AANAPISI Grant Annual Report

Grant 2 No Cost Extension Year
(Fall 2021 through Summer 2022)

Prepared by Lisa DiDonato, Educational Research Assessment Analyst

3/3/2022

Arise NCE Year Grant 2 (2021/22) Data Reports

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AANAPISI Grant Objectives Outcomes

Objective 1a	Performance Measures and Timelines		Annual Progress			
	Year	Target	Actuals			
	Baseline (2016-17)	43%	Total N	English 1A	Percent	Target Met?
The number of Arise students Completing English 1A will increase by 5% each year.	Year 1 (2016-2017)	43%	358	155	43%	Yes
	Year 2 (2017-2018)	48%	632	345	55%	Yes
	Year 3 (2018-2019)	53%	890	540	61%	Yes
	Year 4 (2019-2020)	58%	1,133	797	70%	Yes
	Year 5 (2020-2021)	63%	1,355	1,016	75%	Yes
	NCE Year (2021-2022)	68%	1,602	1,120	70%	Yes
Objective 1b	**Performance Measures and Timelines**		**Annual Progress**			
	Year	Target	Actuals			
	Baseline (2016-17)	38%	Total N	Math 71+	Percent	Target Met?
The number of Arise students Completing Math 71 will increase by 5% each year.	Year 1 (2016-2017)	38%	358	136	38%	Yes
	Year 2 (2017-2018)	43%	632	279	44%	Yes
	Year 3 (2018-2019)	48%	890	437	49%	Yes
	Year 4 (2019-2020)	53%	1,133	632	56%	Yes
	Year 5 (2020-2021)	58%	1,355	910	67%	Yes
	NCE Year (2021-2022)	63%	1,602	984	61%	No
Objective 2	**Performance Measures and Timelines**		**Annual Progress**			
	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	37%	Total N	Math	Percent	
The number of Arise students successfully completing math coursework following program interventions will increase by 5% each year.	Year 1 (2016-2017)	37%	358	134	37%	Yes
	Year 2 (2017-2018)	42%	632	243	38%	Yes
	Year 3 (2018-2019)	47%	890	507	57%	Yes
	Year 4 (2019-2020)	52%	1,133	683	60%	Yes
	Year 5 (2020-2021)	57%	1,355	946	70%	Yes
	NCE Year (2021-2022)	62%	1,602	1,216	76%	Yes
Objective 3	**Performance Measures and Timelines**		**Annual Progress**			
	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	58%	Total N	Completors	Percent	
Upon completion of English language development interventions, the number of Arise ELL students successfully completing their AMLA and English courses will increase by 5% each year.	Year 1 (2016-2017)	58%	98	57	58%	Yes
	Year 2 (2017-2018)	63%	160	108	68%	Yes
	Year 3 (2018-2019)	68%	171	124	73%	Yes
	Year 4 (2019-2020)	73%	319	261	82%	Yes
	Year 5 (2020-2021)	78%	386	320	83%	Yes
	NCE Year (2021-2022)	83%	426	400	94%	Yes
Objective 4	**Performance Measures and Timelines**		**Annual Progress**			
	Year	Target	Actuals			Target Met?
	Baseline (2016-17)		Total N	Math	Percent	
Increase the number of Arise students who graduate/transfer by 5% each year.	Year 1 (2016-2017)	18%	358	66	18%	Yes
	Year 2 (2017-2018)	23%	632	169	27%	Yes
	Year 3 (2018-2019)	28%	890	330	37%	Yes
	Year 4 (2019-2020)	33%	1,133	487	43%	Yes
	Year 5 (2020-2021)	38%	1,355	690	51%	Yes
	NCE Year (2021-2022)	43%	1,602	789	49%	Yes

AANAPISI Grant Objectives Outcomes

Objective 5	Performance Measures and Timelines		Annual Progress			
	Year	Target	Actuals			Target Met?
80% of Arise students will complete an educational plan, documenting their career goals and courses needed to graduate/transfer within two semesters of joining the program.	Baseline (2016-17)	80%	Total N	Math	Percent	
	Year 1 (2016-2017)		358	321	90%	Yes
	Year 2 (2017-2018)		632	562	89%	Yes
	Year 3 (2018-2019)		890	803	90%	Yes
	Year 4 (2019-2020)		1,133	1,017	90%	Yes
	Year 5 (2020-2021)		1,355	1,322	98%	Yes
	NCE Year (2021-2022)		1,602	1,433	89%	Yes

Objective 6	Performance Measures and Timelines		Annual Progress			
	Year	Target	Actuals			Target Met?
70% of Arise students will complete English writing and placement tests within two semesters of joining the program.	Baseline (2016-17)	70%	Total N	Count	Percent	
	Year 1 (2016-2017)		358	347	97%	Yes
	Year 2 (2017-2018)		340	295	87%	Yes
	Year 3 (2018-2019)		116	111	96%	Yes
	Year 4 (2019-2020)		236	220	93%	Yes
	Year 5 (2020-2021)		156	135	87%	Yes
	NCE Year (2021-2022)		327	284	87%	Yes

Objective 7	Performance Measures and Timelines		Annual Progress			
	Year	Target	Actuals			Target Met?
70% of Arise students will participate in financial literacy programming.	Baseline (2016-17)	70%	Total N	Count	Percent	
	Year 1 (2016-2017)		358	22	6%	No
	Year 2 (2017-2018)		632	89	14%	No
	Year 3 (2018-2019)		890	101	11%	No
	Year 4 (2019-2020)		1,133	101	9%	No
	Year 5 (2020-2021)		1,355	199	15%	No
	NCE Year (2021-2022)		1,602	211	13%	No

Objective 8	Performance Measures and Timelines		Annual Progress			
	Year	Target	Actuals			Target Met?
70% of new Arise students will complete 70% of their Guided Pathways checklist of tasks within one year of program enrollment.	Baseline (2016-17)	70%	Total N	Count	Percent	
	Year 1 (2016-2017)		169	139	82%	Yes
	Year 2 (2017-2018)		340	246	72%	Yes
	Year 3 (2018-2019)		116	84	72%	Yes
	Year 4 (2019-2020)		236	168	71%	Yes
	Year 5 (2020-2021)		156	119	76%	Yes
	NCE Year (2021-2022)		233	165	71%	Yes

Objective 9	Performance Measures and Timelines		Annual Progress			
	Year	Target	Actuals			Target Met?
70% of Arise students who participate in program activities will self-report an enhanced sense of identity and confidence in their abilities to achieve their academic goals.	Baseline (2016-17)	70%	Total N	Count	Percent	
	Year 1 (2016-2017)		115	110	96%	Yes
	Year 2 (2017-2018)		73	67	92%	Yes
	Year 3 (2018-2019)		100	97	97%	Yes
	Year 4 (2019-2020)		153	150	98%	Yes
	Year 5 (2020-2021)		28	25	89%	Yes
	NCE Year (2021-2022)		Data not collected			

AANAPISI Grant Objectives Outcomes

Objective 10a	Performance Measures and Timelines		Annual Progress		
	Year	Target	Actuals		Target Met?
Create at least five professional development activities that promote cultural responsiveness and best practices in working with AANAPI students.	Baseline (2016-17)		Total N	Grand Total	
	Year 1 (2016-2017)		4	4	Yes
	Year 2 (2017-2018)		7	11	Yes
	Year 3 (2018-2019)	5	8	19	Yes
	Year 4 (2019-2020)		3	22	Yes
	Year 5 (2020-2021)		5	27	Yes
	NCE Year (2021-2022)		2	29	Yes

Objective 10b	Performance Measures and Timelines		Annual Progress			
	Year	Target	Actuals			Target Met?
70% of College personnel participating in grant-funded professional development will self-report increased awareness, understanding, and will attempt to implement one new strategy in working with AANAPI students.	Baseline (2016-17)		Total N	Count	Percent	
	Year 1 (2016-2017)		3	3	100%	Yes
	Year 2 (2017-2018)		7	6	86%	Yes
	Year 3 (2018-2019)	70%	6	5	83%	Yes
	Year 4 (2019-2020)		3	3	100%	Yes
	Year 5 (2020-2021)		5	5	100%	Yes
	NCE Year (2021-2022)		6	6	100%	Yes

Objective 11	Performance Measures and Timelines		Annual Progress	
	Year	Target	Actuals	Target Met?
Complete the grant evaluation plan on a semi-annual and annual basis by tracking effectiveness of various intervention strategies.	Baseline (2016-17)		Completed	
	Year 1 (2016-2017)	1	1	Yes
	Year 2 (2017-2018)	1	1	Yes
	Year 3 (2018-2019)	1	1	Yes
	Year 4 (2019-2020)	1	1	Yes
	Year 5 (2020-2021)	1	1	Yes
	NCE Year (2021-2022)	1	1	Yes

Objective 12	Performance Measures and Timelines		Annual Progress	
	Year	Target	Actuals	Target Met?
At least two focus groups of AANAPI students will be held each year.	Baseline (2016-17)		Count	
	Year 1 (2016-2017)	2	1	No
	Year 2 (2017-2018)	2	4	Yes
	Year 3 (2018-2019)	2	16	Yes
	Year 4 (2019-2020)	2	7	Yes
	Year 5 (2020-2021)	2	2	Yes
	NCE Year (2021-2022)	2	2	Yes

Objective 13	Performance Measures and Timelines		Annual Progress	
	Year	Target	Actuals	Target Met?
Compile research data and survey data annually to measure improvement in retention, course pass rates, and graduation/transfer.	Baseline (2016-17)		N	
	Year 1 (2016-2017)	15	15	Yes
	Year 2 (2017-2018)	18	33	Yes
	Year 3 (2018-2019)	20	53	Yes
	Year 4 (2019-2020)	17	70	Yes
	Year 5 (2020-2021)	22	92	Yes
	NCE Year (2021-2022)	15	107	Yes

Arise Student ASAP Summary Report
Spring 2021

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. At the begining of the fall 2021 term , Arise students who were enrolled in classes during the spring 2021 term, received via email a personal letter updating them on the progress they are making on key success items. An example of this letter as well as summaries of all 388 students are included in this report.

Summary Results
- 52% of the spring 2021 Arise students earned 100% of the units they attempted that term.
- 59% of the spring 2021 students have earned over 48 units at Mt. SAC.
- 85% of the spring 2021 Arise students had an overall GPA of 2.5 or above for the classes they have taken at Mt. SAC.

Obtaining and maintaining a grade point average (GPA) of 2.5 or more is an important part of academic success. As seen in the charts and graphs below, 85% of the spring 2021 Arise students have maintained a GPA of 2.5 or above for all the classes they have taken at Mt. SAC. 72% of the students earned a 2.5 or higher GPA for the spring 2021 term.

Overall Mt. SAC GPA

	Count	Percent
Below 2.5	57	15%
2.5 or Above	331	85%
Total	**388**	**100%**

Mean Overall GPA	*3.18*
Median Overall GPA	*3.28*

Spring 2021 Term Mt. SAC GPA

	Count	Percent
Below 2.5	110	28%
2.5 or Above	278	72%
Total	**388**	**100%**

Mean Overall GPA	*2.79*
Median Overall GPA	*3.35*

Arise Student Spring 2021 GPAs
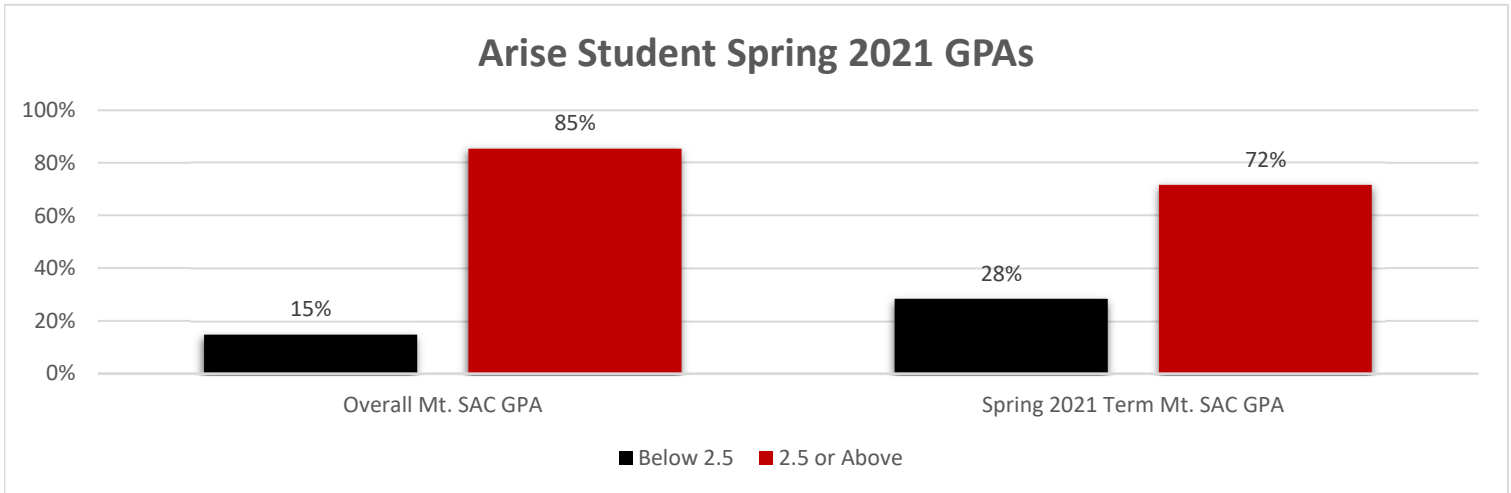
49% of the spring 2021 ASAP Arise students earned 8 or more units during the term. Overall, 59% of the spring 2021 students have earned 48 units or more at Mt. SAC.

Overall Mt. SAC Units Earned

	Count	Percent
Below 12	17	4%
12-23.9	34	9%
24-35.5	50	13%
36-47.5	57	15%
48+	230	59%
Total	**388**	**100%**

Term Mt. SAC Units Earned

	Count	Percent
Less than 1	64	16%
1-3.9	53	14%
4.0-7.9	79	20%
8-11.9	79	20%
12+	113	29%
Total	**388**	**100%**

Overall Units Earned
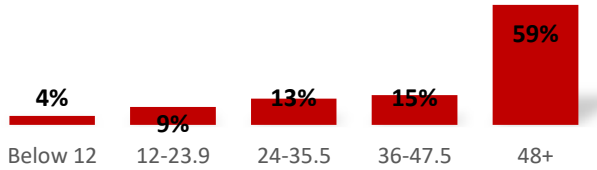
Below 12	12-23.9	24-35.5	36-47.5	48+
4%	9%	13%	15%	59%

Spring 2021 Units Earned

Less than 1	1-3.9	4.0-7.9	8-11.9	12+
16%	14%	20%	20%	29%
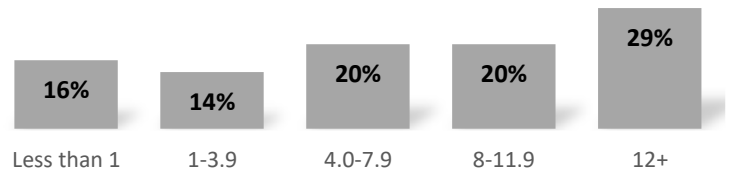
52% of the spring 2021 Arise students earned 100% of the units they attempted during that term. Overall, 18% of the spring 2021 ASAP students have earned 100% of the units they have attempted at Mt. SAC.

Percentage of Overall Mt. SAC Units Earned

	Count	Percent
0%	0	0%
1%-25%	10	3%
26%-50%	46	12%
51%-75%	112	29%
76%-99%	151	39%
100%	69	18%
Total	**388**	**100%**

Percentage of Term Mt. SAC Units Earned

	Count	Percent
0%	63	16%
1%-25%	15	4%
26%-50%	36	9%
51%-75%	52	13%
76%-99%	21	5%
100%	201	52%
Total	**388**	**100%**

Percentage of Overall Units Earned

0%	1%-25%	26%-50%	51%-75%	76%-99%	100%
0%	3%	12%	29%	39%	18%
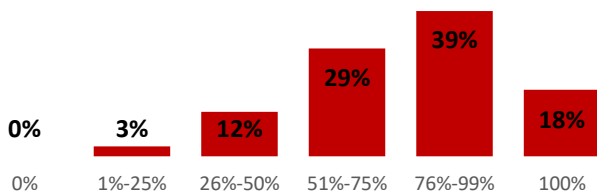
Percentage of Spring 2021 Units Earned

0%	1%-25%	26%-50%	51%-75%	76%-99%	100%
16%	4%	9%	13%	5%	52%
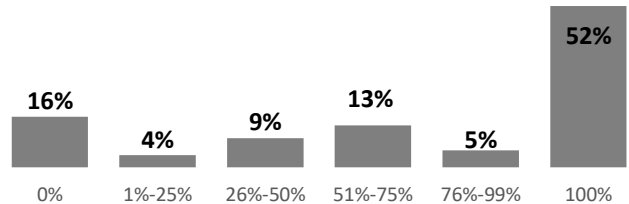
Educational Plans (MAP)

	Count	Percent
Has an ed plan	364	94%
No ed plan	24	6%
Total	**388**	

94% of the Arise students have an educational plan on file.

Educational Plans (MAP)

Has an ed plan	No ed plan
94%	6%
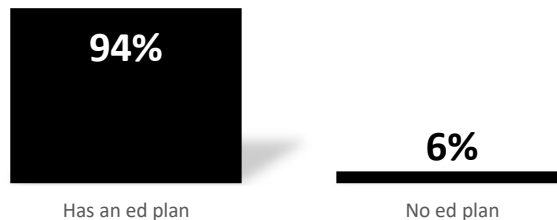
English Writing Requirements

|	Count	Percent
Taken an English Class	364	94%
Successfully Completed English 1A	306	79%
Successfully Completed English 1C	171	33%

94% of the 388 students have taken an English class. 79% have successfully completed English 1A and 33% have completed English 1C.
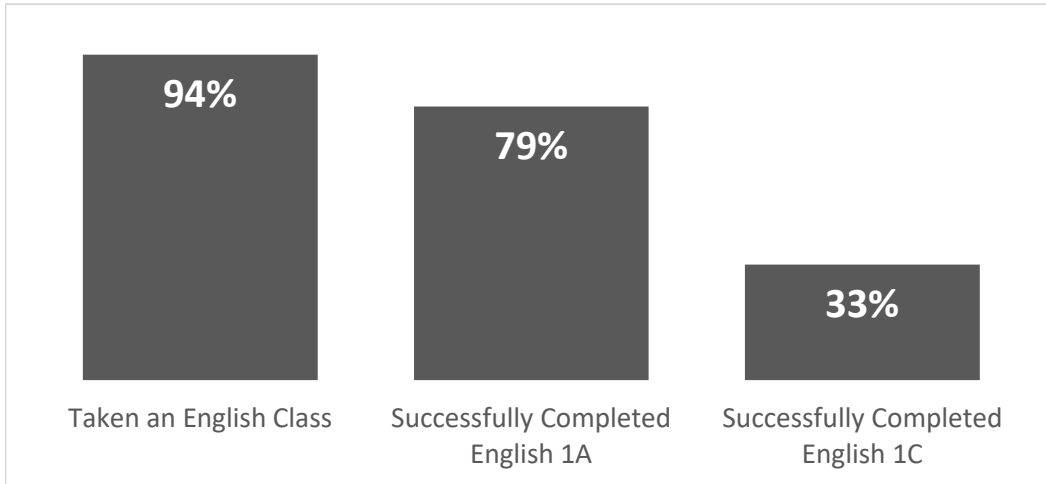
Math Requirements

	Count	Percent
Taken a Math Class	329	85%
Successfully Completed Math 71	59	15%
Successfully Completed Math 100+	221	57%

Of the 388 students, 85% of the students have attempted a math class. 15% have successfully completed math 71 and 57% have completed math 100 or higher.
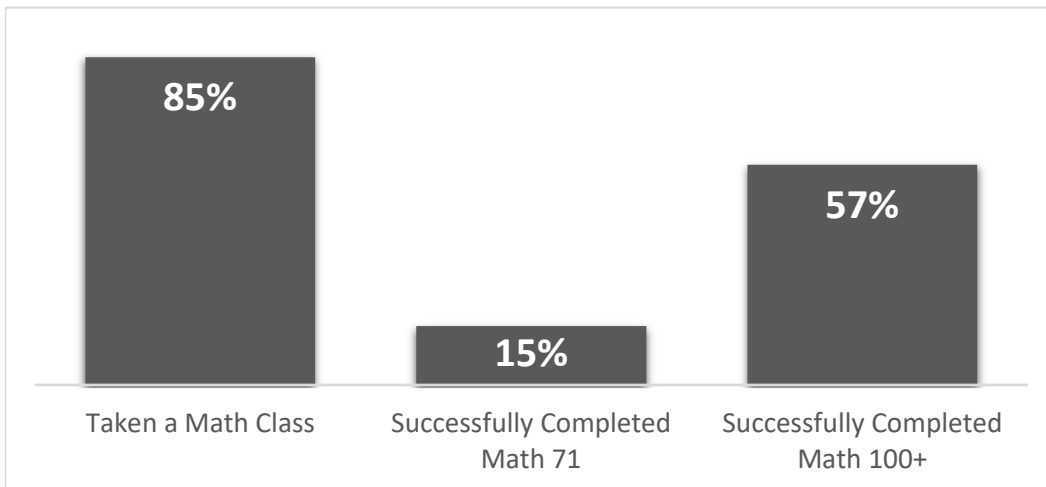
Arise Student ASAP Summary Report
Fall 2021

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. At the begining of the spring 2022 term , Arise students who were enrolled in classes during the fall 2021 term, received via email a personal letter updating them on the progress they are making on key success items. An example of this letter as well as summaries of all 513 students are included in this report.

Summary Results

- 56% of the fall 2021 Arise students earned 100% of the units they attempted that term.
- 56% of the fall 2021 students have earned over 48 units at Mt. SAC.
- 83% of the fall 2021 Arise students had an overall GPA of 2.5 or above for the classes they have taken at Mt. SAC.

Obtaining and maintaining a grade point average (GPA) of 2.5 or more is an important part of academic success. As seen in the charts and graphs below, 83% of the fall 2021 Arise students have maintained a GPA of 2.5 or above for all the classes they have taken at Mt. SAC. 72% of the students earned a 2.5 or higher GPA for the Spring 2019 term.
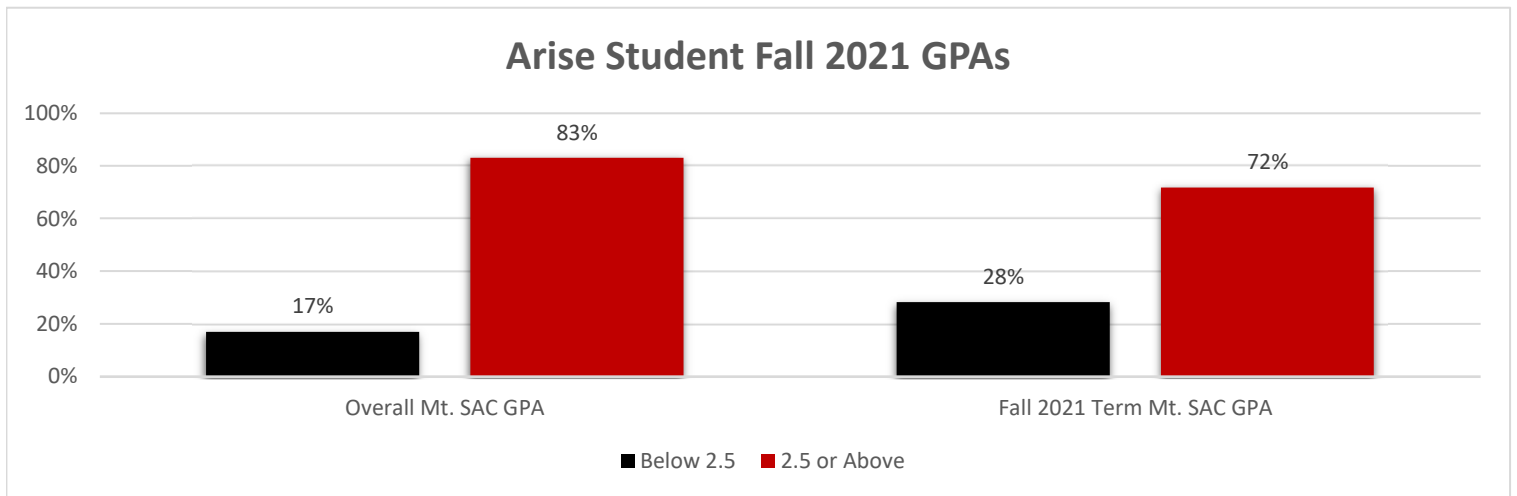
Overall Mt. SAC GPA

	Count	Percent
Below 2.5	87	17%
2.5 or Above	426	83%
Total	**513**	**100%**

Mean Overall GPA   3.14
Median Overall GPA   3.24

Fall 2021 Term Mt. SAC GPA

	Count	Percent
Below 2.5	145	28%
2.5 or Above	368	72%
Total	**513**	**100%**

Mean Overall GPA   2.82
Median Overall GPA   3.29

Arise Student Fall 2021 GPAs

48% of the fall 2021 ASAP Arise students earned 8 or more units during the term. Overall, 56% of the fall 2021 students have earned 48 units or more at Mt. SAC.

