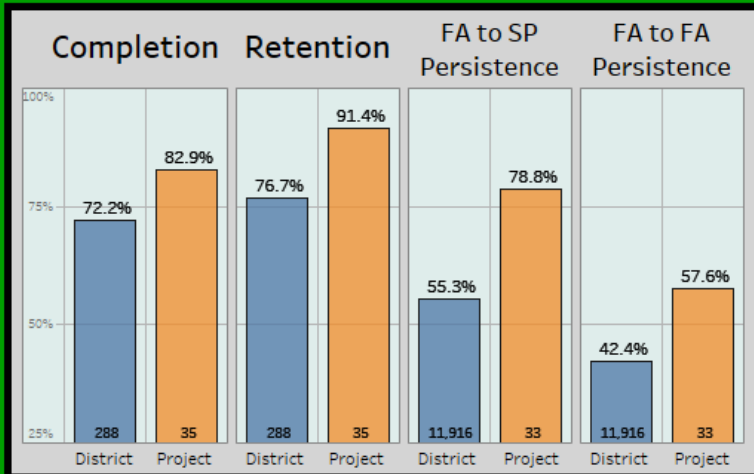
District & SEA Project Comparison

Spring 2020

FT & PT

APASS (LC)

ENGL5



District & SEA Project Comparison

Spring 2020

FT & PT

APASS (LC)

ENGL5

Headcount & Proportion

	District	Project
African American	447 2.4%	0.0
Asian	732 4.0%	20 57.1%
Filipino	163 0.9%	2 5.7%
LatinX	6,905 37.6%	7 20.0%
Multi Ethnicity	1,042 5.7%	4 11.4%
Native American	103 0.6%	0.0
Pacific Islander	73 0.4%	1 2.9%
White	7,987 43.5%	1 2.9%
First Gen	4,516 24.6%	12 34.3%
Low Income	5,878 32.0%	19 54.3%
DSPS	1,236 7.3%	0.0
Veteran	453 2.5%	0.0
Foster Youth	319 1.7%	0.0
LGBTQ	263 1.4%	0.0
Homeless	38 0.2%	0.0
Totals	18,353	35

Course Completion

	District	Project
African American	100.0%	0.0
Asian	70.6%	85.0%
Filipino	50.0%	100.0%
LatinX	64.4%	85.7%
Multi Ethnicity	87.5%	50.0%
Native American	100.0%	0.0
Pacific Islander	50.0%	100.0%
White	73.9%	100.0%
First Gen	68.5%	83.3%
Low Income	67.7%	73.7%
DSPS	53.8%	0.0
Veteran	0.0%	0.0
Foster Youth	100.0%	0.0
LGBTQ	50.0%	0.0
Homeless	0.0	0.0
Averages	72.0%	82.9%

Combined Average **78.2%** DI < **76.2%**

Course Retention

	District	Project
African American	100.0%	0.0
Asian	82.4%	95.0%
Filipino	50.0%	100.0%
LatinX	68.9%	85.7%
Multi Ethnicity	87.5%	75.0%
Native American	100.0%	0.0
Pacific Islander	50.0%	100.0%
White	78.3%	100.0%
First Gen	66.7%	91.7%
Low Income	73.1%	84.2%
DSPS	53.8%	0.0
Veteran	50.0%	0.0
Foster Youth	100.0%	0.0
LGBTQ	50.0%	0.0
Homeless	0.0	0.0
Averages	76.5%	91.4%

Combined Average **83.3%** DI < **81.3%**

Persistence (FA19 to SP20) (FA19 to FA20)

	District	Project
African American	47.2%	0.0
Asian	58.3%	86.7%
Filipino	51.4%	100.0%
LatinX	56.7%	100.0%
Multi Ethnicity	56.2%	66.7%
Native American	48.1%	0.0
Pacific Islander	43.8%	66.7%
White	57.0%	0.0%
First Gen	55.3%	66.7%
Low Income	56.7%	75.0%
DSPS	71.8%	100.0%
Veteran	52.4%	0.0
Foster Youth	47.7%	0.0
LGBTQ	40.0%	0.0
Homeless	21.4%	0.0
Fall to Spring	55.0%	78.8%
Fall to Fall	42.0%	57.6%

FA to SP Average **63.5%** FA to FA Average **46.9%**