Overall Mt. SAC Units Earned

	Count	Percent
Below 12	47	9%
12-23.9	66	13%
24-35.5	47	9%
36-47.5	64	12%
48+	289	56%
Total	**513**	**100%**

Term Mt. SAC Units Earned

	Count	Percent
Less than 1	70	14%
1-3.9	69	13%
4.0-7.9	124	24%
8-11.9	100	19%
12+	150	29%
Total	**513**	**100%**

Overall Units Earned

Below 12	12-23.9	24-35.5	36-47.5	48+
9%	13%	9%	12%	56%
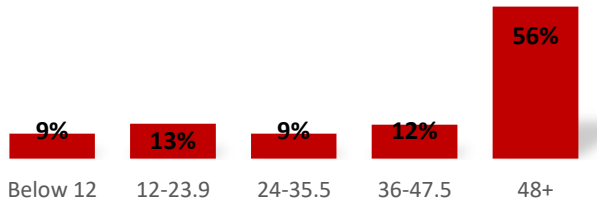
Fall 2021 Units Earned

Less than 1	1-3.9	4.0-7.9	8-11.9	12+
14%	13%	24%	19%	29%
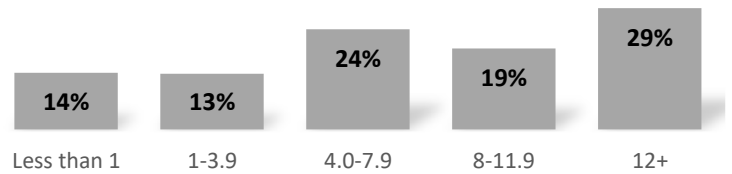
54% of the fall 2021 Arise students earned 100% of the units they attempted durin that term. Overall, 22% of the fall 2021 ASAP students have earned 100% of the units they have attempted at Mt. SAC.

Percentage of Overall Mt. SAC Units Earned

	Count	Percent
0%	6	1%
1%-25%	13	3%
26%-50%	73	14%
51%-75%	126	25%
76%-99%	181	35%
100%	114	22%
Total	**513**	**100%**

Percentage of Term Mt. SAC Units Earned

	Count	Percent
0%	70	14%
1%-25%	12	2%
26%-50%	64	12%
51%-75%	58	11%
76%-99%	20	4%
100%	289	56%
Total	**513**	**100%**

Percentage of Overall Units Earned

0%	1%-25%	26%-50%	51%-75%	76%-99%	100%
1%	3%	14%	25%	35%	22%
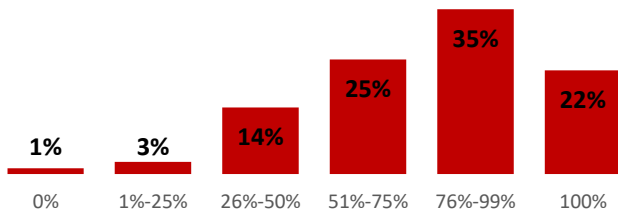
Percentage of Spring 2019 Units Earned

0%	1%-25%	26%-50%	51%-75%	76%-99%	100%
14%	2%	12%	11%	4%	56%
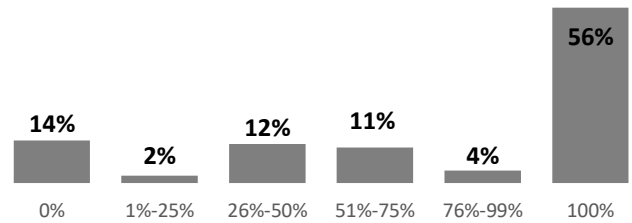
Educational Plans (MAP)

	Count	Percent
Has an ed plan	473	92%
No ed plan	40	8%
Total	**513**	

92% of the Arise students have an educational plan on file.

Educational Plans (MAP)

Has an ed plan	No ed plan
92%	8%
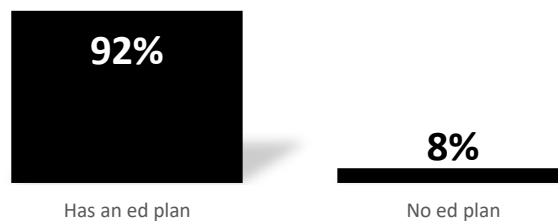
English Writing Requirements

|	Count	Percent
Taken an English Class	470	92%
Successfully Completed English 1A	389	76%
Successfully Completed English 1C	203	40%

92% of the 513 students have taken an English class. 76% have successfully completed English 1A and 40% have attempted an English class.
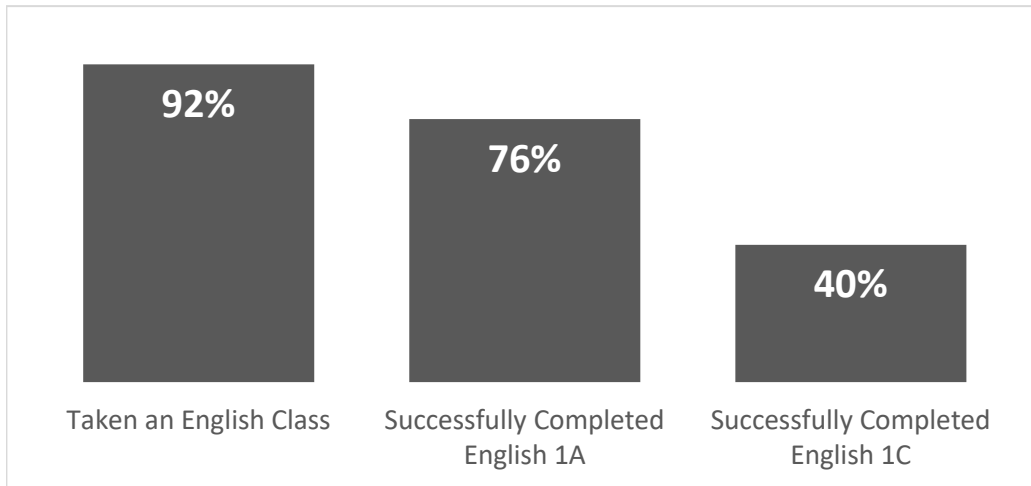
Math Requirements

	Count	Percent
Taken a Math Class	423	82%
Successfully Completed Math 71	67	13%
Successfully Completed Math 100+	279	54%

Of the 513 students, 82% of the students have attempted a math class. 13% have successfully completed math 71 and 54% have completed math 100 or higher.
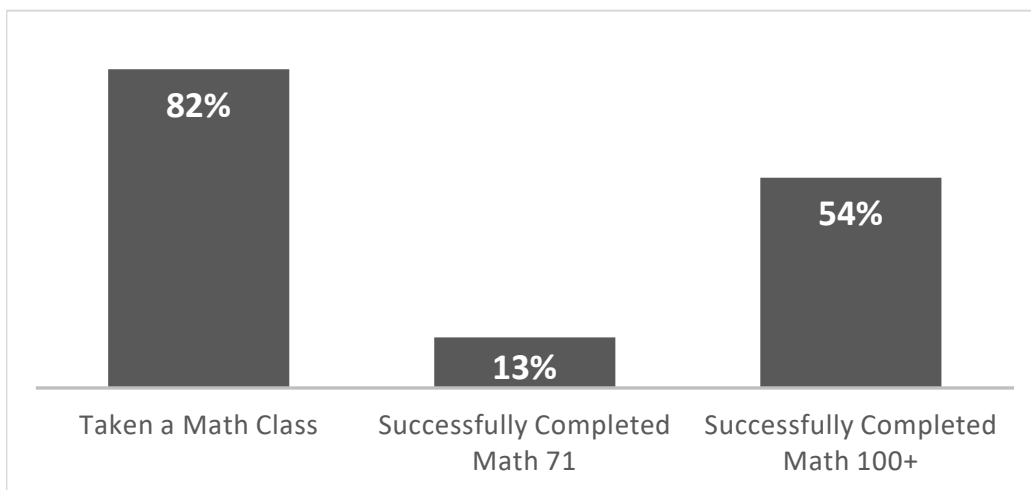
February 23, 2022

Chirstopher Cross
9999 Sail Boat Rd, San Diego, CA 92508-8021

Dear Christopher,

As a partner in your college success journey, we believe in taking time to reflect on milestones. You are receiving this letter because you completed classes in Fall 2021 and are officially in the Arise Program! This Arise Student Action Plan! (ASAP!) is a summary of your academic profile, which is our way of reviewing your progress and academic goals. Whether your goal is to build skills, obtain a degree, transfer, etc., we are here to help and encourage you!

Included with this letter is your personalized ASAP! We want to commend you on your progress. Remember, progress, not perfection. Please review the letter and make sure your information is accurate. Also pay special attention to 'Your Actions' column. If it should state 'See an Arise Counselor or Advisor' feel free to make an appointment to meet with one of our counselors via the Arise Hub on Canvas. We encourage you to meet with a Counselor every semester to stay on track. Whatever goal you have in mind, Arise is available to assist you. Take advantage of Arise events and program activities, which are free and fun.

Visit us at the Equity Center (Bldg. 16E). If you have never visited our actual space, every day is an "Open House". Stop by anytime M-Th, 8am-5pm and F, 8am-4:30pm and check out our facilities, which include study spaces and a computer lab. The Arise Virtual Front Desk (VFD) hours are posted in our Arise Canvas Hub, where you can make a counseling appointment. The VFD link is https://mtsac-edu.zoom.us/j/93543131552.

We applaud you for trying your best, being kind to yourself, and making every effort you can to make progress. With COVID-19 and the resulting continuing updates, we understand that the semester can have many ups and downs. Remember Nelson Mandela's words of wisdom, "It always seems impossible until it is done." Stay connected, get motivated!

Best Wishes, Arise Program Team

Staff   Counselors   Student Staff

Tutasi Asuega-Matavao
Program Specialist

Aida Cuenza-Uvas, Ed.D.
Program Director

Chan Ton, Ed.D.

Bernadette Flameno

Dhruvi Ahir

Uale Togotogo

Lisa DiDonato
Researcher

Hideki Fukusumi

Lilian Lin

Personalized ASAP! Report for Kristen Arreola

Your Arise Peer Mentor is Uale Togotogo

Student ID: A0777777 Your declared major is: Business Administration

Keep moving towards graduation and/or transfer ASAP!

Report after posting of Fall 2021 grades.

Student Progress Marker	Recommended Target	Your Profile Status	Your Actions
Mt. SAC Overall GPA*	2.50	2.33	See an Arise Counselor or Advisor
Mt. SAC Overall Units Attempted/Completed	70% earned	24/58	See an Arise Counselor or Advisor
Mt. SAC Overall Percent Earned		41%	
Spring 2021 term GPA	2.50	2.00	See an Arise Counselor or Advisor
Spring 2021 term units Attempted/Completed	70% earned	3/9	See an Arise Counselor or Advisor
Spring 2021 Percent Earned		33%	
English Writing Requirements	English Class Taken	Attempted an English Class	You're on your way to finishing!
	Passed English 1A	Passed English 1A	You're on your way to finishing!
	Passed English 1C		
Congratulations! Your English Requirements for Transfer are Complete!			
Math Requirements	Math Class Taken	No Math Class Found	
	Passed Math 71		
	Passed Math 100+		
Ed Plan (Mountie Academic Plan-MAP)	Have an active ed plan on file	Has an Ed Plan	Remember to Keep Your Ed Plan Updated

**Mt. SAC GPA is based exclusively on units earned at Mt. SAC.

If you have questions regarding your ASAP! Please come to the Arise Program office to meet with program staff. Call (909) 274-6622 or stop by the Equity Center, Bldg. 16E.
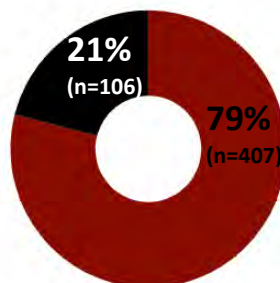
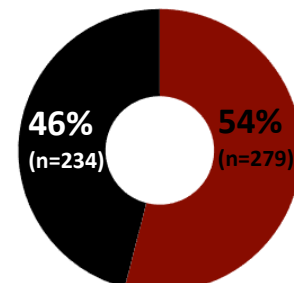# *All About Arise Students Fall 2021*

Fall 2022 Arise Student Overall
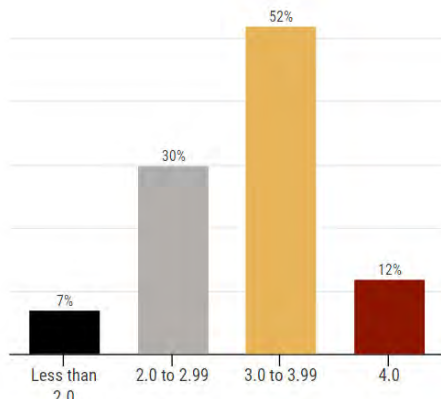
Average (Mean) GPA=3.14

Completed English 1A or 1C

21% (n=106)
79% (n=407)

Completed Math 100 or Higher

46% (n=234)
54% (n=279)

● Completed   ● Yet to Complete

Annual Arise Program Demographic Report
Fall 2016 - Summer 2022

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. This report provides an overview of the students who completed Arise program applications during each year of our second grant.

Year 6 Summary Results

- 80% of all Arise year six students have earned more than 30 units at Mt. SAC.
- 82% of new Arise year six students had educational plans by the end of the summer 2022 term.
- 233 students joined the Arise program in year six.
- 67% of the new year six Arise students received some form of financial aid.

Arise Program Grant 2 Year 1 Student Profile

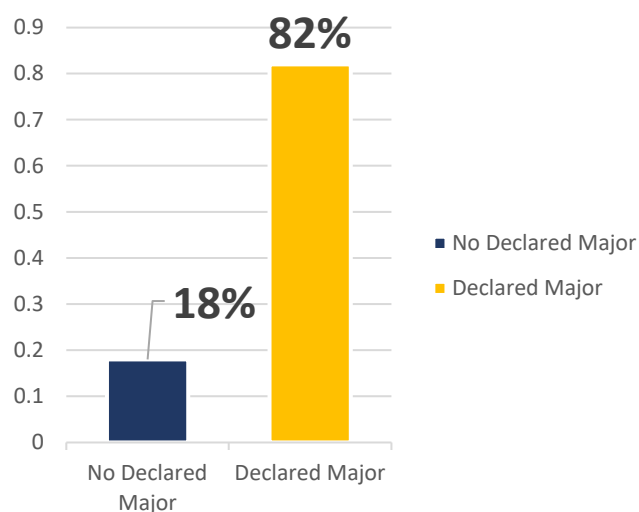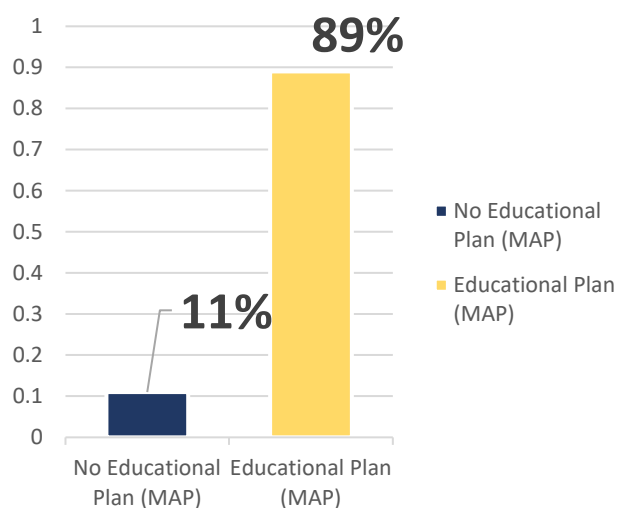|	# Students Served	% Students Served
Completed an application for the program	358	100%
Number Enrolled in Credit Courses Fall 2016	285	100%
Number Persisted Fall to Spring	264	93%

358 students completed applications to be Arise students in year 1 of the second grant. 93% of the fall 2016 applicants persisted to spring 2017.

GPA					
Average Cumulative GPA of Cohort	2.77				
Total Units Completed					
Units Completed	Count	Percent	Percent of Attempted	Count	Percent
0-11.99	52	17%	0 to 25%	13	4%
12-29.99	102	33%	26 to 50%	27	9%
30-59.99	87	28%	51 to 75%	85	27%
60+	66	21%	76 to 100%	185	60%
Total	**307**	**100%**	**Total**	**310**	**100%**

60% of the year 1 students earned 76% to 100% of the units they attempted at Mt. SAC. 50% of these students have earned less than 30 units at Mt. SAC.

MAP		
Number with MAP	317	89%
Declared Major	293	82%
English and Math Completion		
Successfully Completed English 1A	154	43%
Successfully Completed Math 71	187	52%
Successfully Completed Math Course above 71	139	39%

82% of the year 1 students have a declared major and 89% an educational plan (MAP). 43% of these students have already completed English 1A and 52% math 71.

Students Served During Year 1 (Fall 2016-Summer 2017)

Demographics		
Gender	Count	Percent
Male	187	52%
Female	165	46%
Unknown/Not Declared	4	1%
Race/Ethnicity		
Hispanic, Latino	29%	
Mexican, Mexican American, Chicano	24%	
Central American	3%	
South American	3%	
Hispanic, Other	8%	
Asian Indian	1%	
Asian Chinese	15%	
Asian Japanese	2%	
Asian Korean	3%	
Asian Laotian	1%	
Asian Cambodian	5%	
Asian Vietnamese	22%	
Filipino	6%	
Asian, Other	15%	
Black or African American	3%	
American Indian/Alaskan Native	1%	
Pacific Islander Guamanian	2%	
Pacific Islander Hawaiian	8%	
Pacific Islander Samoan	7%	
Pacific Islander, Other	13%	
White	28%	
	Count	Percent
Any API Category	**219**	**77%**

52% of the year 1 students have were male and 46% female.

77% of year 1 Arise students marked at least one of the Asian Pacific Islander (API) categories when reporting on their racial/ethnic background.

Financial Aid	Count	Percent
Scholarship or Aid	251	70%
Length of Time in Arise Program	Count	Percent
Previous Grant	60	17%
New to Arise	298	83%
Total	**358**	

70% of the students received either a scholarship or financial aid.

358 students applied to be an Arise student during year 1. Only 175 of these students were return Arise students from our previous grant.

Arise Program Grant 2 Year 2 Student Profile

	Students Served	
Completed an application for the program	274	
Number Enrolled in Credit Courses Fall 2017	508	
	Count	Percent
Number Persisted Fall to Spring	408	80%

274 students completed applications to be an Arise students in year two of the second grant. 80% of the Arise students enrolled in credit courses during the fall 2017 were enrolled in credit courses spring 2018.

GPA	
Average Cumulative GPA of Cohort	2.80

Total Units Completed by Spring 2018					
Units Completed	Count	Percent	Percent of Attempted	Count	Percent
0-11.99	44	10%	0 to 25%	16	4%
12-29.99	110	24%	26 to 50%	3	1%
30-59.99	155	34%	51 to 75%	167	37%
60+	145	32%	76 to 100%	268	59%
Total	**454**	**100%**	**Total**	**454**	**100%**

59% of all Arise year two students earned 76% to 100% of the units they attempted at Mt. SAC. 66% of these students have earned more than 30 units at Mt. SAC.

New Year Two Arise Students (n=274)

MAP		
Have an Educational Plan	239	87%
Declared Major	211	77%
English and Math Completion		
Successfully Completed English 1A	219	80%
Successfully Completed Math 71	66	24%
Successfully Completed Math Course above 71	192	70%

77% of the new year two students have a declared major and 87% an educational plan (MAP). 80% of these students have already completed English 1A and 70% math 71 or higher.
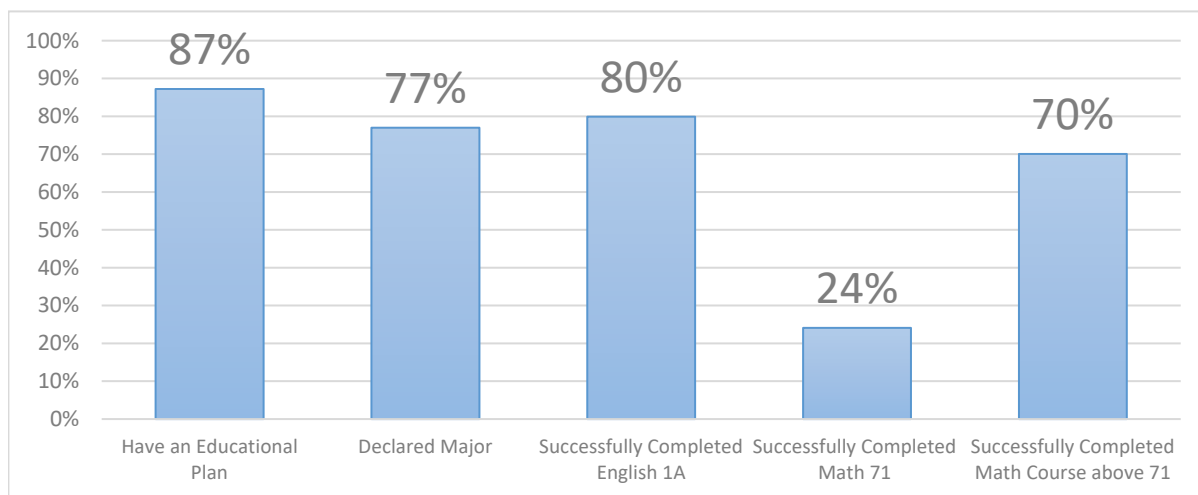
New Arise Students Year 2 (Fall 2017-Summer 2018)

Demographics		
Gender	Count	Percent
Male	139	51%
Female	131	48%
Unknown/Not Declared	4	1%
Race/Ethnicity		
Hispanic, Latino	27%	
Mexican, Mexican American, Chicano	21%	
Central American	4%	
South American	1%	
Hispanic, Other	8%	
Asian Indian	3%	
Asian Chinese	16%	
Asian Japanese	1%	
Asian Korean	2%	
Asian Laotian	0%	
Asian Cambodian	1%	
Asian Vietnamese	4%	
Filipino	18%	
Asian, Other	6%	
Black or African American	14%	
American Indian/Alaskan Native	4%	
Pacific Islander Guamanian	0%	
Pacific Islander Hawaiian	3%	
Pacific Islander Samoan	13%	
Pacific Islander, Other	6%	
White	19%	
	Count	Percent
Any API Category	**173**	**77%**

Financial Aid	Count	Percent
Scholarship or Aid	189	69%

51% of the year two students have were male and 48% female.

Hispanic, Latino, Filipino, and white were the most commonly selected race/ethnicity categories among new year two students.

77% of new year two Arise students marked at least one of the Asian Pacific Islander (API) categories when reporting on their racial/ethnic background.

69% of the new year two Arise students received either a scholarship or financial aid.

Arise Program Grant 2 Year 3 Student Profile

	Students Served	
Completed an application for the program	251	
Number Enrolled in Credit Courses Fall 2018	468	
	Count	Percent
Number Persisted Fall to Spring	394	84%

251 students completed applications to be an Arise students in year three of the second grant. 84% of the Arise students enrolled in credit courses during the fall 2018 were enrolled in credit courses spring 2019.

GPA	
Average Cumulative GPA of Student Cohort	2.78

Total Units Completed by Spring 2019					
Units Completed	Count	Percent	Percent of Attempted	Count	Percent
0-11.99	40	9%	0 to 25%	15	3%
12-29.99	90	19%	26 to 50%	36	8%
30-59.99	162	34%	51 to 75%	159	34%
60+	178	38%	76 to 100%	260	55%
Total	**470**	**100%**	**Total**	**470**	**100%**

55% of all Arise year three students earned 76% to 100% of the units they attempted at Mt. SAC. 72% of these students have earned more than 30 units at Mt. SAC.

New Year Three Arise Students (n=251)

MAP		
Have an Educational Plan	239	95%
Declared Major	117	47%
English and Math Completion		
Successfully Completed English 1A	68	27%
Successfully Completed English 1A or 1C	72	29%
Successfully Completed Math 71	20	8%
Successfully Completed Math Course above 71	51	20%

47% of the new year two students have a declared major and 95% an educational plan (MAP). 27% of these students have already completed English 1A and 20% math 71 or higher.
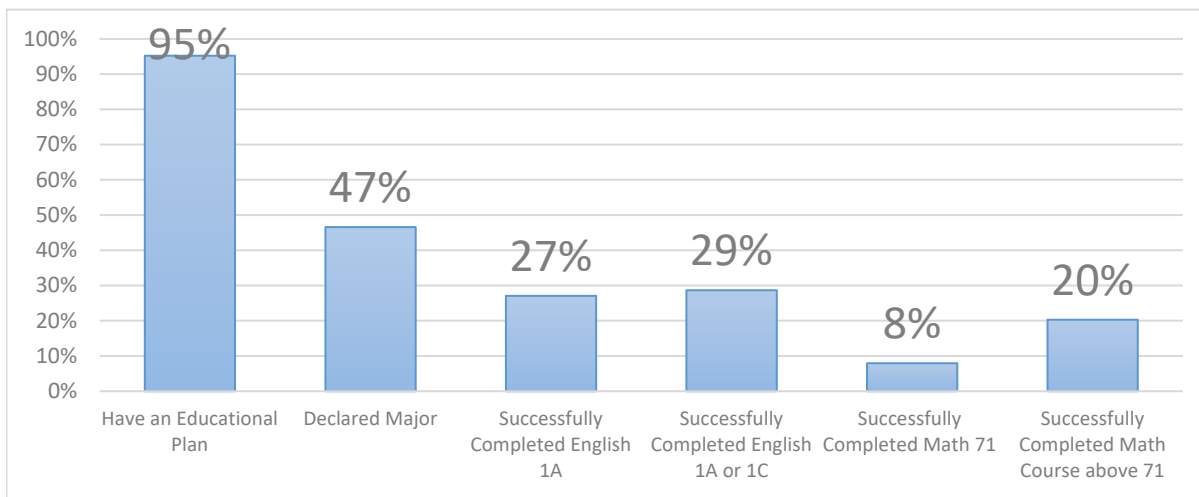
New Arise Students Year 3 (Fall 2018-Summer 2019)

Demographics		
Gender	Count	Percent
Male	101	40%
Female	144	57%
Unknown/Not Declared	6	2%
Race/Ethnicity		
Hispanic, Latino	32%	
Mexican, Mexican American, Chicano	25%	
Central American	8%	
South American	1%	
Hispanic, Other	9%	
Asian Indian	2%	
Asian Chinese	15%	
Asian Japanese	2%	
Asian Korean	4%	
Asian Laotian	1%	
Asian Cambodian	2%	
Asian Vietnamese	8%	
Filipino	25%	
Asian, Other	6%	
Black or African American	9%	
American Indian/Alaskan Native	3%	
Pacific Islander Guamanian	2%	
Pacific Islander Hawaiian	2%	
Pacific Islander Samoan	6%	
Pacific Islander, Other	6%	
White	15%	
Afghan	0%	
Israeli	0%	
Iranian or Persian	0%	
European Jewish (Ashkenazi)	0%	
	Count	Percent
Any API Category	**169**	**67%**

Financial Aid	Count	Percent
Scholarship or Aid	163	65%

40% of the year three students have were male and 57% female.

"Hispanic, Latino", "Mexican, Mexican American, Chicano", and "Filipino"were the most commonly selected race/ethnicity categories among new year three students.

67% of new year three Arise students marked at least one of the Asian Pacific Islander (API) categories when reporting on their racial/ethnic background.

65% of the new year three Arise students received either a scholarship or financial aid.

Arise Program Grant 2 Year 4 Student Profile

	Students Served	
Completed an application for the program	288	
Number Enrolled in Credit Courses Fall 2019	624	
	Count	Percent
Number Persisted Fall to Spring	550	88%

GPA	
Average Cumulative GPA of Student Cohort	3.11

220 students completed applications to be an Arise students in year four of the second grant. 88% of the Arise students enrolled in credit courses during the fall 2019 were enrolled in credit courses spring 2020.

Total Units Completed by Spring 2020					
Units Completed	Count	Percent	Percent of Attempted	Count	Percent
0-11.99	60	11%	0 to 25%	9	2%
12-29.99	141	26%	26 to 50%	37	7%
30-59.99	179	33%	51 to 75%	156	29%
60+	164	30%	76 to 100%	342	63%
Total	**544**	**100%**	**Total**	**544**	**100%**

63% of all Arise year four students earned 76% to 100% of the units they attempted at Mt. SAC. 63% of these students have earned more than 30 units at Mt. SAC.

New Year Four Arise Students (n=288)

MAP		
Have an Educational Plan	263	91%
Declared Major	281	98%
English and Math Completion		
Successfully Completed English 1A	170	59%
Successfully Completed English 1A or 1C	206	72%
Successfully Completed Math 71	34	12%
Successfully Completed Math Course above 71	62	22%

98% of the new year four students have a declared major and 91% have an educational plan (MAP). 59% of these students have already completed English 1A and 22% math 71 or higher.
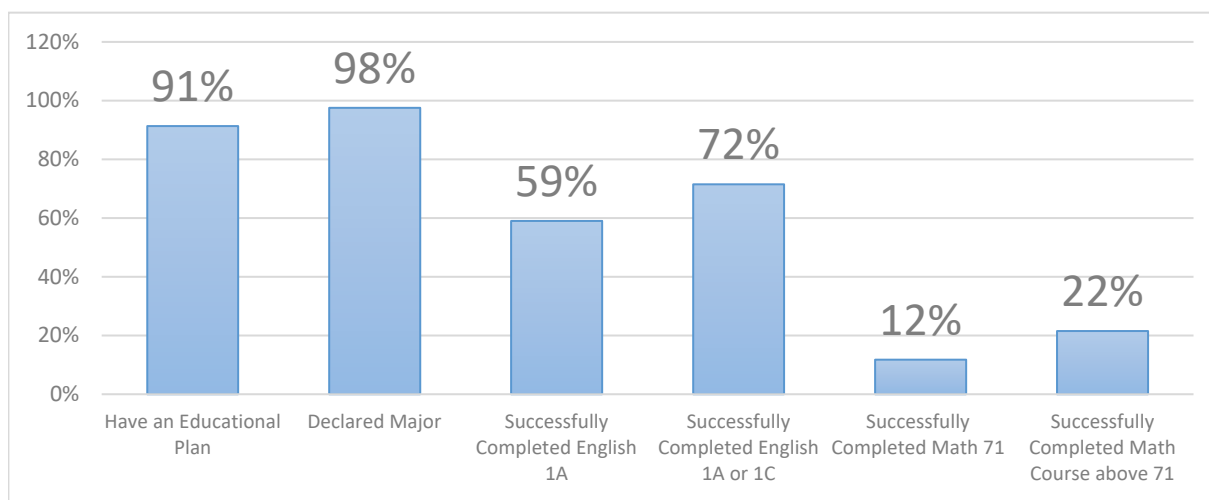
New Arise Students Year 4 (Fall 2019-Summer 2020)

Demographics		
Gender	Count	Percent
Male	123	43%
Female	158	55%
Unknown/Not Declared	7	2%
Race/Ethnicity		
Hispanic, Latino	28.5%	
Mexican, Mexican American, Chicano	24.3%	
Central American	4.2%	
South American	2.1%	
Hispanic, Other	8.0%	
Asian Indian	2.8%	
Asian Chinese	17.4%	
Asian Japanese	1.4%	
Asian Korean	0.7%	
Asian Laotian	1.0%	
0 American Indian	0.3%	
Asian Cambodian	1.4%	
1 Native American Pacific Region Tribes	0.3%	
Asian Vietnamese	6.6%	
Filipino	25.0%	
Asian, Other	7.3%	
Black or African American	9.4%	
American Indian/Alaskan Native	2.4%	
Pacific Islander Guamanian	0.3%	
Pacific Islander Hawaiian	1.4%	
Pacific Islander Samoan	4.5%	
Pacific Islander, Other	4.2%	
White	14.2%	
Chinese	0.3%	
Iranian or Persian	0.3%	
Central West African Nigeria Region	0.3%	
Tongan	0.3%	
Western European (French/German)	0.3%	
European Jewish (Ashkenazi)	0.3%	
Portuguese	0.3%	
Canadian	0.3%	
Spanish	0.3%	
Mexican	0.3%	
	Count	Percent
Any API Category	**182**	**73%**

Financial Aid	Count	Percent
Scholarship or Aid	217	75%

43% of the year four students were male and 55% female.

"Hispanic, Latino", "Mexican, Mexican American, Chicano", and "Filipino"were the most commonly selected race/ethnicity categories among new year four students.

73% of new year four Arise students marked at least one of the Asian Pacific Islander (API) categories when reporting on their racial/ethnic background.

75% of the new year four Arise students received either a scholarship or financial aid.

Arise Program Grant 2 Year 5 Student Profile

	Students Served	
Completed an application for the program	156	
Number Enrolled in Credit Courses Fall 2020	628	
	Count	Percent
Persisted Fall 2020 to Spring 2021	506	81%

156 students completed applications to be an Arise students in year five of the second grant. 81% of the Arise students enrolled in credit courses during the fall 2020 were enrolled in credit courses spring 2021.

GPA	
Average Cumulative GPA of Student Cohort	2.75

Total Units Completed through Spring 2021					
Units Completed	Count	Percent	Percent of Attempted	Count	Percent
0-11.99	32	5%	0 to 25%	23	4%
12-29.99	83	13%	26 to 50%	60	10%
30-59.99	218	35%	51 to 75%	172	27%
60+	295	47%	76 to 100%	373	59%
Total	**628**	**100%**	**Total**	**628**	**100%**

76% of all Arise year five students earned 76% to 100% of the units they attempted at Mt. SAC. 82% of the year five students have earned more than 30 units at Mt. SAC.

New Year Five Arise Students (n=156)

MAP		
Have an Educational Plan	133	85%
Declared Major	146	94%
English and Math Completion		
Successfully Completed English 1A	99	63%
Successfully Completed English 1A or 1C	105	67%
Successfully Completed Math 71	10	6%
Successfully Completed Math Course above 71	82	53%

94% of the new year five students have a declared major and 85% have an educational plan (MAP). 63% of these students have already completed English 1A and 53% math 71 or higher.
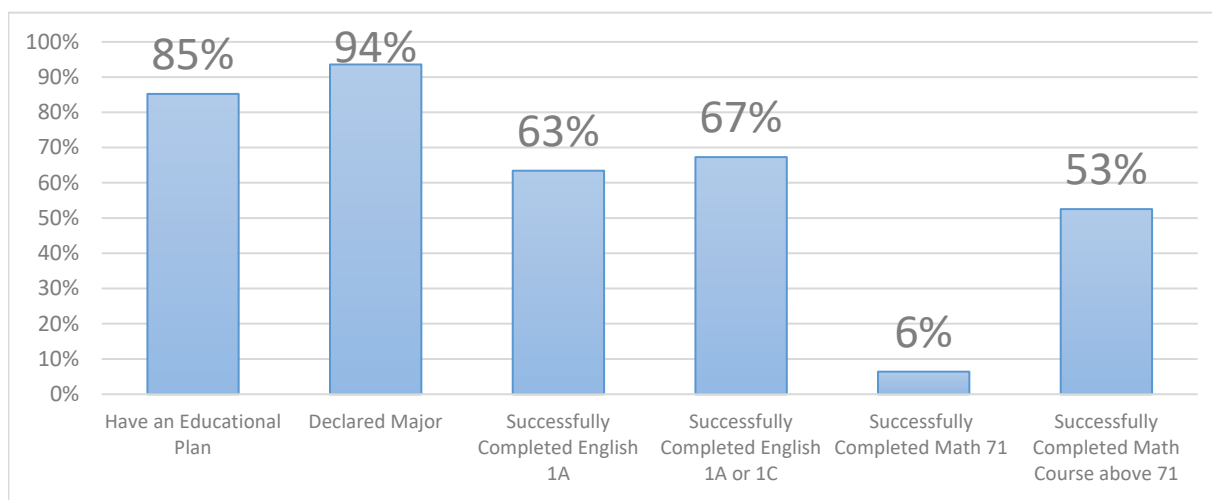
New Arise Students Year 5 (Fall 2020-Summer 2021)

Demographics		
Gender	Count	Percent
Male	56	36%
Female	100	64%
Unknown/Not Declared	0	0%

36% of the new year four students were male and 64% female.

Race/Ethnicity	
American Indian/Alaskan Native	3.2%
Asian Cambodian	1.9%
Asian Chinese	37.8%
Asian Indian	1.9%
Asian Japanese	1.3%
Asian Korean	3.8%
Asian Laotian	0.6%
Asian Vietnamese	9.6%
Asian, Other	9.6%
Black or African American	5.1%
Central American	1.3%
Filipino	20.5%
Guamanian or Chamorro	0.6%
Hispanic, Latino	12.8%
Hispanic, Other	5.8%
Irish	0.6%
Italian/Balkan/Greek	0.6%
Mexican, Mexican American, Chicano	10.9%
Other Middle Eastern	0.6%
Pacific Islander Guamanian	1.3%
Pacific Islander Hawaiian	1.9%
Pacific Islander Samoan	5.1%
Pacific Islander, Other	2.6%
South American	1.3%
Taiwanese	0.6%
Tongan	0.6%
White	12.8%

"Asian Chinese" and "Filipino", were the most commonly selected race/ethnicity categories among new year five students.

	Count	Percent
Any API Category	**129**	**83%**

83% of new year five Arise students marked at least one of the Asian Pacific Islander (API) categories when reporting on their racial/ethnic background.

Financial Aid	Count	Percent
Scholarship or Aid	93	60%

60% of the new year five Arise students received either a scholarship or financial aid.

Arise Program Grant 2 Year 6 Student Profile

	Students Served	
Completed an application for the program	233	
Number Enrolled in Credit Courses Fall 2021	541	
	Count	Percent
Persisted Fall 2021 to Spring 2022	438	81%

233 students completed applications to be an Arise students in year six of the second grant. 81% of the Arise students enrolled in credit courses during the fall 2021 were enrolled in credit courses spring 2022.

Curent Overall GPA All Grant 2 Year 6 Arise Students	
Average Cumulative GPA	3.11

Arise Students Enrolled in Year 6 Total Units Completed through Spring 2022					
Units Completed	Count	Percent	Percent of Attempted	Count	Percent
0-11.99	44	6%	0 to 25%	26	4%
12-29.99	91	13%	26 to 50%	81	12%
30-59.99	173	25%	51 to 75%	164	24%
60+	376	55%	76 to 100%	413	60%
Total	**684**	**100%**	**Total**	**684**	**100%**

60% of all Arise year six students have earned 76% to 100% of the units they attempted at Mt. SAC.
81% of the Arise students enrolled in year six have earned more than 30 units at Mt. SAC.

New Year 6 Arise Students (n=233)

MAP		
Have an Educational Plan	192	82%
Declared Major	225	97%
English and Math Completion		
Successfully Completed English 1A	151	65%
Successfully Completed English 1A or 1C	194	83%
Successfully Completed Math 71	13	6%
Successfully Completed Math Course above 71	168	72%

97% of the new year six students have a declared major and 82% have an educational plan (MAP). 65% of these students have already completed English 1A and 72% math 71 or higher.
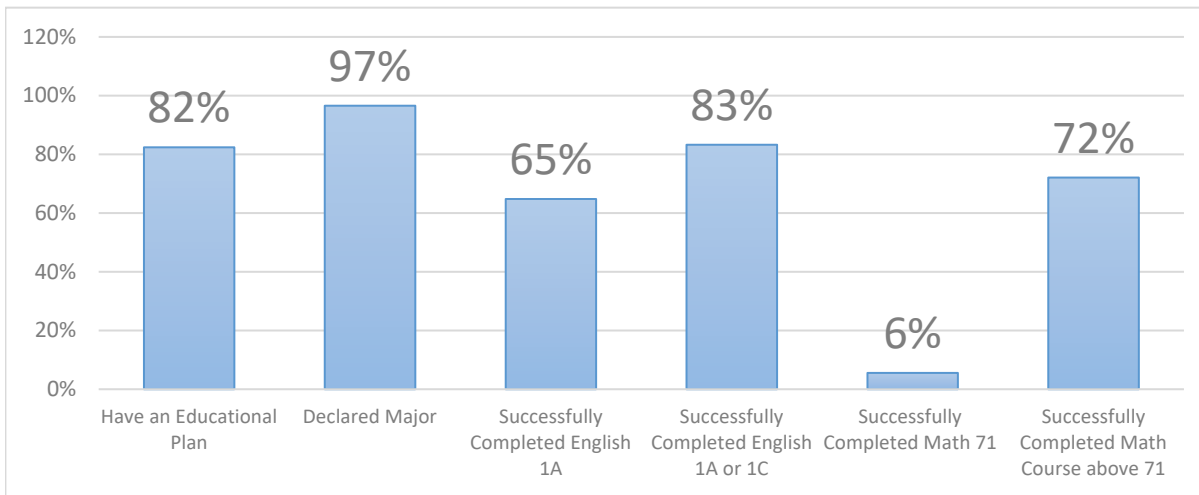
New Arise Students Year 6 (Fall 2021-Summer 2022)

Demographics		
Gender	Count	Percent
Male	83	36%
Female	146	63%
Unknown/Not Declared	4	2%
Race/Ethnicity		
American Indian/Alaskan Native	1.3%	
Asian Cambodian	3.0%	
Asian Chinese	31.8%	
Asian Indian	3.4%	
Asian Japanese	1.7%	
Asian Korean	3.0%	
Asian Laotian	0.4%	
Asian Vietnamese	8.2%	
Asian, Other	10.3%	
Black or African American	3.9%	
Burmese/Myanmar	0.9%	
Central American	4.3%	
Filipino	18.5%	
Hispanic, Latino	16.3%	
Hispanic, Other	6.4%	
Irish	0.4%	
Mexican, Mexican American, Chicano	15.9%	
Other Middle Eastern	0.4%	
Pacific Islander Hawaiian	0.9%	
Pacific Islander Samoan	5.2%	
Pacific Islander, Other	1.7%	
South American	0.9%	
Taiwanese	1.3%	
Tongan	2.1%	
White	9.9%	
Any API Category	**184**	**79%**

Financial Aid	Count	Percent
Scholarship or Aid	156	67%

36% of the new Arise students in year six were male and 63% female.

"Asian Chinese" and "Filipino", were the most commonly selected race/ethnicity categories among new year six students.

79% of new year six Arise students marked at least one of the Asian Pacific Islander (API) categories when reporting on their racial/ethnic background.

67% of the new year six Arise students received either a scholarship or financial aid.

The Arise Program

The Arise program began fall 2011. Fall 2022 marked the 11th year of the program. During this time, the majority of the funding was provided by the Federal Asian American Native American Pacific Islander Serving Institutions grant (AANAPISI).

Here are a few facts about the program:

Students Served
2,437

835 students completed applications during the first grant.

1,602 new students completed applications during the second grant.

Timeframe: Students who applied 10/17/2012-7/31/22

Gender
51% Female **48%** Male **1%** Unknown

Race/Ethnicity

- 35% Asian
- 29% Hispanic/Latinx
- 20% Filipino
- 18% Black/African American
- 15% White
- 11% Pacific Islander
- 3% Native American /Alaskan Native
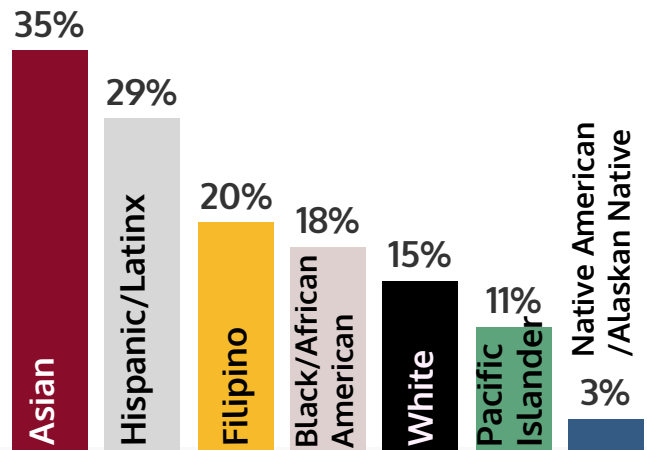
Graduation and Transfer

38% have earned a Mt. SAC degree or certificate (n=902).

36% have transferred to a 4 year university (n=817)

Number of Students Completing Awards

Award	Number
Certificate	171
Associate's Degree	741
Bachelor's Degree	280
Master's Degree	30
Doctorate Degree	5
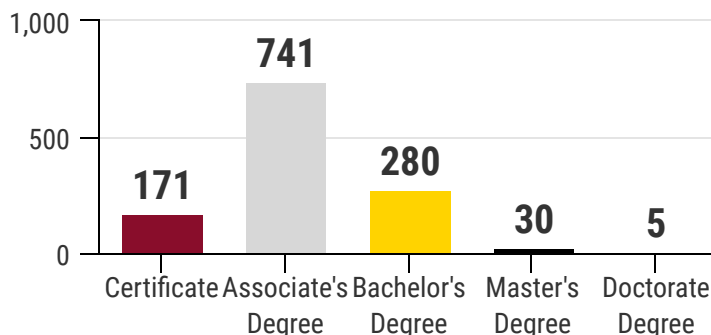
- 171 students a certificate
- 741 students an Associate's degrees
- 280 students a Bachelor's degrees
- 30 students a Master's degrees
- 5 students earned Doctorate degree

The Arise Program

Grant 2 Fall 2016 thru Summer 2022

New Arise Students

2,000 — 358, 632, 890, 1,133, 1,355, 1,602

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
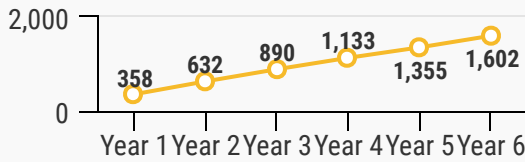
Average Number of New Students Annually = 283

Cumulative GPAs

- Below 1.0: 5%
- 1.0-1.99: 9%
- 2.0-2.99: 29%
- 3.0-3.99: 51%
- 4.0: 7%
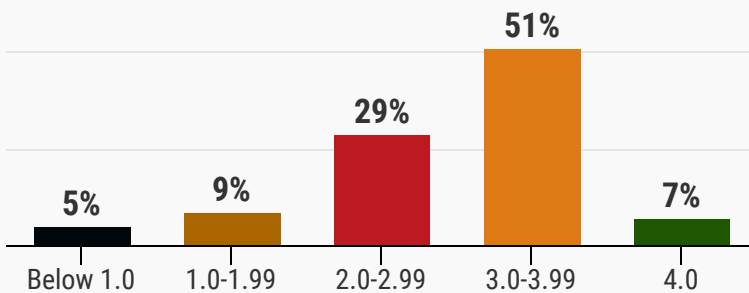
Educational Plans

86% n=2,034

Completed Transfer Level Math

63% n=984

Completed Transfer Level English

68% n=1,120

AANAPISI Week

A padlet was created as a part of our AANAPISI week celebrations. This was intended to increase visibility, awareness and advocacy for AANAPISI week.

https://padlet.com/mtsacaanapisi/aanapisi-week-2022-mtsacaanapisi-93198n5ouavvo48s

Vibe Survey

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. Between the fall and spring terms Arise students were asked to complete a survey regarding their views about returning to campus.

Summary Results

- 72% of the fall 2021 were happy or somewhat happy with participating in face-to face classes.

- 35% of the students surveyed reported that their work schedule prevented them from visiting the Equity Center.

- 24% of the students surveyed reported visiting the Equity Center to attend an Arise event.

Arise Vibe Check Survey Results

Reflecting on when we started the fall 2021 term, how did you feel about being on campus?

86 Responses

Response	Percentage
I was happy to be in person, ...	22%
I was happy but still concerned ...	50%
I felt neutral; I didn't have feelings ...	10%
I was unhappy, but still enrolled in ...	10%
I was unhappy and enrolled in only ...	5%
Other:	2%
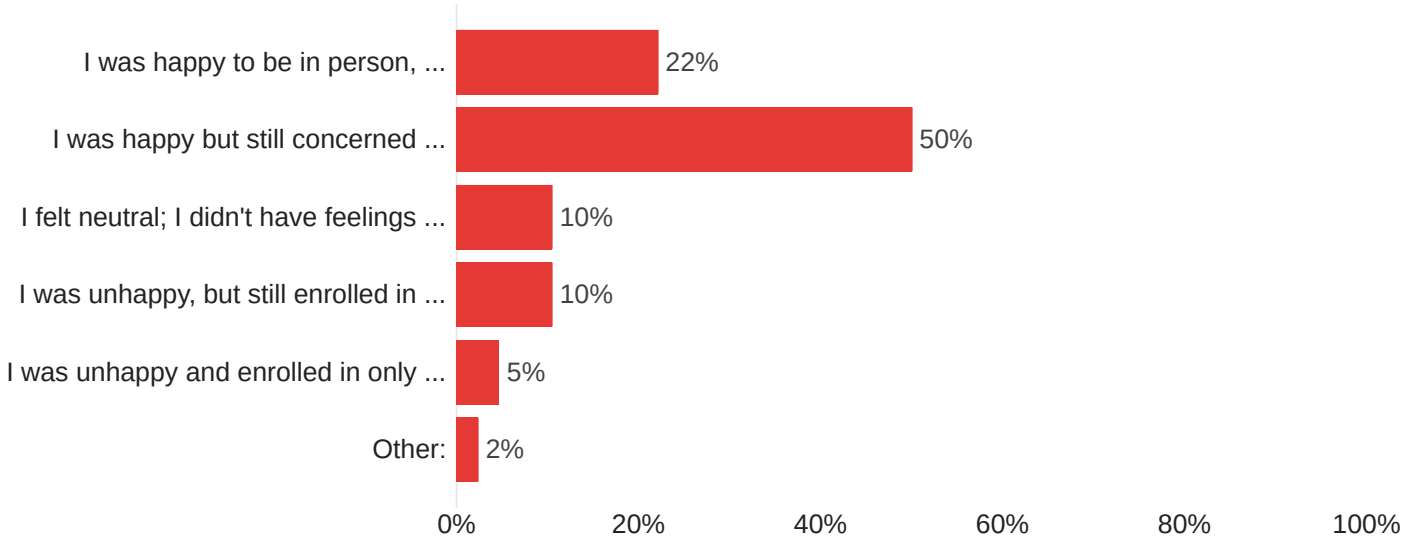
Reflecting on when we started the fall 2021 term, how did you feel about being on campus?

86 Responses

Field	Choice Count	
I was happy to be in person, on-campus.	22%	19
I was happy but still concerned about my and/or others' health and safety.	50%	43
I felt neutral; I didn't have feelings either way.	10%	9
I was unhappy, but still enrolled in on-campus classes.	10%	9
I was unhappy and enrolled in only online classes.	5%	4
Other:	2%	2
Total		86

Prepared by Lisa DiDonato on 1/20/2022.

Which of the following describes your view about being on campus during the fall 2021 term?
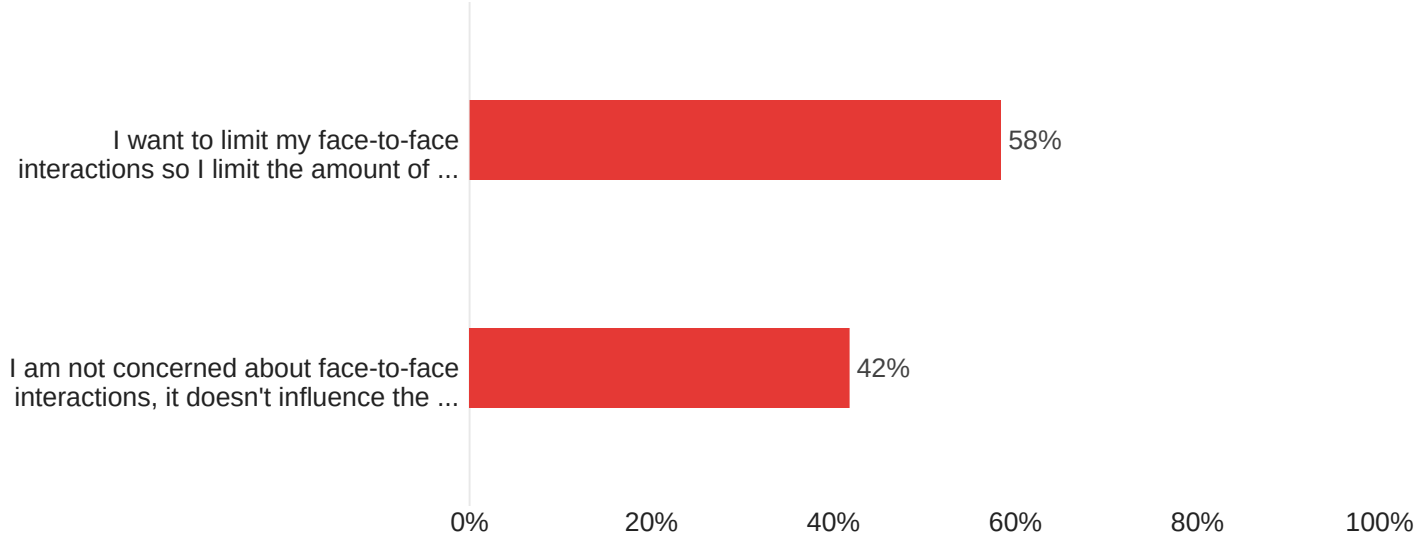
84 Responses

Which of the following describes your view about being on campus during the fall 2021 term?

84 Responses

Field	Choice Count	
I want to limit my face-to-face interactions so I limit the amount of time I am physically on-campus.	58%	49
I am not concerned about face-to-face interactions, it doesn't influence the time I spend on-campus.	42%	35
Total		84

2

Did you visit the Arise Program in person in the Equity Center during the fall 2021 term?
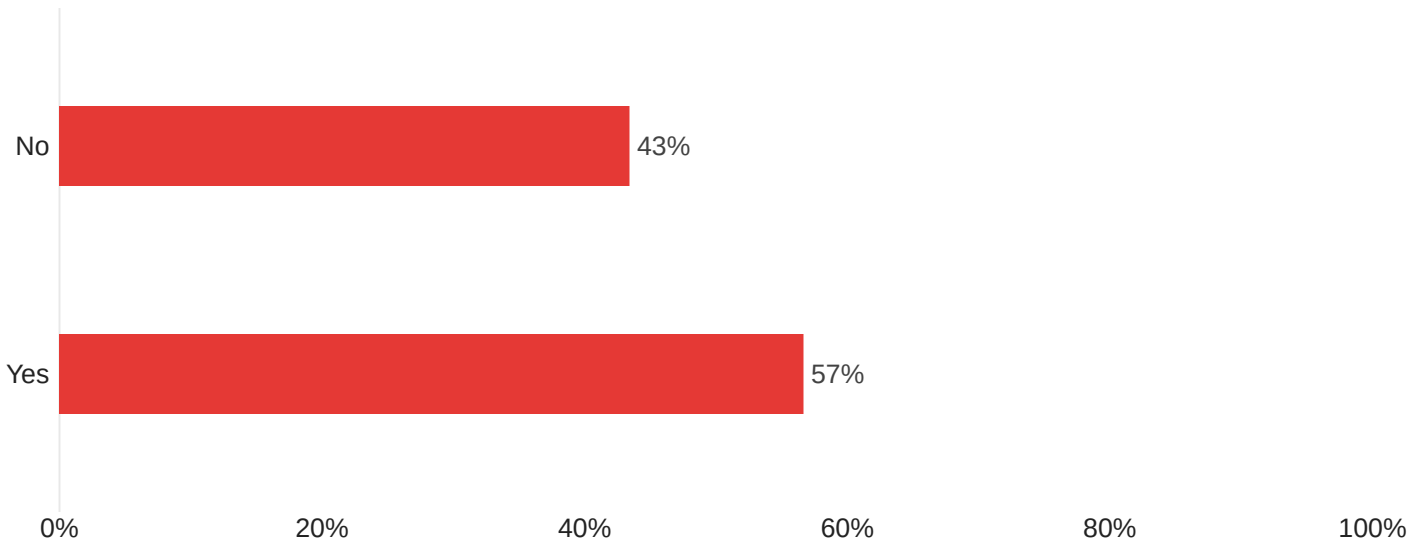
83 Responses

Did you visit the Arise Program in person in the Equity Center during the fall 2021 term?

83 Responses

Field		Choice Count
No	43%	36
Yes	57%	47
Total		83

3

What prevented you from visiting? (select all that apply)
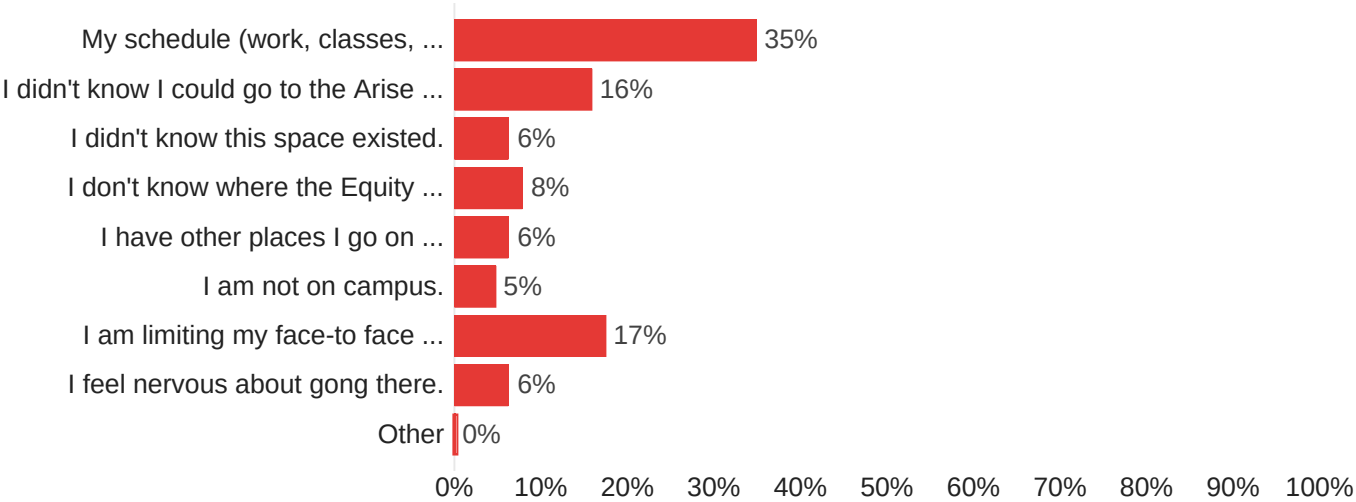
36 Responses

What prevented you from visiting? (select all that apply)

36 Responses

Field	Choice Count	
My schedule (work, classes, family, etc)	35%	22
I didn't know I could go to the Arise Program to study, use the computer lab, or hang out in between classes.	16%	10
I didn't know this space existed.	6%	4
I don't know where the Equity Center is.	8%	5
I have other places I go on campus between classes.	6%	4
I am not on campus.	5%	3
I am limiting my face-to face interactions on campus.	17%	11
I feel nervous about gong there.	6%	4
Other	0%	0
Total		63

4

Did you visit for any of the following reasons? (select all that apply)

47 Responses

Reason	Percentage
I wanted to visit with others in Arise.	15%
I needed a place to study on campus.	16%
I needed to use the computers.	16%
I wanted to spend time with friends.	6%
I wanted to see what the Equity ...	13%
I was attending an Arise event.	24%
Other	10%

Field		Choice Count
I wanted to visit with others in Arise.	15%	12
I needed a place to study on campus.	16%	13
I needed to use the computers.	16%	13
I wanted to spend time with friends.	6%	5
I wanted to see what the Equity Center was like.	13%	11
I was attending an Arise event.	24%	20
Other	10%	8
Total		82

How would you like Arise to build your student community? What do you need for social, academic, and/or emotional support? (e.g., events, workshops, socials, activities)

48 Responses

How would you like Arise to build your student community? What do you need for social, academic, and/or emotional support? (e.g., events, workshops, socials, activities) *

I really enjoyed the food workshops.

You guys are great you reach out to students all the time reminding us that you are here to help. For myself its my busy schedule. Mom duties , full time student, and work

Provide information about resources like the Food Pantry and the HEERF Student Emergency Funds

More events to get to know other people that is in Arise program and have same interest and make friends

I would like arise to have more social activities in order for us to bond with each other during the pandemic.

Social and language support

In general, I think more awareness of the ARISE programs and other groups would be really helpful for students and their time at Mt. Sac. The promotion of events on social media could help to get the word out for both in-person and online students.

Workshops and socials would be great! Maybe featuring past students to draw a crowd depending on time/availability. New students without connections may find it hard to visit without seeing people around.

I would like there to be a few more in-person events and possibly ones that last throughout the semester so that students can join in at any time during the semester.

I am a family solitary person. I don't really care to interact with the auxiliaries of the campus more than necessary. I realize I am a minority in this respect, but I really do just come to campus to attend class and leave asap.

More emotional support would be great

More social activities

I think arise is already great and can't personally think of how to improve upon these examples. Besides the school as a whole taking necessary precautions due to covid.

not sure

They provide many resources to help us to better study.

More advertising of resources and events

Arise is doing a great job! I felt welcomed when I was there. Friendly and efficient staff.

More events where I can meet others from Arise.

Outdoor meet and greet. Test reply-this is Aida

I don't have any comments because I don't really know what Arise is.

more events so students are able to actively participate in events and build communication with Arise No specific need

I need a more frequent visit and support from Arise.

The workshops were helpful and also the gathering events when it offers students a opportunity to meet new people.

I have attended some events during fall. Very glad to get involved. Thank you for holding the events like the nursing program information and the former students sharing their experiences. I get support and feel warm. I am not alone. You all are always around me. Thanks, the Arise Hub.

specific counseling, holiday activities; priority registration

How would you like Arise to build your student community? What do you need for social, academic, and/or emotional support? (e.g., events, workshops, socials, activities) *

Maybe announce to students that we are allowed to hang out or study in the Arise Center. I think my one regret is not trying to visit at least once.

I think that the main concern throughout this semester was the concern of COVID. I was very comfortable doing homework while at the equity center, but I had a lot of other things that came up during the course of Fall that did not allow me to frequent the center. I also think that it would be great if there were tutors on hand so that way if students came in to work, they could get help if needed.

Financial support, workshops, and field trips (suggestion)

I'd love to get connected and involve around the school so I guess events, social activities, clubs

It might be nice to have meet up times throughout the week where there can be snacks and students come to spend time with one another during their free time. This could maybe be centered around lunch time. Although, I think the Arise program does a pretty great job with events, I just often can't make them due to my busy schedule.

Online events please, I can't join the in person ones.

more events and workshops please

We need more active members. We need to encourage others not attending classes to attend classes even if they think they can't pass a class here at Mt. SAC.

I think that having socials are nice. I feel awkward to just drop in and kind of force interaction with people. I'm usually shy to even meet new people. But if there's an event with a purpose of meeting people, I would feel more comfortable.

Getting to know each other and have fun time!

N/A

More activities!

I enjoyed the workshops so more help in relations to learning about college/after college/transferring woukd be nice.

Workshops on focusing on relieving stress

If it's possible I would like there to be more in person events and social events so that we all can get to know each other more.

I'd like to see more events where we're able to get to know each other and form a more solid community between us on campus. I think all the resources provided are fantastic though!

Events and activities would be a nice ice breaker to get to know others.

I have no extra ideas. I think Arise did well getting all of us engaged during the Fall Semester.

I like to meet a lot of new people, become friends especially with people that shares the same qualities!

I think it would be a good idea for Arise to have a friendlier environment by putting decorations and making things more cozy :D Maybe something that resembles different types of cultures like a pillow with a Filipino cloth pattern on it and stuff

I think more socials would be great to get to know one another! Possibly also a flexibility in time since most of the events happen later in the day

Na

More workshops whether it is in zoom or in person, I was not able to see the nursing zoom meeting. I was hoping for next semester that there will be more.

7

# Knowledge is Power Learning Community Outcomes

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. One of the new projects begun during the sixth year of our grant were Knowledge is Power Learning Communities. This report contains the success outcomes of these learning communities.

Fall 2021

Type	Course	Successful		Not Successful		Withdrew		Total
		Count	Percent	Count	Percent	Count	Percent	
KPLC	ENGL 1A	23	46%	22	44%	5	10%	50
Not KPLC	ENGL 1A	2346	56%	1169	28%	656	16%	4171
Total		**2369**	**56%**	**1191**	**28%**	**661**	**16%**	**4221**
KPLC	HIST 30	11	39%	14	50%	3	11%	28
Not KPLC	HIST 30	17	50%	8	24%	9	26%	34
Total		**28**	**45%**	**22**	**35%**	**12**	**19%**	**62**
KPLC	HIST 40	10	33%	15	50%	5	17%	30
Not KPLC	HIST 40	106	64%	37	22%	23	14%	166
Total		**116**	**59%**	**52**	**27%**	**28**	**14%**	**196**
KPLC	SOC 36	20	100%	0	0%	0	0%	20
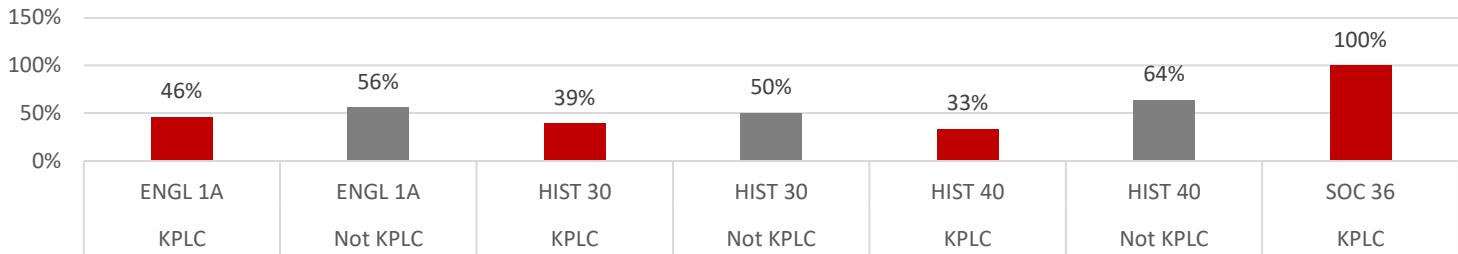
KPLC courses offered in the Fall 2021 term had success rates lower than the same courses not offered through the KPLC excluding Sociology 36. All of the 20 students who completed Sociology 36 in the Fall 2021 term were successful.

Outcomes by Program
Fall 2021

Type	Course	Successful		Not Successful		Withdrew		Total
		Count	Percent	Count	Percent	Count	Percent	
Arise	ENGL 1A	8	40%	12	60%	0	0%	20
Arise	SOC 36	20	100%	0	0%	0	0%	20
El Centro	ENGL 1A	15	50%	10	33%	5	17%	30
El Centro	HIST 40	10	33%	15	50%	5	17%	30
Umoja Aspire	HIST 30	11	39%	14	50%	3	11%	28

Prepared by Lisa DiDonato, ERAA. Completed on 1/17/2023.
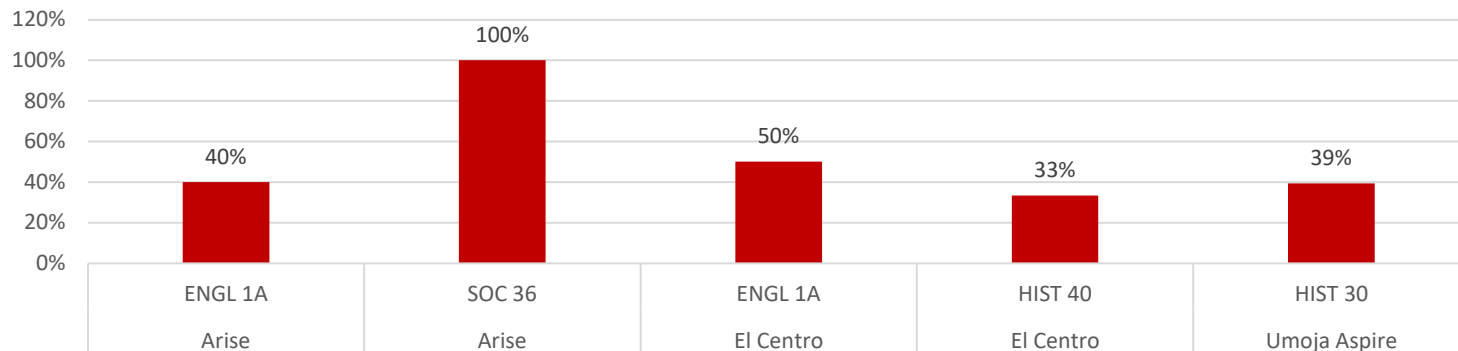
Outcomes by Program
Winter 2022

Type	Course	Successful		Not Successful		Withdrew		Total
		Count	Percent	Count	Percent	Count	Percent	
Not KPLC	SPCH 1A	721	75%	153	16%	88	9%	962
Umoja Aspire	SPCH 1A	19	79%	4	17%	1	4%	24
Total		**740**	**75%**	**157**	**16%**	**89**	**9%**	**986**

Success Rates

The 79% of Umoja/Aspire students who completed the KPLC Speech 1A course in the Winter 2022 were successful while only 75% of the students who completed Speech 1A that term were successful.

Spring 2022

Type	Course	Successful		Not Successful		Withdrew		Total
		Count	Percent	Count	Percent	Count	Percent	
KPLC	ENGL 1C	12	71%	5	29%	0	0%	17
Not KPLC	ENGL 1C	908	64%	233	17%	268	19%	1409
Total		**920**	**65%**	**238**	**17%**	**268**	**19%**	**1426**
KPLC	POLI 25	11	65%	4	24%	2	12%	17
Not KPLC	POLI 25	55	51%	32	30%	21	19%	108
Total		**66**	**53%**	**36**	**29%**	**23**	**18%**	**125**
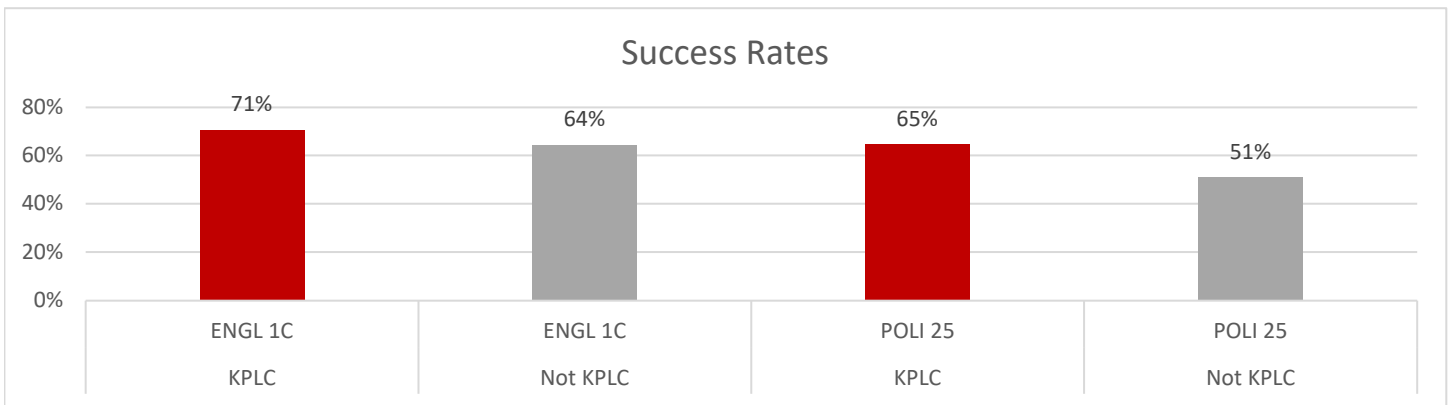
Success Rates

The success rates for the Spring 2022 KPLC courses were higher than the Fall 2021 rates. The success rates for both English 1C and Political Science 25 were higher among the KPLC courses than the non-KPLC courses.

KPLC Students All Terms

KPLC Students All Terms	110	
	Count	Percent
Enrolled Fall 2022	76	69%
Completed English 1A or Higher	64	58%
Arise Student	13	12%
Umoja/Aspire Student	12	11%
Promise Plus	11	10%
Summer Bridge Student	<10	
ACES	<10	
Rising Scholar	<10	
Connect 4	19	
A2MEND	<10	
Veteran	<10	

69% of the KPLC students enrolled in Fall 2021 or Spring 2022 were enrolled in classes in Fall 2022.

58% of the KPLC students have successfully completed English 1A or higher.

KPLC Students All Terms	110	
	Count	Percent
Hispanic/Latino	70	64%
Native American	5	5%
Asian	18	16%
Black/African American	21	19%
Pacific Islander	5	5%
White	23	21%

The majority (69%) of students enrolled in the KPLC courses identified as Hispanic/Latino. 21% of KPLC students identified as White. 19% of the students identified as Black/American and 16% as one of the Asian groups. 5% of the KPLC students identified as Pacific Islanders and 5% as Native Americans.

President's Cabinet Presentations
Year 6 (No Cost Extension Year)

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. Periodically the Arise program director provides updates to the President's Cabinet. This report contains the handouts provided at those presentations.

Arise Program Highlights

Arise Student Action Plan! (ASAP!)

The ASAP! is a personalized letter emailed to our students after each major term. Individual letters contain a student's average GPA, units completed, English and math progress, confirmation of a MAP on file. Students are able to compare their results to our advising team recommended targets along with comments section to either recommend action items or offer encouragement of progress.

Data Variables	Fall 2020	Spring 2021
Total Number Student Records	544	388
Completed ENGL 1A or ENGL 1C	83%	83%
Completed at least MATH 100	57%	57%
Average GPA	3.11	3.18

Snapshot (Post-Campus Closure): Enrollment Drop, Re-Enrollment, Outcomes for Returners Spring 2020 to Fall 2020

Selected Data	Number	Percent
Number of students who disenrolled: Spring 2020	151	
Number of students who re-enrolled Fall 2020 & Enrollment Profile	**27**	**17.9%**
Enrolled Full-Time (12.0 + Units)	7	74.1%
Enrolled Part-Time (Less than 12.0 Units)	20	25.9%
TERM GPA at least 2.00	11	40.7%
TERM GPA below 2.00	10	37.0%
Dropped all classes with Excused Withdrawals (EW)	6	22.2%

Among the 151 students who were, at some point, disenrolled in SP 2020 there were 27 students who returned in Fall 2020 (still remote learning). The majority of these students were part-time (74%). About 22% of this group also dropped 100% of their classes in Fall 2020 with an Excused Withdrawal. Among the 37% whose TERM GPA outcome was less than 2.00, many earned a NPV grade.

Tyrone and Jasper, Scholarship Winners

Arise Scholarships: Resiliency and Leadership

A total of $4000 has been awarded from 2018 to 2021. Each scholarship has a winner selected by the Scholarship Review Committee. The program confirms that they are a part of the Arise Program cohort. **Please encourage faculty, staff, administrators, and others to donate via the Foundation.**

Scholarship Name	2018	2019	2020	2021
Arise Resiliency Scholarship	*Javi Osuna*	*Javi Osuna*	*Autumn "Mumu" Guyton*	*Monick Sanchez*
Arise Leadership Scholarship	*Virginia Noval*	*Jasper Chong*	*Hoang Tran*	*Fabian Ventura*

Arise Alumni: Where are they now?

Tyrone Taleni, winner of the Chris Perry Memorial Scholarship (2019) recently entered the Transfer Portal after playing a season at Kansas "K-State". He was immediately picked up by USC for a full-ride scholarship and has begun his studies there this Spring 2022.

Jasper Chong, completed his undergad at UCSD. He began Physical Therapy at USC Fall 2021. They will reunite as fellow Trojans.

Ana Bordallo completed her undergrad at Cornell. As of Fall 2021, she completed her first year of Harvard Law School. She is follows in the footsteps of another Chamorro and Samoan fellow law students, but neither were community college transfers.

Autumn "Mumu" Aiono, completed her bachelor's at Arizona State University. Her journey began without an interest in post-secondary education, intending to enter the military. Today, she aspires toward a doctorate in higher education.

Current Arise Projects

- Annual Performance Report (Due March 18)
- Arise Vibe Check Survey (Fall 2021)
- ASAP! Letter Fall 2021
- Digital Stories Project
- Knowledge is Power Learning Community (SP 2022): HIST 9
- NHPI Action Research Project: APIA Scholars and Dr. Robert Teranishi (UCLA)

Relevant Research & Journal Publications

- Voices from the Pacific: Narratives of Pacific Islander Students Attending a California Community College (Cuenza-Uvas, 2020), winner of the CSUF 2020 Outstanding Student Scholarly and Creative Activity Award, College of Education
- The Role of Asian American and Native American Pacific-Islander Serving Institutions in reframing leadership education in New Directions for Student Leadership (Gogue, Venturanza, Cuenza-Uvas, Nguyen, 2021)
- Native Hawaiians and Pacific Islanders in Higher Education: A Call to Action (APIA Scholars) (profiled)
- AAPI Nexus (forthcoming 2022): An Ethic of Care in Student Affairs: Humanizing Relationships and Asserting Cultural Values at an AANAPISI

Electronic Copies available upon request.

Arise Program
Updates
4/26/2022

Spring 2022 Enrollment Profile

- 474 Students enrolled for Spring 2022
  - 15% enrolled in ENGL 1A, 1C, 1AH or 1CH
  - 18% enrolled in at least Math 71 or higher
- Navigate pilot activity **"2nd 8 weeks Spring 2022 Enrollment Campaign"**
  - 125 enrolled last Fall 2021 who **did not** enroll Spring 2022
    - Two from this group enrolled 2nd half of Spring 2022
    - 34 (27%) had some type of hold (Past Due Fees, Financial Aid, Library)
  - Lessons learned & plan for Fall 2022-Run campaign after census through start of 2nd eight weeks; case management opportunity to resolve holds

Arise Re-Engagement Efforts

- Most of the students we have not met in person (joined during the Pandemic)
- Shifting our priority to **rebuild relationships** in order to determine programming needs for current cohort of students; "meet them where they are"
- Assert cultural values; prioritize ethic of care, compassion, and support
- Currently scheduling **15-minute check-ins** with Arise students
  - Met with 38 students between March 30-April 21 (50% in-person vs. virtual)
  - Expressed concerns: COVID-19 fears, anxiety, depression, anti-Asian racism (media, environmental threats), microaggressions, workload, costs
  - Expressed interests: financial aid, employment (part-time), internships, calculators
- Promising strategy for re-engaging with our students, some of whom have never been to the Equity Center or even on-campus

Navigate Pilot

- Soft launch along with Promise +Plus and EOPS on May 4, 2022
- Working on various campaigns, program "to-do's", and push notifications
- Communication to students to announce the launch, how to download APP, and get feedback on its use; possible "launch party"

Digital Stories Project

- Five (5) students in cohort to develop video narrative
- Currently taking SOC 99 (independent projects) with Taka Tanaka
- Ongoing work/support from Arise, including counselors Bernadette Flameno and Hideki Fukusumi
- Goal: Complete video projects by Summer 2022 (July)

MT. SAC
Mt. San Antonio College

ARISE
Asian American Pacific Islander Program & Services

Publication & Projects

- Link to AAPI Nexus Practitioner Essay, *"An Ethic of Care in Student Affairs: Humanizing Relationships and Asserting Cultural Values at an AANAPISI":* http://www.aapinexus.org/2022/03/29/article-an-ethic-of-care-in-student-affairs/

- **NHPI Action Research Project** (APIA Scholars)-Participating institutions' "Campus Inquiry Team" to engage in a virtual learning lab to discuss data disaggregation at different institutions (opportunities and challenges) on Thurs., 4/28 3-5 pm PST with Dr. Robert Teranishi and research team.

Scan to read article.

Knowledge is Power Learning Community
(KPLC)
2022-2023

- Fall 2022 Courses: SOC 36, ENGL 1A and ENGL 80
- Spring 2023 Courses: HIST 9, ENGL 1C
- Working with KPLC Student Services Planning group (Arise, El Centro, Umoja Aspire) to develop KPLC brochure for recruitment
- Recruitment with current Arise students and incoming students through STEP, Bridge, Promise +Plus, High School Outreach
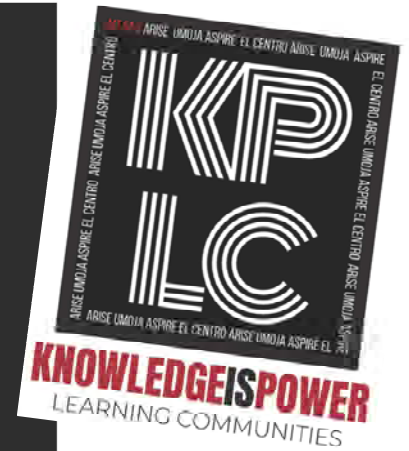
APAHE 2022 Conference
(April 6-8, 2022)

- Presented Session titled, *"Movement API: Making Waves for the PI in API"*
- Link to view presentation: https://bit.ly/APAHE2022_MovementAPI
- Ten (10) Arise students participated
- AANAPISI Pre-Conference all-day session

Scan for presentation.

AANAPISI News

- FY 2021 APR submitted; view APR and accompanying Year 5 Research Report here: https://www.mtsac.edu/arise/reports.html
- AANAPISI Part A FY 2022 Cooperative Development Grant competition due **June 6, 2022**

Arise Students including current Digital Stories Cohort with Tutasi Asuega and Teresa Pham during APAHE luncheon

Arise Website/ Reports

Arise Program Updates
7/26/2022

Spring 2022 Outcomes

- 473 remained enrolled by end of term
- Average **Cumulative** GPA of enrolled students: 3.21
- 96% earned at least a 2.00 **Cumulative** GPA (453 students)
- 84% earned at least a 2.00 **TERM** GPA (395 students)
- ASAP! letter to be emailed to students in August 2022
- Launch efforts to reach out to students below 2.00 GPA

Source: EAB Navigate Report

Summer/Fall 2022 Enrollment (In Progress)

- As of 7/25/2022, **231** Arise students are enrolled in **Summer 2022**
  - Average GPA of this group is 3.15 with about 5% (12 students below 2.00 GPA)
- As of 7/25/2022, **318** Arise students are enrolled in **Fall 2022**
  - Average GPA of this group is 3.21 with about 5% (16 students) below 2.00 GPA
  - 17% of this group of students are newer (0-30 units completed)
  - 27% among those enrolled thus far have at least 81 units completed
  - Challenges with KPLC enrollment (strategies in progress)

Source: EAB Navigate Report

Re-Imagining Hybrid Model
for APIDA/AANHPI Visibility and Support Services

- Assess the number of Fall 2022 students who are enrolled by to instructional mode (fully in-person, both in-person and online, online only); investigate emerging needs (survey) and alignment with campus-wide hybrid efforts (e.g., marketing of resources available in multiple modes)
- Continue services/communication across multiple platforms: **Arise Canvas Hub, Navigate,** social media (Instagram)
- Provide on-going access through the **Virtual Front Desk** (remote Counseling appointments, student check-ins, community/family inquiries especially for students whose families are out-of-state)
- **Faculty Toolkit** (classroom presentation requests-virtual or in-person, referrals, program support and events, articles/resources (e.g., library research guides, about/working with AANHPIs)
- **Community Engagement** for underserved APIDA/AANHPI students/families (e.g., Pasifika Family Education Day; APIDA Education Summit, open house type events, other campus-wide efforts)

Knowledge is Power Learning Community (KPLC) 2022-2023

- Fall 2022 Courses: SOC 36, ENGL 1A and ENGL 80 (see flyer)
- Spring 2023 Courses: HIST 9, ENGL 1C
- Brochures and KPLC flyers
- Recruitment efforts
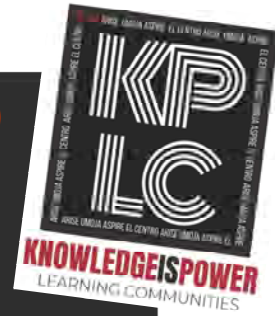
NEED HELP WITH FALL 2022 ENROLLMENT.

SOC 36 still needs articulation approval for <u>GE course</u> eligibility.

Upcoming Arise Event

- **Arise Student Leadership Retreat**, August 10-12 @ UC Santa Barbara
- 30 student participants
- Focus on Leadership Development: Self-Discovery, Self-Empowerment, and Self-Care
  - Counselor-workshops
  - Activities led by staff and peer mentors

2022-2023 Calendar

- Welcome Back
- Fale Fono ("House Meetings")- That's Major: Career Exploration, student success tips, community building
- Pasifika Family Education Day (pending Oct. 15, 2022)
- APAHE (April 2023)
- APIDA Heritage & Mental Health Awareness Month (May 2023)
- Educational Fieldtrips (TBD-Manzanar or Delano)
- Collaborations: Equity Center/Other (TBD)
- Talking Circles: SEA Space (Southeast Asian/Asian), Desi Space (East Indian, Bangladesh), Pacific Islander Females, Pacific Islander Males/Student Athletes

Arise Student Profile
Ana Bordallo, Harvard Law Student

- Graduated from Mt. SAC in 2016
- Transferred to Cornell University
- **Completed Year 1 of Law School Spring 2022**
- Back home on Guam completing a paid internship with Blue Ocean, a law firm focused on environmental justice issues

Arise Program Updates
10/25/2022

Reconnect & Re-Engage Update

- **414**: The number of currently unenrolled students between Fall 2019-current
- **157**: The number among the unenrolled students who have since graduated or transferred (38%)
- **257**: The number of students requiring follow-up .

Source: Research & Educational Advisor, Arise

	Number of Currently Unenrolled Students/Last Term of enrollment	Number Graduated or Transferred	Total for Follow-Up
Fall 2019	40	8	32
Spring 2020	69	28	41
Fall 2020	50	26	24
Spring 2021	79	21	58
Fall 2021	67	19	48
Spring 2022	109	55	54
TOTAL	**414**	**157**	**257**

Themes of Student Comments/Feedback

"Thank you for calling, I was just thinking about how I can come back/re-enroll in Winter or Spring, but didn't know where to start."

"I've been taking time off of school to work because of financial issues but want to go back soon."

"I've already transferred, but thank you so much for checking in."

"I want to enroll in Winter, but am not sure how" -- informed students of 11/2 registration date nearing.

Arise Student Action Plan! (ASAP!) Letter

- In Spring 2022, 556 students completed the term.
- Average (Mean) GPA: 3.22
- 84% have completed ENGL 1A or ENGL 1C
- 62% have completed MATH 100+
- Follow-up with below 2.00 GPA
- See attached SAMPLE LETTER

Source: Research & Educational Advisor

$2.5 Million Awarded: AANAPISI Part A Collaborative Grant

At the beginning of AANAPISI Week 2022, we were notified by the Department of Education that we were awarded a $2.5 Million grant. This project includes a partnership with Cal Poly Pomona to focus on transfer initiatives. Other aspects of the project will address academic development, holistic support, and community engagement (outreach) for the underserved APIDA community.

Arise Activity/Event Padlets

Please share with our Padlets with your teams. These were created for Arise events this Fall 2022. This online platform allows us to engage with others, share out information, and provides documentation of our events, enabling us to "weave our story"

AANAPISI Week 2022 (15th Anniversary)
https://padlet.com/mtsacaanapisi/week2022

Mid-Autumn (Moon) Festival
https://padlet.com/aidacuenza/AriseMoonFest

Pasifika Family Education Day (PFED)
https://padlet.com/pasifikafed/2022

FilipinX-American History Month
https://padlet.com/arisemtsac/fahm2022
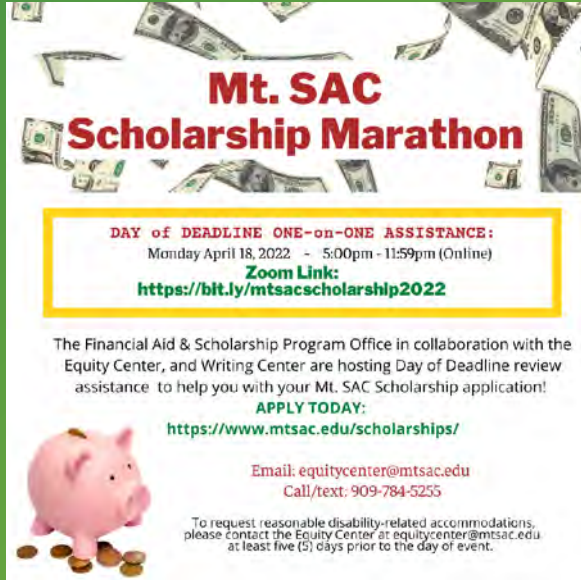
Arise Student Scholarship Application Support 2022

136 Arise students applied
Resulting in 65 scholarships for

36 Arise Students

Totaling

$52,550

Mt. SAC
Scholarship Marathon

DAY of DEADLINE ONE-on-ONE ASSISTANCE:
Monday April 18, 2022 - 5:00pm - 11:59pm (Online)
Zoom Link:
https://bit.ly/mtsacscholarship2022

The Financial Aid & Scholarship Program Office in collaboration with the Equity Center, and Writing Center are hosting Day of Deadline review assistance to help you with your Mt. SAC Scholarship application!
APPLY TODAY:
https://www.mtsac.edu/scholarships/

Email: equitycenter@mtsac.edu
Call/text: 909-784-5255

To request reasonable disability-related accommodations, please contact the Equity Center at equitycenter@mtsac.edu at least five (5) days prior to the day of event.

The scholarship marathon and individual appointments to assist students in completing their scholarship applications aided in this outcome.

ARISE!

Asian American Pacific Islander Program & Services

MILESTONES RECOGNITION CEREMONY

2022

Wednesday, June 1st
6:00 p.m. - 8:00 p.m.
9C Stage

MILESTONES 2022
ORDER OF EVENTS

WELCOME & INTRODUCTIONS

DINNER

STAFF RECOGNITION

STUDENT RECOGNITION

CLOSING REMARKS

**ASIAN AMERICAN NATIVE AMERICAN
PACIFIC ISLANDER SERVING
INSTITUTIONS**

AANAPISI

CLASS OF 2022
STUDENT RECOGNITION

Joshua Aligam
Esmeralda Barajas
E. J. Brown
Fia Cong
Berenice De La Torre Nuno
Oscar Diaz
Ahmed Algendy
Riann Maria Lourdes Galvez
Glenn Gamiao
Julie Haefner
Lyda Im
Ineke Katoa
Alexandria Kozle
Yuzuan Liang
Maurice Lotovale
Shanita Murray
Samantha Nevarez
Gavin Ong
Shicari Ransom
Jun Shi
Sawsan Shehoud
Maximus Sweeney
Amanda Udakumbura
Kimberly Urias
Sheng Wang

CO
NG
RA
TS

THANKYOU

STAFF & FACULTY
RECOGNITION

Tutasi Asuega

Zelda Bolden

Raul Cabral

Dr. Aida Cuenza-Uvas

Lisa Didinato

Coach Leki

Karel Lokeni

Coach Mase

Coach Rod

Chan Ton

Joshua Aligam

Transfer School:
Cal Poly Pomona
Major:
Social Justice, Sociology, Psychology

"I am living history. I'll continue to bring new energy to the ongoing struggles that my community strives against as I navigate my way through academia. I'll continue to complicate each new space as I contemplate how to incorporate justice in a system that needs disruption. To my kasamas everywhere navigating to their next challenges, keep going. Ingat and Isang Bagsak!"
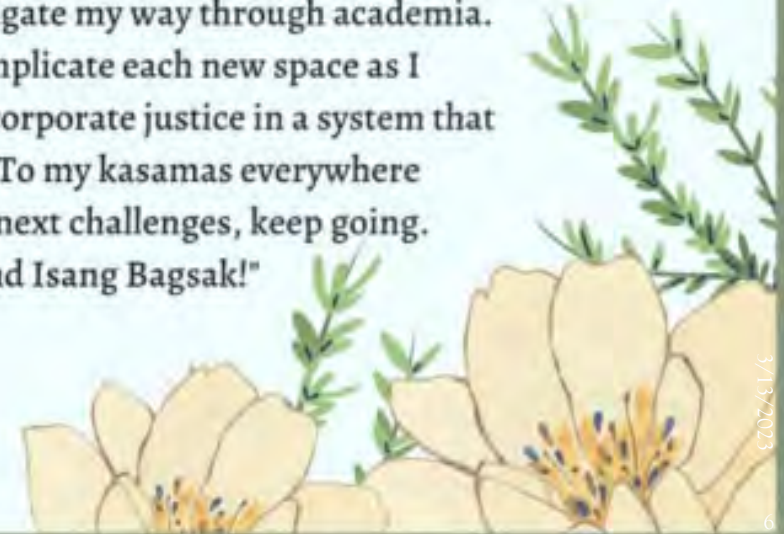
CalPoly
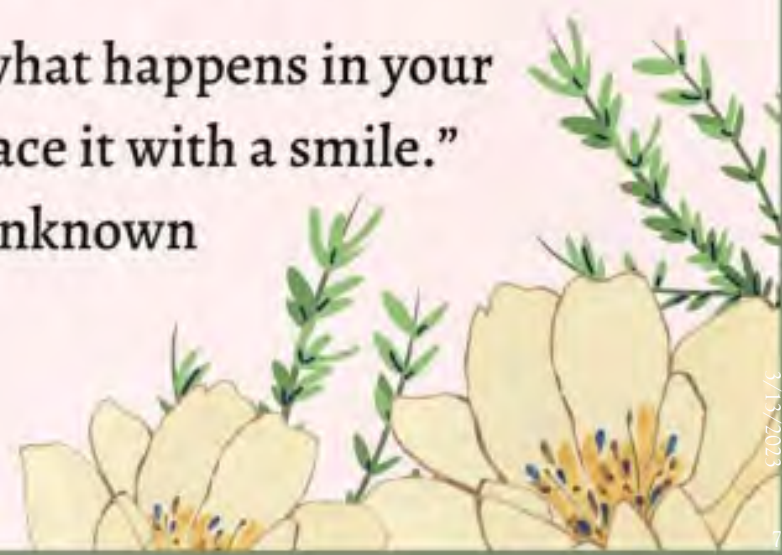**Pomona**

E.J. Brown

Mt. SAC
Mt. San Antonio College

Major: Kinesiology

"When life gives you lemons make lemonade."
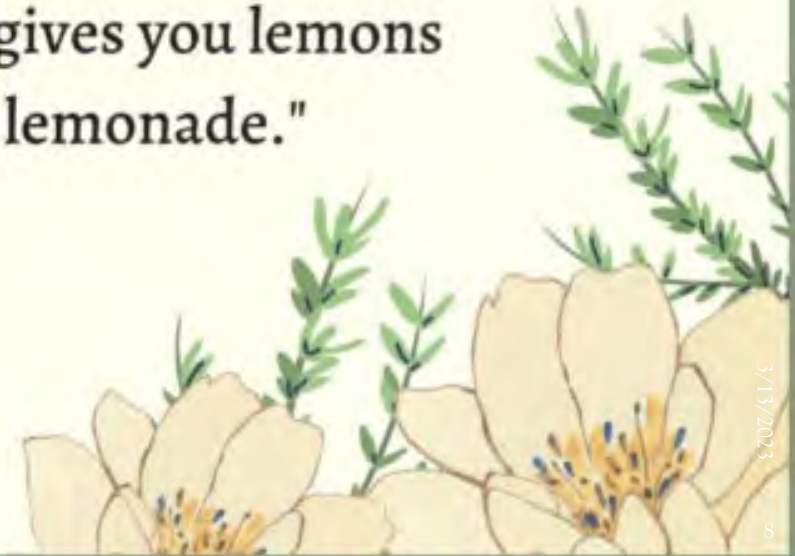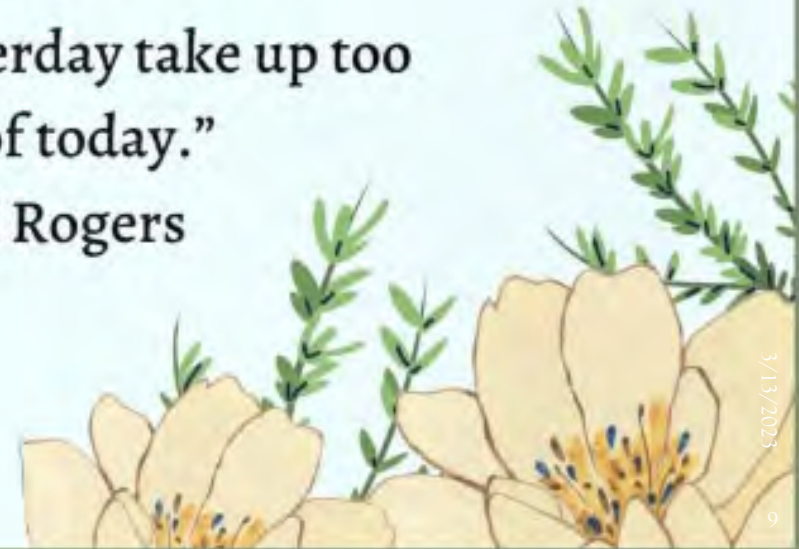
Berenice De La Torre Nuno

Transfer School:
Cal State Long Beach

Major: Kinesiology

"Strive for excellence through efforts "
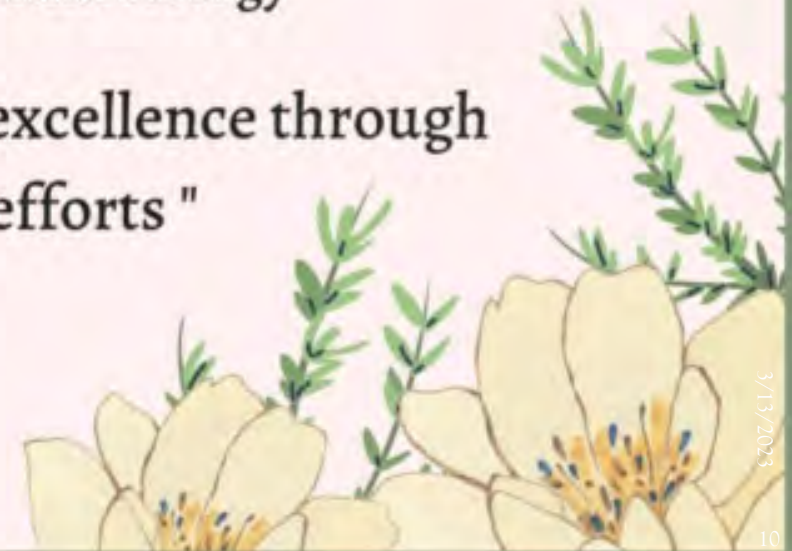
Ahmed Elgendy

Transfer School:
Cal Poly Pomona

Major: Mathemetic

" Education is not the learning of facts, rather it's the training of the mind to think."
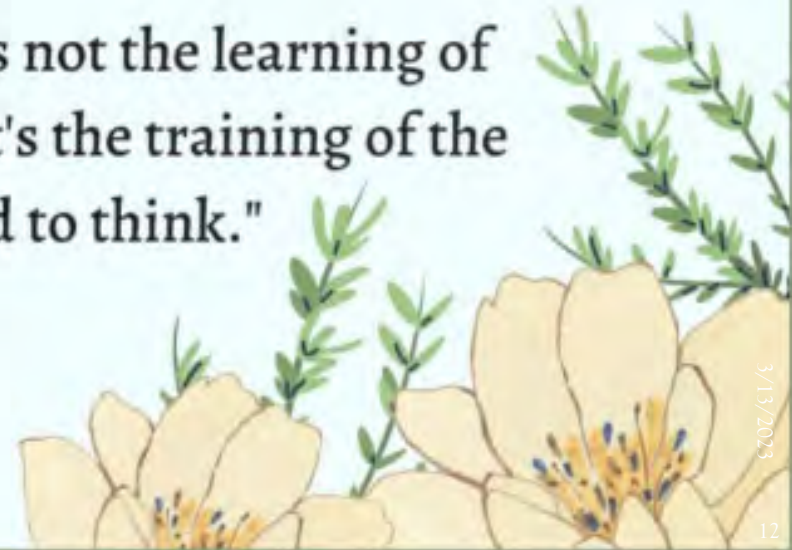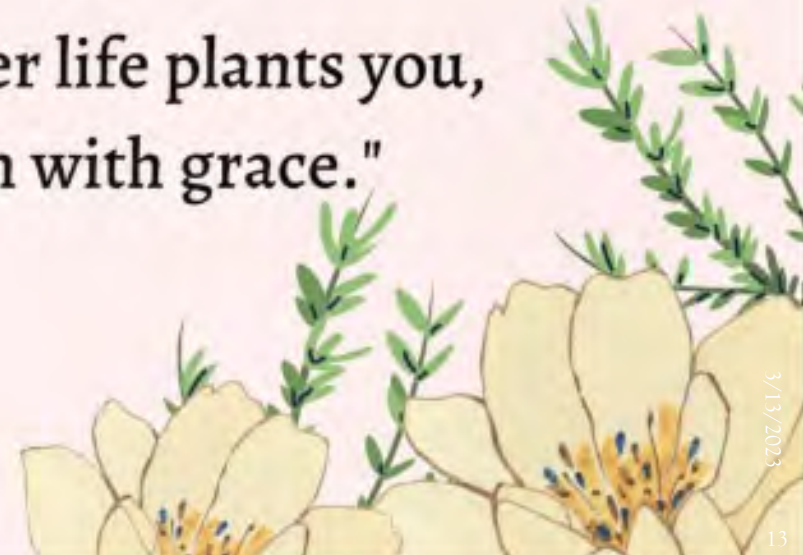
Glenn Gamiao

Transfer School:
Cal State Fullerton

Major: Kinesiology

"We shouldn't sulk over it, we
should readapt"
- DPR Rem
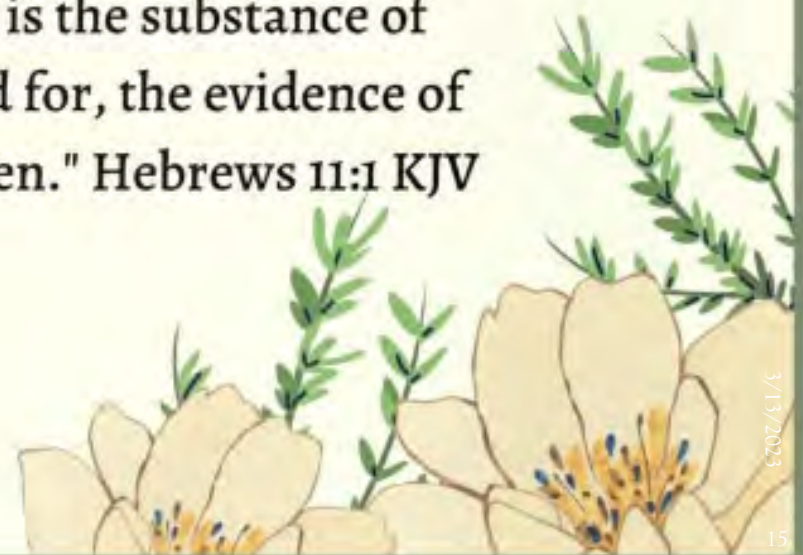
Lyda Im

Transfer School:
Cal State Fullerton

Major:
Business administration.

"There are no secrets to success. It is the result of preparation, hard work, and learning from failure"
- Colin Powell.
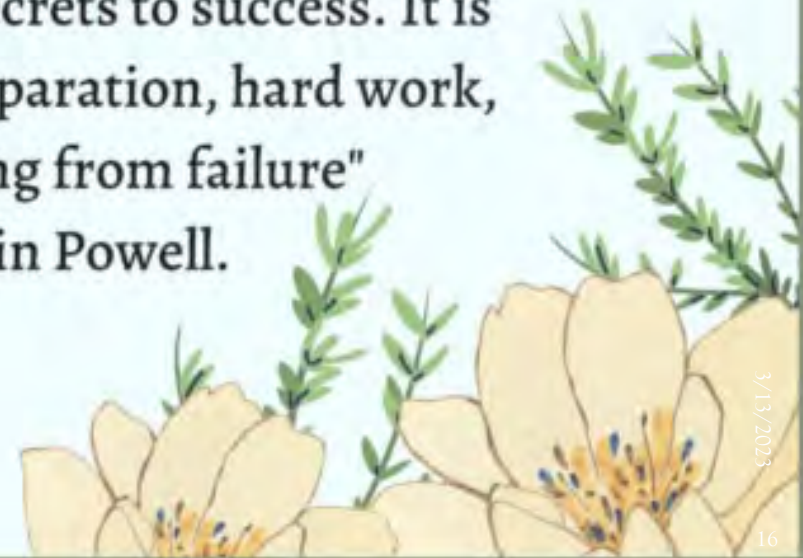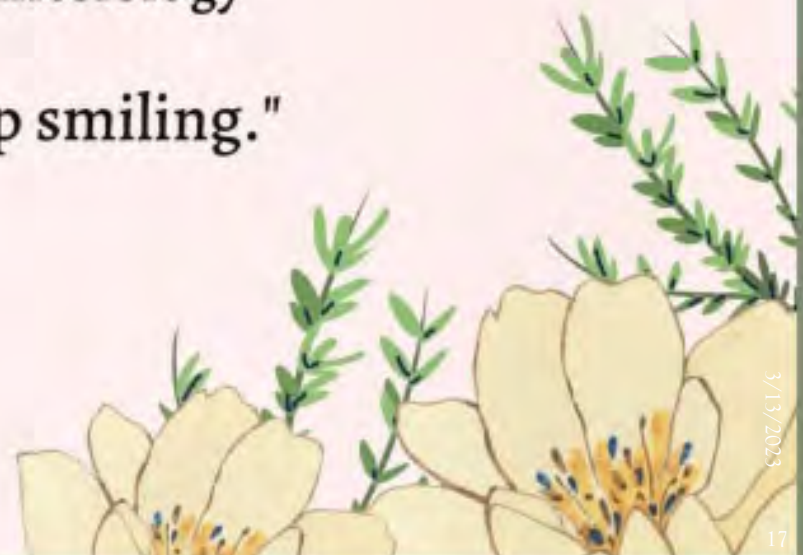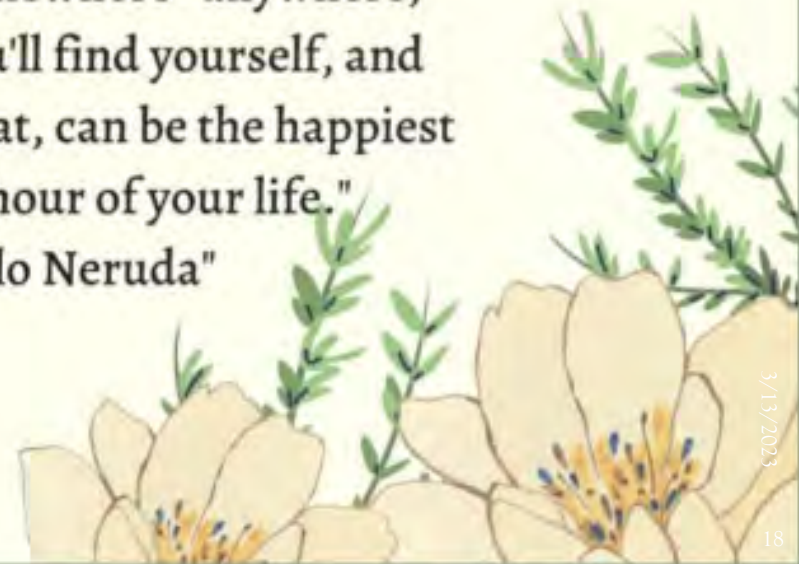
Yuzuan Liang

Major:
Arts in Liberal Arts and Sciences

"The best preparation for tomorrow is doing your best today."
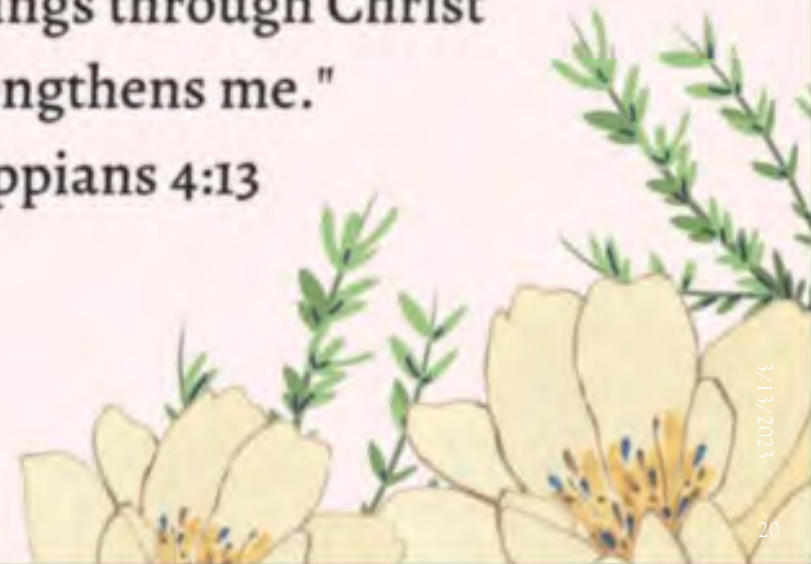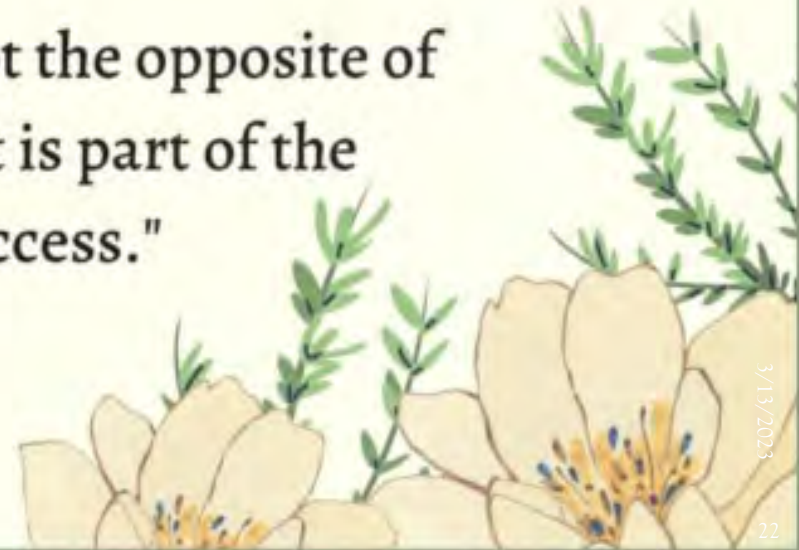
Gavin Ong

Transfer School:
Cal State Fullerton

Major:
Film, Television and Electronic Media

"You can't comfort the afflicted with afflicting the comfortable."
- Diana, Princess of Wales
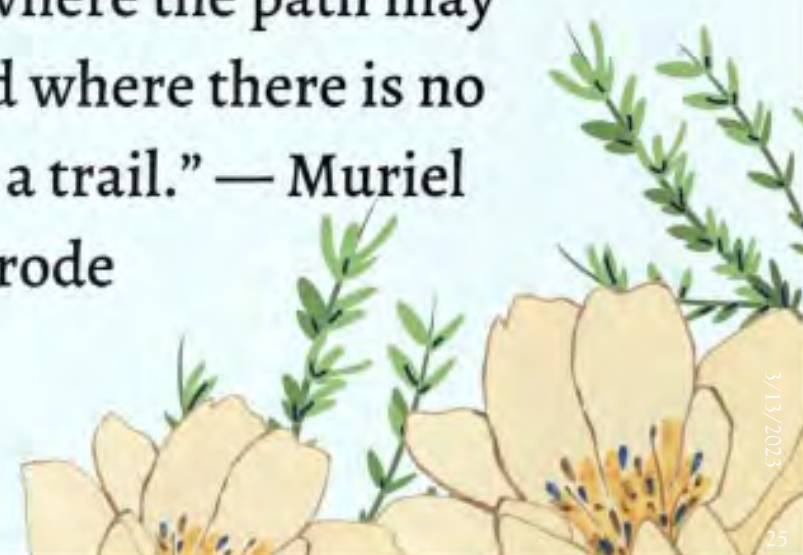
Maximus Sweeney

Transfer School:
San Francisco State

Major:
Undecided

"You have one life, live it as
sexy as you can ☺"
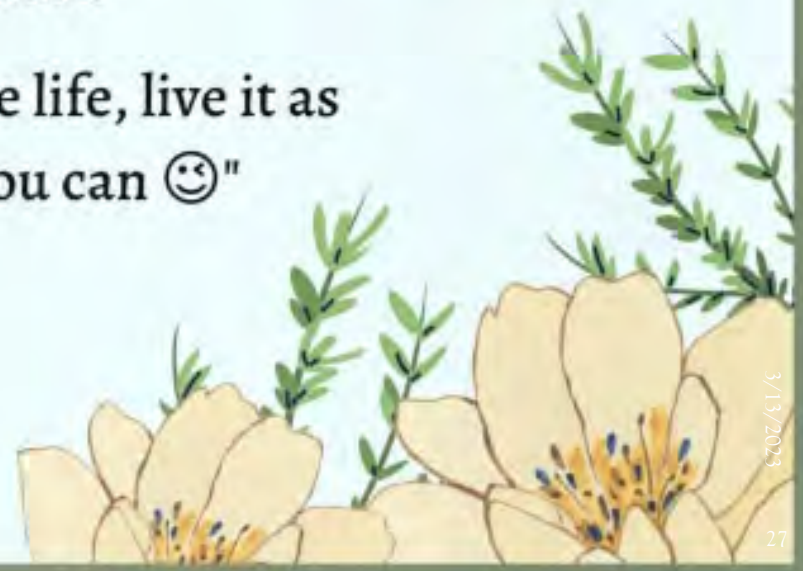
NATIVE HAWAIIANS & PACIFIC ISLANDERS IN HIGHER EDUCATION

A Collection of
Campus Research to Inform
Student Success

ACKNOWLEDGMENTS

TABLE OF CONTENTS

BACKGROUND AND CONTEXT

Native Hawaiian and Pacific Islander (NHPI) students represent a diversity of backgrounds, including wide variations in histories, cultures, languages, and religions. They often bring to their educational experiences a number of assets, including the ability to speak more than one language, a deep commitment to their families and communities, and a desire to maintain rich cultural heritages. **The NHPI community is one of the most overlooked groups in higher education**, despite their unique lived experiences.

One of the most significant barriers to including NHPI students in broader discussions about equity and inclusion in higher education is a **lack of research** that can provide insight into their educational trajectory and their unique needs and challenges. **This exclusionary practice is a significant disservice and injustice for NHPI students.** Consider that only 19% of NHPI adults age 25 or older hold a college degree, which is a rate identical to Hispanics and lower than African Americans.[1] Certain ethnic subgroups experience even lower rates of college attainment, including 17% for Tongans, 16% for Samoans, and 6% for Marshallese (See Figure 1). In addition to low educational attainment rates, NHPI students experience high college attrition rates. For example, 50% of Native Hawaiians, 54% of Tongans, 58% of Samoans, and 47% of Guamanians or Chamorros who attend college leave without a degree, demonstrating a need for programming that supports NHPI student retention.[2]

For NHPIs who spent their formative years in Hawai'i and the U.S.-affiliated Pacific Islands, there are even greater attainment challenges compared to their counterparts in the continental U.S.[3] **Limited educational opportunities create a context in which many resident NHPIs are forced to leave their homelands for the U.S. continent**. Due to the lack of resources for those who choose to study in their home islands and the difficulties of cultural assimilation for those who move off island for college, these students must overcome a multitude of barriers to succeed.

While we know that many factors influence a student's preparedness for college, we also know that **financial barriers influence NHPI students' decisions and ability to attend college**. During the 2007 to 2011 recession, the number of unemployed Pacific Islanders (PIs) increased by 123%, a rate higher than any other racial group. As of 2016, one in five PIs in the U.S. lived in poverty.[4] However, among PI students who have pursued postsecondary studies, only 67% receive federal aid compared to 85% of African American students and 80% of Hispanic students.[5] Further factors may also be impeding the ability of students to access financial aid. For example, about 30% of PIs do not have broadband internet at home[6] and 12% of PIs are limited English proficient.[7]

FIGURE 1 BACHELOR'S DEGREE ATTAINMENT RATE BY PERCENT FOR NHPI SUB-GROUPS COMPARED TO U.S. AVERAGE

U.S. AVERAGE 38
CHAMORRO 21
NATIVE HAWAIIAN 19
TONGAN 17
SAMOAN 16
MARSHALLESE 6
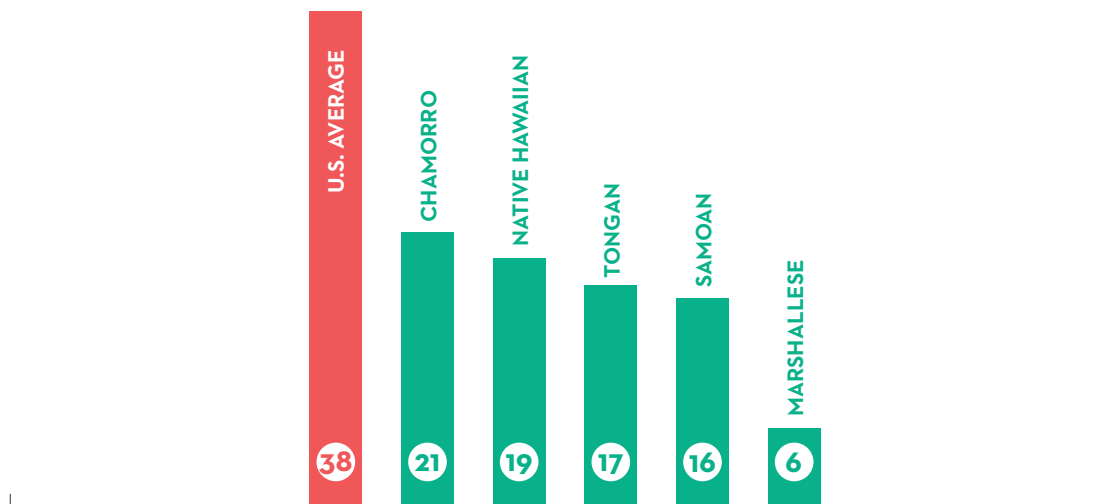
Source: 2020 ACS Five-Year PUMS, U.S. Census Bureau

Prior Research on NHPIs in Higher Education

In December 2019, with the generous support of the Kresge Foundation, APIA Scholars and a team of researchers at UCLA released *Native Hawaiians and Pacific Islanders in Higher Education: A Call to Action*. Moreover, in 2020, APIA Scholars and the UCLA research team published a second report *Native Hawaiians and Pacific Islanders in Higher Education: A Rural Pacific Learning Tour* with support from the Ascendium Education Group. These two reports revealed the following significant areas of research that should be pursued to better understand NHPI students:

> **The Educational Trajectory of NHPI Students**
> There is a need to understand the reasons why NHPI student enrollment trends exist for particular higher education sectors (e.g., community colleges where enrollment has declined at a particularly high rate, private for-profit institutions where enrollment has increased).

> **The Role of Institutions that Serve High Concentrations of NHPI Students**
> Given the disproportionately high concentration of NHPI enrollment and degree conferrals at particular institutions, including Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), practices and services for NHPI students (e.g., as incubators for best practices, their ability to leverage status and funding to bring attention to NHPI students) should be explored at these institutions as well as at Native Hawaiian-Serving Institutions.

> **The Need for More Research in the Pacific Region**
> There is a need for a close look at the key institutions in the Pacific region with high concentrations of NHPI enrollment that are anchor sites for cross-enrollment, transferring, and other formal connections for other institutions in the region with attention to research, policy, and the development of campus services.

> **Being More Student-Centered**
> There is a particular need for understanding how institutional practices can address three common barriers to NHPI student success: (1) college readiness, (2) lack of financial resources, and (3) work and family responsibilities.

> **A Focus on Data Disaggregation**
> A need for further disaggregation of data exists to look at gender differences in higher education enrollment, degree attainment, and the overall educational trajectory of NHPI students.

> **The Use of Data and Inquiry**
> There is a need to explore how to improve the use of data in order to gain insight into student trends in addition to leveraging this data to institutionalize systemic changes that would improve NHPI student success at campuses in the Pacific.

This report builds on the findings in our prior study and shares lessons learned from a collaborative project between APIA Scholars, Professor Robert Teranishi, a research team at UCLA, and a group of eight postsecondary institutions that serve high concentrations of NHPI students. The findings paint a portrait of the relevance of NHPI students to key issues in higher education and how the colleges that were involved in this project are using research to address these challenges.

Purpose of the Study

Recognizing that institutions that serve high concentrations of NHPI students are important sites for learning and innovation related to NHPI student success, this report shares findings from a collaborative research initiative that had three primary goals.

> The project was designed to build the capacity of institutions to better serve their students through the use of data and inquiry to inform their institutional practices and policies.

> We aimed to put these institutions in conversation with each other to promote learning and an exchange of ideas, perspectives, and information on best practices.

> We wanted to see what the research across these institutions could tell us about NHPI students and the institutions that serve them.

Research Design and Our Campus Partners

This collaborative research project involved eight campuses that were chosen based on the NHPI student population they served, their geographic location, existing services focused on NHPI students, and the ability of the institution and leadership to provide support for the project (see Appendix A for recruitment process). The research process was facilitated through co-investigative research that involved at each site campus inquiry teams, which were composed of administrators, institutional research, and/or student services staff across the campus. The inquiry teams, in collaboration with researchers from UCLA, engaged in a process of inquiry that involved key institutional stakeholders in the generation of research questions, data collection and analysis, and recommendation formulation to remove barriers (see Appendix A for methodology).

❯ To examine the demography of NHPI students in postsecondary institutions and understand their access to and success in higher education;

❯ To explore NHPI student perceptions in terms of how, and to what extent, colleges support them in college access, persistence, and academic success; and

❯ To use findings from this study to inform existing "best practices" in college access, persistence, and academic success, specifically in supporting first-generation, low-income NHPI college students.

The desired outcome of this research process was for campuses to leverage their findings to establish interventions and strategies that would be informed by data and inquiry. More specifically, each campus developed a communication and/or dissemination plan that included developing tools to share their research and disseminate their findings to key internal and external stakeholders who can influence and support recommendations to increase NHPI student outcomes on their campuses. Additionally, the findings that were generated from each campus team helped to contribute a robust body of evidence on the role and function of institutions in the support of NHPI students.

This report is divided into four sections that represent key overarching themes that emerged from this project. We discuss each of these themes using findings from our campus partners, discuss how the campuses are using the findings to inform practice and policy, and demonstrate the relevance of these findings to key issues in the broader field of U.S. higher education. We conclude with recommendations for best practices related to how campuses can leverage inquiry and data in addition to policy recommendations to better understand, serve, and improve outcomes for NHPI students.

Four sections representing key overarching themes that emerged from this project

1 DATA SYSTEMS & THEIR ROLE IN REPRESENTATION

2 WHY AN INTERSECTIONAL APPROACH TO DATA DISAGGREGATION MATTERS FOR NHPI STUDENTS

3 WHAT WE CAN LEARN FROM NHPI STUDENT PROGRAMS & CAMPUS SERVICES

4 WHY WE MUST FOSTER & STRENGTHEN PARTNERSHIPS
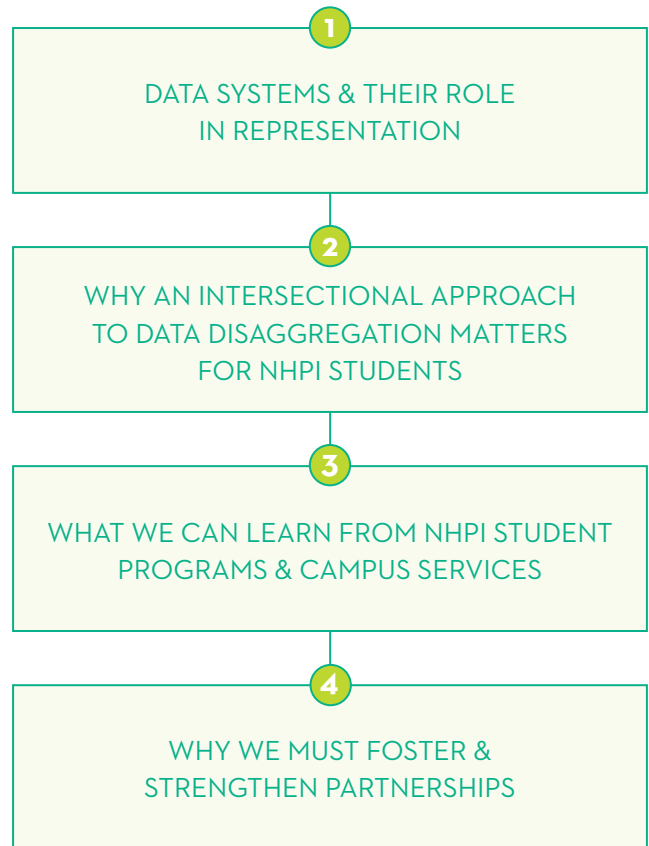
KEY THEMES

1

DATA SYSTEMS & THEIR ROLE
IN REPRESENTATION

CAMPUS PARTNERS

HAWAIʻI COMMUNITY COLLEGE

UNIVERSITY OF NEVADA, LAS VEGAS

DATA SYSTEMS & THEIR ROLE IN REPRESENTATION

While data is an essential component to informing higher education policy and practice, data systems and procedures for access to and use of data are often not adequate for maximizing the potential of data-informed decisions. It is important for colleges and universities to examine their data practices within the context of their institutional priorities and the extent to which their data systems and practices are meeting their needs. For example, there are many instances where colleges are collecting an abundance of data, but this data is not accessible to people who need to use it to make decisions.[8] This is a key barrier to maximizing the potential for data to be used as a tool for addressing issues of equity and social justice for marginalized and vulnerable groups.[9]

In this section, we discuss how two campuses—Hawai'i Community College (HCC) and University of Nevada, Las Vegas (UNLV)—engaged in a process of inquiry to better understand the extent to which their data systems and practices were able to capture the demography of NHPI students and their unique needs and challenges.

Photo: Hawai'i Community College

HAWAI'I COMMUNITY COLLEGE

BACKGROUND & FOCUS OF RESEARCH

Hawai'i Community College (HCC) focused their effort on exploring how research can be used to identify more effective ways of **classifying and targeting services to Pacific Islander English Learner (PI EL) students**. This research emerged out of a need for improvements to the placement process for EL programs and services, where they found that English Learner (EL) students are performing better with access to and use of these services.

RESEARCH GOAL

HCC's research focused on **understanding how the campus was identifying students** for targeted support, how EL students described their access to and use of services, and if there were particular programs and services that had effective approaches to serving EL students that could inform other institutional services.

RESEARCH APPROACH AND FINDINGS

The inquiry team adopted a mixed-methods approach, which included institutional data, a survey, and focus groups. Findings revealed useful insights into their PI EL student population and how the institution can better serve this diverse student population.

› HCC has a diverse PI EL student population, which includes Micronesians, Samoans, and students from other Pacific Islander backgrounds.

› PI EL students were more likely to be enrolled as part-time students instead of as full-time students. **PI EL student enrollment experienced a precipitous decline year-after-year**, which was greater than the decline in the total enrollment of PI students in the broader University of Hawai'i (UH) system.

› While the course completion rates of PI EL students were better than PI students who were not classified as EL, the number and proportional representation of PI students classified as EL students were declining.

› The campus inquiry team found that a shift to **multiple measures for EL placement** was an important factor that made it **more difficult to identify and provide services to EL students**. More research is needed to determine how to improve this process.

RECOMMENDATIONS AND NEXT STEPS

HCC has developed a strategic communication plan to help raise awareness about the need to provide better services for EL students on campus. They will be pursuing the following:

❯ Writing a report and creating presentation material.

❯ Pursuing targeted messaging and discussions with administrators, staff, and faculty.

❯ Targeting an external audience, including other community colleges in the UH system because of the extent to which these institutions share the same students as they move between institutions.

❯ Presenting their work with the Hawai'i Student Success Institute, which includes faculty and administrators throughout the UH system.

"Students feel a sense of belonging when they connect with others in meaningful ways."

—HCC Staff

UNIVERSITY OF NEVADA, LAS VEGAS

BACKGROUND & FOCUS OF RESEARCH

University of Nevada, Las Vegas has been engaged in several efforts to promote **better practices related to collecting and reporting disaggregated data** on Asian American and Pacific Islander students. For example, the push for data disaggregation had come from a Minority-Serving Institution Student Council (MSISC) initiative entitled, "Count Us In: Ethnicity Data Disaggregation," which advocated for the university's adoption of the collection of ethnic subgroup options beyond the minimum categories required by The Integrated Postsecondary Education Data System (IPEDS).[10]

The aim had been, at minimum, to add expanded subgroup categories to the undergraduate and graduate admissions application forms. Around the same time and separate from the MSISC, data disaggregation for AAPIs was made part of the UNLV AANAPISI program (under UNLV Center for Academic Enrichment and Outreach).

RESEARCH GOAL

The UNLV campus inquiry team engaged in a research project to inform their effort to **pursue data disaggregation** at UNLV, with a particular focus on the relevance of this goal to NHPI students.

RESEARCH APPROACH AND FINDINGS

UNLV utilized institutional data to inform their study of NHPI student enrollment. Their findings reveal useful insight toward their goal of pursuing disaggregated data at UNLV as well as how this is relevant to a broader national audience:

› During their process of exploring UNLV's data practices related to NHPI students, they found that **IPEDS classification of race and/or ethnicity**—a federal reporting standard for all colleges and universities—**concealed the enrollment and representation of NHPI students at UNLV**.

› While IPEDS was showing a total NHPI enrollment at UNLV as 240 students in 2021, the actual NHPI enrollment, when disaggregated, was 1,653 total students (see Table 1); **IPEDS was only reflecting 14% of the actual NHPI enrollment**.

› They found that NHPI students are more likely than any other group to check more than one race and were being counted as "two or more races" as opposed to NHPI alone.

› They also found that NHPI students marked "Hispanic or Latinx" as seen in Table 1 (283 in 2017, 284 in 2018, 290 in 2019, 272 in 2020, and 290 in 2021); if you check Hispanic and any other race, students are counted as Hispanic.

UNIVERSITY OF NEVADA, LAS VEGAS

TABLE 1
UNLV IPEDS REPORTING FOR NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER STUDENTS ACROSS ACADEMIC LEVELS, 2017–2021

FALL ENROLLMENT[a]										
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Hispanic or Latinx	283	18.2%	284	17.7%	290	17.2%	272	16.3%	290	17.5%
International	2	0.8%	4	0.3%	5	0.3%	4	0.2%	6	0.4%
NHPI (IPEDS[b] Reporting)	258	16.6%	240	14.9%	265	15.8%	250	14.9%	240	14.5%
Two or More Races	1014	65.1%	1078	67.1%	1122	66.7%	1147	68.6%	1117	67.6%
Total	1557	100%	1606	100%	1682	100%	1673	100%	1653	100%

Note: Adapted from "Oceania in the Desert: A QuantCrit Analysis of the (Under)counting of Native Hawaiian and Pacific Islander Students and an AANAPISI-HSI," by K. J. C. Espinoza, B. E. Rincón, J. Harbin, and K. Ethelbah. [Manuscript in preparation].
[a]This table includes students across all academic levels (undergraduate, graduate, professional students). [b]IPEDS Reporting column refers to the categories and enrollment counts of students identifying as NHPIs.

RECOMMENDATIONS AND NEXT STEPS

> **Advocate for expanded subgroup classifications** in order to provide more insight into the heterogeneity of the NHPI student population at UNLV. The findings were presented to and endorsed by the Executive Vice President and Provost, the UNLV Office of Decision Support, undergraduate admissions, and Graduate College.

> Show a national audience that **how we collect and report data matters and can be highly consequential** for how we think about representation. And it can affect some groups—in this case, NHPI students—more than others.

> **Pay more attention to data practices** and the ways in which they can disproportionately impact an accurate rendering of the NHPI student population. An undercount and the inability of institutions to be able to identify students and student groups are also critical because campuses need the ability to target support and provide services for NHPI students. The undercount of NHPI students potentially also has implications for eligibility for federal grants, which are often based on the proportional representation of NHPI students relative to their total enrollment. The undercount of NHPI students at the institutional level also has implications for an accurate representation of NHPI student enrollment at a state or national level.

KEY THEMES

2

WHY AN INTERSECTIONAL
APPROACH TO DATA DISAGGREGATION
MATTERS FOR NHPI STUDENTS

CAMPUS PARTNERS

COLLEGE OF THE MARSHALL ISLANDS

KAUAʻI COMMUNITY COLLEGE

WHY AN INTERSECTIONAL APPROACH TO DATA DISAGGREGATION MATTERS FOR NHPI STUDENTS

While U.S. involvement in the Pacific began in the mid- to late-1800s, very little data, to date, exists on Pacific Islanders in the U.S. This is due in part to the fact that only in 1997 did the U.S. Office of Management and Budget mandate the use of separate data for Pacific Islanders. Additionally, there is a lack of consistency in when and how the U.S.-affiliated islands were included and accounted for in national data sets. In "Pacific Islanders: A Misclassified People," Kawika Riley, founder of the Pacific Islander Access Project, notes that Pacific Islanders are often at risk of being excluded from national conversations on education.[11] Consequently, the PI community continues to be left out of education access initiatives that serve underrepresented minority groups, not to mention college-to-career resources and networks widely available to other high-need communities of color. A key barrier related to data on the NHPI community has not only been how much data is available but the lack of data that can capture the diversity within the population. Aggregated data conceal variations in income, education backgrounds, immigration histories, and language backgrounds within the NHPI community.[12] Consider that the NHPI racial category consists of nearly 20 different ethnicities reported in the 2020 Census (see chart below).

In addition to the need for disaggregated data, we must also consider the framework and orientation campuses have to utilize data. For example, in addition to being an NHPI student, students also have needs associated with gender and social class backgrounds, including family responsibilities and the need to provide financial support at home. Therefore, the use of disaggregated data can also be further refined through the use of intersectionality as a lens that helps to understand how different dimensions of one's identity (i.e., ethnicity, gender, socioeconomic status) experience marginalization uniquely and distinctly.[13] To that end, an intersectional approach using disaggregated data provides a valuable framework for understanding the varied experiences of NHPI students with a range of unique needs and challenges.

Two of our campus partners—College of the Marshall Islands (CMI) and Kaua'i Community College (KauCC)—engaged in a process of inquiry that not only sheds light on the importance of focused research on NHPI students, but also the role of an intersectional approach to disaggregated data for supporting NHPI students.

NHPI ETHNICITIES REPORTED IN THE 2020 CENSUS

Native Hawaiian	Guamanian or	Kosraen	I-Kiribati
Samoan	Chamorro	Pohnpeian	Fijian
Tahitian	Mariana Islander	Chuukese	Papua New Guinean
Tongan	Saipanese	Yapese	Solomon Islander
Tokelauan	Palauan	Marshallese	Ni-Vanuatu

COLLEGE OF THE MARSHALL ISLANDS

BACKGROUND & FOCUS OF RESEARCH

College of the Marshall Islands (CMI) pursued a study that focused on the importance of gender analysis for PI students to illuminate the **unique needs and challenges of their female students**. This decision was based on a recent study of 482 Republic of Marshall Islands (RMI) public high school students who enrolled at the College of the Marshall Islands. The study found that **male students were more likely to persist to a second-year degree and earn all of their attempted credits than female students**. These gaps in first-year success contributed to more male students overall completing their courses and degrees.

RESEARCH GOAL

In this research, there was an aim to improve retention outcomes for first-year NHPI students at CMI by targeting the identified gender gap in order to **raise success rates for young women** at CMI. This research also sought to inform the intervention of target services for female first-year students.

RESEARCH APPROACH AND FINDINGS

CMI used a mixed-methods approach, which included analysis of institutional data and interviews with students. Their study revealed a number of important findings:

› There was a historical trend where female students were exhibiting lower persistence, course completion, and degree completion despite a higher enrollment rate.

› Female students indicated **family responsibilities as a big factor in their education**, which included balancing their education with taking care of kids, caring for extended family, and addressing health needs.

› Female students were confronted with the **need to prioritize family over education**, and they were willing to take time off from school to support their families.

COLLEGE OF THE MARSHALL ISLANDS

RESEARCH APPROACH AND FINDINGS

> Female students also expressed a different idea about educational persistence, which did not align with the institution's definition of persistence. Specifically, female students described persistence as eventually finishing and earning a degree, but not necessarily without interruption.

> CMI also studied the differences between continuing and non-continuing female students, and they found that **non-continuing female students were more likely to have children** than continuing female students (50% vs. 25%).

> Continuing female students indicated a higher level of perceived support from family.

RECOMMENDATIONS AND NEXT STEPS

The study resulted in a number of recommendations CMI will be addressing.

> Have campus-wide discussions about ways to **bring family into more consideration to help support female students**.

> Explore ways to create an environment for students to communicate with faculty about their personal needs.

> Identify ways to communicate with students about the benefits of finishing sooner rather than later in regard to persistence and finding ways to accommodate students' unique needs and challenges.

"For [College of the Marshall Islands] to provide equitable access in line with our mission, we need to address the specific needs our women students bring with them...and we have to provide culturally appropriate spaces for students to discuss their needs."

—Elizabeth Switaj, Vice President for Academic and Student Affairs

KAUA'I COMMUNITY COLLEGE

BACKGROUND & FOCUS OF RESEARCH

Kaua'i Community College (KauCC) **focused their research on part-time students**, which is a large and growing sector of their enrollment. While much of their courses and services were historically oriented toward full-time students, over the past six years the student population has shifted to become 75% part-time enrollment. This is consistent with scholarship that demonstrates a decline in participation rates for NHPI students in postsecondary institutions.[14] COVID-19 also introduced a significant shift to largely online instruction that has impacted and will continue to impact barriers to enrollment and student persistence rates for the NHPI student population.[15] Additionally, given the rural context of Kaua'i, the strength of local economies remains a significant issue tied to student outcomes.[16]

RESEARCH GOAL

The research guiding this campus inquiry team focused on **barriers to student enrollment, credit accumulation, degree completion, transfer for part-time students**, and how the college can mitigate barriers leading to NHPI part-time status in order to increase students' degree completion.

RESEARCH APPROACH AND FINDINGS

KauCC utilized a mixed-methods approach, which included institutional data and interviews. Their study had a number of insightful findings about their part-time student population:

› **Family and work obligations were the most frequent barriers** to full-time attendance, and these obligations were not optional for these students.

› Several part-time students also indicated that they **held more than one job** and the challenges associated with their financial situation.

› There were part-time students who indicated a preference for part-time status because of a **lack of academic self-confidence** and the desire to focus on only one or two classes at a time, rather than feeling overwhelmed with three or more classes in a semester.

› Analysis of part-time status revealed that while three-quarters of KauCC students are part-time, they were largely **part-time by choice** and the campus does not expect this trend to change in the near future.

RECOMMENDATIONS AND NEXT STEPS

❯ Taking steps to shift their approach from a focus on the "traditional" full-time student as the norm, and instead **focus on the unique needs of the part-time students** that are a large and growing concentration of their enrollment.

❯ Exploring ways to be more accommodating to part-time students through structural changes to course offerings and scheduling.

❯ Committing more intentionality in their course offerings and scheduling.

❯ Developing **guided pathways** that are more accommodating for part-time students.

❯ Offering **flexible schedules** to meet students' diverse needs.

❯ Exploring the use of new modalities that include **synchronous and asynchronous and flexibility** in ways students can take a class (e.g., in-person and virtually).

Kauaʻi Community College is taking steps to shift their approach away from the "traditional" full-time student as the norm, and instead focus on the unique needs of the part-time students, which are a large and growing concentration of their enrollment.

KEY THEMES

3

WHAT WE CAN LEARN FROM
NHPI STUDENT PROGRAMS
& CAMPUS SERVICES

CAMPUS PARTNERS

MT. SAN ANTONIO COLLEGE

COLLEGE OF SAN MATEO

WHAT WE CAN LEARN FROM NHPI STUDENT PROGRAMS & CAMPUS SERVICES

There is a lot that we can learn from programs that target services for particular student groups. These programs are often designed with a specific student population in mind and provide specific services to expand opportunities and reduce institutional barriers. In some cases, these programs are the result of and benefit from external funding, such as the Asian American and Native Hawaiian and Pacific Islander-Serving Institution (AANAPISI) program, which is a federal designation that offers competitive grants to support institutions that serve high concentrations of low-income Asian American and Pacific Islander (AAPI) students.

There are two institutions we partnered with—Mt. San Antonio College (Mt. SAC) and College of San Mateo (CSM)—which have institutional programs that are designed with the unique needs and challenges of NHPI students in mind. Mt. SAC has received funding as an AANAPISI to support this program while CSM has an interest in using their funding to pursue an AANAPISI grant in the future. In both cases, these institutions have valuable lessons learned from their student programs that shed light on NHPI students in higher education and ways institutions can better support their academic success.

MT. SAN ANTONIO COLLEGE

BACKGROUND & FOCUS OF RESEARCH

Mt. San Antonio College (Mt. SAC), located in Southern California, is a community college that started their Arise Program in 2011 with support from a five-year, $2 million AANAPISI grant.

Their goal was to target services and support which were grounded in inclusion and engagement for low-income AAPI students. These targeted services and supports included activities, events, workshops, field trips, tutoring, and other support services.

There was also a particular emphasis on NHPI students on campus and the need to raise visibility for their unique needs and challenges, so the research they pursued with us had an explicit goal of using the findings to expand awareness about the program to the broader campus community.

RESEARCH GOAL

The research guiding this campus inquiry team focused on learning more about the Arise Program and its implications for the broader campus community.

RESEARCH APPROACH AND FINDINGS

Mt. SAC used a mixed methods approach, which included institutional data, program-level student data, and interviews. Research findings revealed useful insight about the Arise Program:

› NHPI students were facing a number of unique needs and challenges, including the tension between their commitment to their academic work and balancing their family responsibilities.

› For some NHPI students, attending college created a feeling of being disconnected from their families, which was a particularly salient issue for NHPI female students who had a significant amount of family responsibilities.

› A high concentration of NHPI students were from out of state, and they were experiencing family separation because of migration.

› The research revealed the importance of recognizing the situational context of NHPI students, especially as it related to work responsibilities and the need to provide income for their families.

MT. SAN ANTONIO COLLEGE

RESEARCH APPROACH AND FINDINGS

❯ Compared to the broader student population, NHPI **Arise participants were more academically motivated and had more awareness about resources**; the program increased self-confidence and a greater sense of belonging on campus.

❯ Arise is creating opportunities around engaging diversity through activities and spaces that are designed to promote engagement between NHPI students and students of other racial and ethnic backgrounds. These efforts are important because engagement around diversity has been found to be correlated with a greater sense of belonging, higher levels of satisfaction, and better academic outcomes.[17]

❯ Arise is creating a space on campus for students to **feel connected to the campus community**. As one participant noted in an interview, "The Arise Program is like my school family."

RECOMMENDATIONS AND NEXT STEPS

The campus inquiry team is using their findings to:

❯ Inform efforts to further engage members of their NHPI community: students, administrators, faculty, and those in the local community.

❯ Share their research with the NHPI community at the Pasifika Family Education Day, an event where NHPI students bring their families to campus to learn about the resources the Arise Program offers and how families can support their students as they navigate higher education.

❯ Enable Mt. SAC's campus inquiry team to present the findings to the Executive Management, including the President's Cabinet and Student Services management.

❯ Enable Mt. SAC to share their findings not only with members of the campus community, but nationally at conferences, including Asian Pacific Americans in Higher Education and the National Association of Student Personnel Administrators.

❯ Continue this momentum, particularly by examining how students deal with COVID-19 while transitioning back to campus.

"Through Arise I not only grew as a Pacific Islander student, but I was able to really find my passion for higher education. I found a community and support system that I'm still able to lean on now even though I've transferred."

—Arise Program Alumni, Arizona State University

COLLEGE OF SAN MATEO

BACKGROUND & FOCUS OF RESEARCH

College of San Mateo (CSM) is a community college located in Northern California. They created the **CSM MANA[1] program** in 2015 in response to the need for targeted services and support for NHPI students on campus. The program includes a cohort-based learning community that assists students with their transition into college while promoting greater persistence among their participants.

The program provides support and guidance to assist participants with their academic pathways, including degree attainment and transfer success. The program also **provides a Critical Pacific Studies & Oceania Certificate, a specialized curriculum, and wrap-around support services**.

RESEARCH GOAL

The campus inquiry team at CSM pursued a study that would highlight the ways in which their targeted support for NHPI students can build awareness about the unique needs and challenges NHPI students were facing on campus and how the MANA Program was contributing to NHPI student success.

RESEARCH APPROACH AND FINDINGS

CSM used a mixed-methods approach, which included institutional data, program-level student data, and interviews. Findings revealed useful insight about the MANA Program:

› MANA students have many **intersecting identities** that can impact their experiences as college students, including being more likely than the overall student population to be the **first in their families to attend college** (52.4% vs. 47.2%) and entering college with more basic skills needs related to Math and English (48.7% vs. 35.2%).

› NHPI students were facing a number of other **unique challenges related to family responsibilities, work**, and challenges associated with **adjusting to higher education**. The program targeted these barriers through a number of interventions, which were found to have contributed to the success of NHPI program participants.

› A common theme in their qualitative analysis was the **importance of culturally sustaining pedagogy** taught by NHPI faculty members and the emphasis on developing students' academic identity relative to their ethnic identity.

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1 According to CSM, the name of the program is derived from the word "mana," which is rooted in the Pacific as a belief of supernatural power. It is a force that may be ascribed to persons, spirits, or inanimate objects. The motto of the MANA program is, "We Are Ocean." The motto refers to the fact that we are all connected through the ocean, which is integral to Pacific Studies.

**COLLEGE OF
SAN MATEO**

Continued from previous page

RESEARCH APPROACH AND FINDINGS

❯ Students described their experiences with the program as "welcoming" and a "comfortable environment" and that it created a sense of "family community" in the college.

❯ In an analysis of fall-to-spring persistence among a cohort of NHPI program participants prior to the COVID pandemic, they found that **MANA students had an 87.9% persistence rate** compared to 74.1% campus wide.

❯ For Pacific Islanders, MANA participants also did much better than non-MANA participants (84.4% compared to 68.7%).

RECOMMENDATIONS AND NEXT STEPS

The research that CSM engaged in produced findings that offer important insight for the program staff as well as the broader campus administration.

The research yielded important insight into the unique needs and challenges of NHPI students on campuses as well as how the program engaged in activities and built a community that resulted in positive academic outcomes for NHPI students. These insights can be used to:

❯ Inform the work CSM does with NHPI students as well as for programs at other institutions that seek to provide targeted support for NHPI students.

"I enjoyed the whole semester. Really since we had started school, this was the only class I wanted to go to. Even if it was through a screen, the class was the real deal. Fi and Wes (MANA Staff), you guys were really welcoming and made that comfortable environment not only for me but for everyone."

—CSM student

KEY THEMES

4

WHY WE MUST FOSTER &
STRENGTHEN PARTNERSHIPS

CAMPUS PARTNERS

UNIVERSITY OF GUAM

UNIVERSITY OF WASHINGTON

WHY WE MUST FOSTER & STRENGTHEN PARTNERSHIPS

Another important theme that this research project established is the need to foster and strengthen partnerships across the campus, as well as with the local community, to better support NHPI students in their pursuit of success in higher education. In the broader field of higher education research, studies have found that working collaboratively with different departments and offices can improve the undergraduate student experience.[18] Schroeder (1999) found that by bridging efforts and initiatives between student affairs (e.g., cultural centers, student involvement offices) and academic affairs (e.g., academic departments), colleges and universities can achieve various outcomes such as "improving academic achievement, retention, and educational attainment; fostering civic engagement through service learning; designing learning communities; creating undergraduate research opportunities; broadening community outreach efforts; and, developing diverse, inclusive communities that value understanding, acceptance and respect for human differences."[19]

As reflected in the makeup of the different Campus Inquiry Teams, members from across the campus came together to conduct research projects aimed at better understanding their NHPI student population and developing meaningful initiatives that addressed their needs and experiences.

In addition to developing and sustaining partnerships across the campus, forming meaningful connections with individuals, groups, and organizations external to the institution is also critical to the success of NHPI students. For example, fostering and strengthening relationships with organizations, such as local museums,[20] can provide students with service-learning opportunities to "gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility."[21]

Partnerships with local colleges in the region can also facilitate better support for NHPI students as well. One noteworthy partnership is that between two-year institutions and four-year institutions. Strengthening these connections between two-year and four-year institutions can involve establishing clearer articulation agreements.[22] Additionally, it would allow for more tailored advising and a seamless transition for students as they transfer from one institution to another.[23] By partnering with local organizations and institutions in the region, postsecondary institutions can work to better serve their NHPI students through a variety of opportunities.

Our campus partners at the University of Guam (UOG) and the University of Washington (UW) conducted research projects aimed at fostering and strengthening partnerships with external partners. Their studies highlight the importance of these relationships and how they can be leveraged to advance the success of NHPI students.

Photo: University of Guam

UNIVERSITY OF GUAM

BACKGROUND & FOCUS OF RESEARCH

The University of Guam (UOG) focused their research efforts on **understanding their transfer students' experiences** as well as **strengthening their transfer pathways** with neighboring institutions. Although UOG has made strides in supporting its students through various services and programs, there remain disparities in student enrollment and success between first-time, full-time students and transfers.

In 2020, UOG's student enrollment was 3,449.[24] However, on average, only 140 new transfer students had enrolled over the past four years. In addition, retention and graduation rates between these two groups differed. While the retention rate for first-time, full-time students was at 75%, transfer student retention only reached 73%. Moreover, six-year graduation rates for first-time, full-time cohorts was about 38% compared to 30% for transfer cohorts. These statistics are in alignment with trends discussed in higher education literature, specifically around the experiences of transfer students navigating four-year institutions.[25]

As Townsend and Wilson (2006) note, institutions often focus their programs and services on first-time, full-time students; consequently, transfer students are often an afterthought, which results in decreased retention and graduation rates compared to their first-time, full-time counterparts.

RESEARCH GOAL

The campus inquiry team at UOG sought to understand how transfer students were navigating the institution and the ways they could **facilitate easier transfer from institutions in the region**, such as College of the Marshall Islands, College of Micronesia-FSM, Guam Community College, Northern Marianas College, and Palau Community College.

UNIVERSITY OF GUAM

RESEARCH APPROACH AND FINDINGS

The campus inquiry team utilized data from student surveys, focus group interviews, regional campus meetings, and document analysis, UOG's research team identified three main themes. Findings revealed useful insight into transfer students and a number of ways they could improve their transition:

> Over a period of 11 years (cohorts 2010–2020), the average fall-to-fall retention rate for full-time transfer students was 69%, whereas the retention rate for full-time freshmen was 74%. On the other hand, the six-year graduation rate for full-time transfer students was 39% compared to the full-time freshmen graduation rate of 36%.

> Transfer students who persisted through three semesters were more likely to graduate than first-time, full-time students.

> During individual listening sessions with different regional campuses, all of the institutions expressed an interest in reestablishing the University Transfer Advising Specialist program to facilitate a smoother transition between regional campuses and UOG.

> There is a need to **establish points of contact and advocates for transfer students**, especially those who understand how to ensure students feel supported, welcomed, and understood on campus. For example, the UOG residence halls have made intentional efforts to diversify their residence assistants and engage dorm residents for governance and administering policies and procedures.

RECOMMENDATIONS AND NEXT STEPS

The findings from UOG's research study have prompted administrators, faculty, and staff to develop and implement solutions to **support transfer students** on campus as well as **strengthen their partnerships with neighboring institutions**.

> First, UOG will be reinstating the **UOG Transfer Advising Specialist program** at each regional campus. The specialist will work with students at the regional campus and support those who are interested in transferring to UOG.

> In addition to a Transfer Advising Specialist, UOG intends on establishing a **Transfer Student Advocate program**. Differing from the specialist, the advocate will be housed on UOG's campus and serve as the primary point of contact for incoming and current transfer students. Moreover, this individual will have the authority to function as a liaison on behalf of specific students in offices across campus.

> Lastly, UOG intends on **expanding their peer mentoring** efforts to offer transfer students a familiar program similar to their community college institution and provide them opportunities to build relationships with other members of the campus community.

UNIVERSITY OF WASHINGTON

BACKGROUND & FOCUS OF RESEARCH

The University of Washington (UW) campus inquiry team focused their research on UW NHPI students who were engaged in an established partnership with the Burke Museum (Burke). The opportunities at the Burke that NHPI students engaged with have provided educational support and a sense of belonging for them in the Science, Technology, Engineering, and Mathematics (STEM) field and the broader university community.

This is noteworthy because the current literature about historically racialized and minoritized students in STEM demonstrates the systemic barriers (e.g., absence of culturally relevant mentors and peers, cultural barriers, racial microaggressions, isolation, lack of sense of belonging) they face in academic spaces.[26]

UW's research provides a unique contribution to the current literature by describing the ways in which PI students are thriving in STEM through their research in collaboration with the Burke. More specifically, UW's research team explored the ways in which research opportunities at the Burke provided support for NHPI students, with specific attention to engaging with Oceanic research methods in STEM and connecting knowledge in relation to their family and culture. UW's research aimed to train students to see through research their culture as a source of knowledge and strength.

RESEARCH GOAL

The campus inquiry team at UW explored the extent to which an **understanding of one's culture from an asset-based framework** could then facilitate the expansion of students' research interests in STEM.

UNIVERSITY OF WASHINGTON

RESEARCH APPROACH AND FINDINGS

UW's research team collected and analyzed multiple forms of data from interviews, observations, surveys, Talanoa, [2, 27] and evaluations. Their findings revealed useful insight into the **power of UW's relationship with the Burke to promote success** among NHPI students:

❯ Research opportunities at the Burke for and by NHPI students had a positive impact on their sense of belonging to the academic community.

❯ While museums can be argued to be deeply colonial spaces,[28] the ways NHPI students engaged with research at the Burke made them feel welcomed, respected, and appreciative of leadership opportunities on campus.

❯ The partnership between UW and the Burke revealed that the designated research space created for **NHPI students increased their academic self-concept to thrive** in their academic discipline and the broader campus community.

❯ NHPI students took a strong interest in continuing interdisciplinary, group learning research that centered on Oceania at UW.

❯ Findings showed what possible institutional changes can look like in practice for NHPI students; for example, institutionalizing mentorship groups like Research Family, which played a significant role in the NHPI students' personal and academic development.

RECOMMENDATIONS AND NEXT STEPS

From UW's research, we gain insight as to how research and knowledge need to be relevant for NHPI students.

❯ Active, hands-on, and community-based approaches to NHPI students' learning best reflected participants' Oceanic values and learning styles, which further facilitated their deep engagement with the research and investment in their learning within the broader STEM field.

❯ When students, especially those in STEM disciplines, have an opportunity to learn, understand, and produce knowledge about their culture, they become more invested and highly engaged in contributing to the academic campus community.

❯ Additionally, students from the campus inquiry team acted as co-researchers in the inquiry process and gained professional development by cultivating their research skills.

❯ UW's research team is collaborating with UW's College of Arts and Sciences to create social media pieces related to the research conducted by Pacific Islander students at the Burke.

❯ Due to the work that the campus inquiry team at UW has done this past year, they are using their findings to apply for grants that would provide students with funding to continue participating in research activities that uplift their culture.

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2 Talanoa is a cultural practice, as well as a research method that Pacific Islander scholars employ to center Pacific Islander ways of knowing and being. It can be understood as a formal or informal conversation and exchange of ideas or thinking.

CONCLUSION AND RECOMMENDATIONS

This report demonstrates that there is a lot we can learn from a focus on NHPI students and the institutions that serve them. The research these campuses engaged in provides important insights into the unique needs and challenges of NHPI students, especially as it relates to family obligations, students' sense of belonging and their connection to their culture and community, and the barriers associated with normative practices that render them overlooked and underserved. Findings from this project also reveal the extent to which the capacity of institutions to better serve their students is dependent, in part, on their ability to use data and inquiry to inform their institutional practices and policies. In addition to the institution-level insight gained, we were also able to see what the research across these institutions could tell us about NHPI students and the institutions that serve them. Namely, we are able to gain valuable insight into the ways in which data systems have implications for the representation of NHPI students, the importance of intersectional approaches to data disaggregation for NHPI students, the important role of NHPI student programs and campus services, and why we must foster and strengthen partnerships on and off campus.

Key Themes in the Research and Implications for Practice and Policy

1

We Need to Improve the Ability of Data Systems and Practices

❯ **Aggregated data is a key barrier** to maximizing the potential for data to be used as a tool for addressing issues of equity and social justice for NHPI students.

❯ **Disaggregated data can reveal much-needed insight** to not only understand the needs of NHPI students as well as how an institution can target resources to address them.

❯ **More discussions between campuses about data practices are needed** to find out if they are similar or different across institutions and if it reveals a larger systemic problem associated with suppressing the representation of particular student groups.

❯ There is a need for a particular **focus on the collection and use of disaggregated data** and its relevance to institutional programs and services as well as broader equity issues related to policy priorities for the NHPI community.

(2)

Intersectional Approaches to Disaggregated Data Matters for NHPI Students

❯ Disaggregated data creates the ability to **focus on specific sub-groups**, which is critical to a focused analysis of NHPI students.

❯ **An intersectional approach to NHPI students** takes into account the intersections of race, ethnicity, gender, language, class, and other aspects of students' identities. These approaches are critical for addressing the unique needs and challenges they face related to college access, persistence, and degree attainment.

❯ There is a need for more support to help **institutionalize and sustain best practices** associated with institutional research. We need to better understand barriers to utilizing data and inquiry and provide resources and support to overcome these challenges.

(3)

We Can Learn from NHPI Programs and Services

❯ NHPI student **programs and services exist that require further assessment and evaluation** to better inform the efficacy of these efforts, determine where there is a need for a greater investment, and identify ways that they may be replicable at other institutions or for other student populations.

❯ Participatory action research (PAR) is an effective approach to inform best practices through the **involvement of a range of key constituents** involved in programmatic efforts.

4

Partnerships and Collaboration are Critical to Support NHPI students

> **Forming meaningful connections with individuals, groups, and organizations external to the institution** is critical to NHPI student success. This could involve connections from one institution or another or partnerships between an institutions and a local organization.

> These connections are critical for providing the **resources, capacity, and support** that addresses the unique needs and challenges facing NHPI students.

> **A sustained and deep connection with institutions** will further solidify the knowledge base that is needed to create strong partnerships, improve institutional best practices, and contribute to advocacy efforts that address the unique needs and challenges of the NHPI community.

5

The Role of Action-Oriented Research

> Powerful insight can be gained through a **collaborative, action-oriented research** effort and learning and exchange are key ingredients to creating sustainable practices related to the use of data and inquiry to inform practice and policy. This will create opportunities for campuses to learn in the community and build on each other's strengths and insights.

Photo: Mt. San Antonio College

Recommendations

These action-oriented research findings also inform federal policy recommendations that would better enable government agencies to both understand and address NHPI student access and success. Following are the different ways in which certain government regulatory and statutory changes would not only improve the data systems that tell us about NHPI student needs, barriers, and the strategies that impact their success, but also direct an increase in federal funding that would be made available to institutions to better serve these students.

Data Systems & Practices | Intersectional Approaches | Student Programs & Services | Partnerships | Action-Oriented Research

1

DATA SYSTEMS AND PRACTICES

Research Finding

❯ Data systems and practices must be interrogated and properly disaggregated to ensure accurate representation of NHPI students.

Institutional Recommendations

❯ Institutions and state systems should update data structures and practices to incorporate disaggregated categories and support institutional research offices' use of standardized data.

Policy Recommendations

❯ OMB's Directive No. 15[3] minimum standards and reporting categories should be updated to match the racial and ethnic subgroup categories of the Census.

❯ Department of Education (ED) should promptly Implement the FAFSA Simplification Act race/ethnicity data collection requirements in accordance with the Census racial and ethnic subgroup categories.

❯ Improve ongoing IPEDS and ED data collection and reporting to disaggregate data consistent with recommendations above.

3 Office of Management and Budget (OMB) Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity provides a minimum set of categories that Federal agencies must use if they intend to collect information on race and ethnicity. Source: https://www.whitehouse.gov/wp-content/uploads/2022/07/Flexibilities-and-Best-Practices-Under-SPD-15.pdf

Recommendations (Continued)

Data Systems & Practices | Intersectional Approaches | Student Programs & Services | Partnerships | Action-Oriented Research

2

INTERSECTIONAL APPROACHES

Research Finding

> Intersectional approaches to disaggregated data are critical to understand NHPI students' holistic experiences.

Institutional Recommendations

> Institutions should consider how lived experience (e.g., family caregiving responsibilities, part-time enrollment) intersects with NHPI students' educational journeys when providing financial, academic, mental health, and other critical supports to students.

Policy Recommendations

> Increase awareness (and frequency) of technical assistance offerings to help institutions in applying for US Department of Education Grants programs that focus on closing postsecondary equity gaps for underserved students.

Photo: College of the Marshall Islands

Recommendations (Continued)

Data Systems & Practices | Intersectional Approaches | **Student Programs & Services** | Partnerships | Action-Oriented Research

3

STUDENT PROGRAMS AND SERVICES

Research Finding

❯ Student programs and services that support NHPI students should be evaluated to determine what positively impacts student success and how successful practices can be replicated and scaled.

Institutional Recommendations

❯ Institutions should participate in learning communities that share information about how to implement effective student supports and systems.

Policy Recommendations

❯ Create a repository of student support strategies that have demonstrated positive outcomes for NHPI students.

Photo: College of the Marshall Islands

Recommendations (Continued)

4

PARTNERSHIPS

Research Finding

❯ Partnerships across campus and with the community are important to better support NHPI students.

Institutional Recommendations

❯ Institutions should encourage cross-department collaboration and build partnerships with community stakeholders.

Policy Recommendations

❯ Increase AANAPISI funding so that more Institutions of Higher Education (IHE) are eligible for more funding that can support community partnerships that focus on NHPI student success from college to career.

Photo: College of the Marshall Islands

Recommendations (Continued)

Data Systems & Practices | Intersectional Approaches | Student Programs & Services | Partnerships | **Action-Oriented Research**

5

ACTION-ORIENTED RESEARCH

Research Finding

❯ Action-oriented research that is collaborative provides powerful insight to inform practice and policy.

Institutional Recommendations

❯ Institutions should explore the potential for a collaborative inquiry-based approach to identifying best practices for addressing their unique needs and challenges.

Policy Recommendations

❯ Request that the Department of Education (ED) consider the following:

⟫ Create an invitational (i.e., optional) priority in the next AANAPISI grant competition that encourages partnerships between participating institutions to collaborate on identifying practices that improve student success or

⟫ Prioritize the next round of Postsecondary Student Success Grants (PSSG) to focus on institutional collaboratives

APPENDIX A: RESEARCH DESIGN AND METHODOLOGY

The research was guided by collaborative research with campus partners using participatory action research (PAR), which is an analytical and methodological approach that emphasizes direct and collaborative participation and action between the researcher and the target population. It seeks to understand the world by trying to change it following reflection through a cyclical and incremental process. Perhaps most importantly, based on the current literature, ethical considerations that focus on the needs of NHPI communities, PAR preserves their cultural values and histories, and interweaves reciprocity, a central premise to our research approach – not solely as a concept but as a practice. Thus, we utilize PAR recognizing the importance of community as a unit of identity. For example, one important cultural value among communities within the Pacific region is the centrality of voice and storytelling. PAR allows for flexibility so that participants are not simply answering questions, which is often the case in traditional research with rigid and structured interviews. Rather, PAR enables the research process to include engagement with the questions through ways that are most meaningful to participants while honoring cultural values and practices, such as engagement, reciprocity, and inclusiveness. The balance of power and agency is also crucial, especially for communities that have been historically marginalized, displaced, and dispossessed.

PAR is also an effective tool for institutional and organizational change. As a methodological approach, it helps to focus research on the strengths and resources within an organizational setting and approach inquiry from an asset-based framework and ecological perspective. Additionally, we believe PAR was the right approach from an organizational standpoint given the importance of integrating knowledge and action for the mutual benefit of all partners, and the potential for promoting a co-learning and empowering process that attends to different organizational dynamics existing in higher education. It was also useful for identifying ways to disseminate findings and knowledge to key constituents in order to promote institutional change.

The specific parameters for the scope of the research were focused on institutional, programmatic, and student-level participation and outcomes, with the goal of providing data-driven decisions on campus and generating findings that could be shared with a broader set of constituents in and outside of the state. Through a collaborative inquiry process, we engaged in formative and summative assessment and evaluation with the goal of leveraging findings to inform innovative and sustainable interventions while establishing a larger body of evidence on the role and function of institutions in the support of NHPI students.

Institutional Partners

Eight institutional partners participated in this project. Campus partners were selected through a Request for Proposals (RFP) process, which asked applicants to provide a brief description of their institution and how it will benefit from engagement in this collaborative research project. Interested campuses submitted a project narrative that described a particular challenge they were facing in serving NHPI students and how involvement in this project could help them address it. Additionally, the RFP included questions about an institution's ability to create an inquiry team of 6 to 10 people who could engage with the research team over the course of the project and a discussion about the ways the institution would share findings from the project with their campus community and other relevant stakeholders.

From the applications that were submitted, we selected eight institutional partners. Four campuses were located in Hawaiʻi and the U.S.-affiliated Pacific Islands and another set of four campuses were located in the continental U.S.

Campus-Level Engagement: Campus Inquiry Teams

At the heart of our collaborative research effort with postsecondary institutions in the Pacific Islands was the establishment of an engagement with 8 campus inquiry teams over 18 months. Our campus inquiry teams were inclusive of 6 to 10 members at each campus. The members represented different campus units, including admissions and outreach, academic and student affairs, faculty, and counselors. These members were identified in collaboration with campus leadership.

Over a series of meetings, we engaged each campus inquiry team with our research team, comprised of a principal investigator (PI; Robert Teranishi) and the UCLA research team. This research team worked with the campus inquiry teams to determine the focus and scope of the research,

gain access to secondary data, gather primary data, and collectively interpret the findings to generate actionable recommendations. Our goal was to pursue evidence-based innovation through a collaborative research process with the campus inquiry teams. Thus, the specific research focus was partially defined in collaboration with the participating campus inquiry teams.

The data collection was determined by: 1) the focus of inquiry that was informed by our first meeting with each campus inquiry team, and 2) the availability of existing secondary data at the campuses. Once data sources were identified, the research team provided technical support for the campus inquiry teams to conduct analysis and helped with summarizing findings for discussions within the campus inquiry teams. These findings were discussed within the campus inquiry teams in order to generate formative and summative assessment and evaluation, leverage findings to inform innovative and sustainable modified interventions,

and establish a larger body of evidence on the role and function of institutions in the support of NHPI students.

Regional Engagement: Learning Community of Practice

Another core activity was to support partnerships and mentorship between campuses through ongoing campus-level and systemwide learning processes. The Learning Community of Practice (LCoP) engaged our campus teams as a community of learners in order to gain exposure to the efforts of peer institutions as well as knowledge and resources that exist in the broader field. Specifically, we engaged the LCoP in facilitated discussions between peer institutions to help them share what they have learned through their individual research activities, assist each other with potential solutions, build collaboration across higher education practitioners in the region, and amplify the innovative approaches and experiences of particular institutions.

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Practitioners Essay

An Ethic of Care in Student Affairs:
Humanizing Relationships and Asserting Cultural Values at an AANAPISI

Aida Cuenza-Uvas and Demeturie Toso-Lafaele Gogue

ABSTRACT

As Asian Americans and Pacific Islander (AAPI) practitioners in higher education, we assert our cultural values to leverage important connections between members within the community. These values are centered on collective responsibility, demonstrating care for the community, offering respect, and acting with love. These values manifest through our daily interactions with others and in the spaces we occupy, whether it is in physical proximity or virtual settings. COVID-19, the unprecedented global health crisis that forced campus closures across the nation, along with tensions provoked by blatant racism, racial violence, and ongoing microaggressions, have reminded us that AAPIs are not immune to the injustices present in society. These environmental conditions have prompted negative self-perceptions, induced stressors, compromised physical and mental health, and destabilized income. Student affairs professionals have the potential to intervene, offering students guidance and support as they contemplate personal decisions (e.g., family health crisis, job loss, food and housing insecurities, unattended cultural practices) amidst these harrowing conditions. This article discusses how student affairs professionals at Mt. San Antonio College, an Asian American and Native American Pacific Islander-Serving Institution, utilized their cultural values and employed creative strategies to demonstrate an ethic of care and responsibility

for the student community amidst COVID-19 and the rise in violence toward Asian Americans.

ABOUT MT. SAN ANTONIO COLLEGE AND THE ARISE PROGRAM

Mt. San Antonio College (Mt. SAC) is a single-campus district located in Southern California in the East San Gabriel Valley. During the 2020–21 academic year, Mt. SAC enrolled 45,060 students with Asian (18.45 percent), Filipino (3.79 percent), and Pacific Islander (0.22 percent) students representing 22.46 percent of the diverse student body (California Community Colleges Chancellor's Office, n.d.). Since 2011, the college has been awarded two Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) grants, which provided federal funding to establish the Arise Program. The mission of the Arise Program has been to build a community of holistic support for Asian American and Pacific Islander (AAPI) students to (1) help them navigate their educational experience during and beyond their time in community college; (2) provide opportunities that recognize, validate, and honor their cultural values and identity; and (3) offer programs and services that enhance their personal, student, and leadership development. Through these intersecting activities, students work toward self-growth; identify and manage their "why's" as a college-going individual; and empower themselves to define and meet their goals while dealing with the challenges they confront along the way.

Student affairs practitioners in the Arise Program have leveraged their own cultural values to positively influence student engagement within the program. These values include collective responsibility, respect, love, and approaching their work with an ethic of care. According to Museus's (2014) Culturally Engaging Campus Environments (CECE) model, multiple conditions promote a positive environment for the holistic engagement of students of color. These include nine tenets: "Cultural Familiarity, Culturally Relevant Knowledge, Cultural Community Service, Opportunities for Meaningful Cross-Cultural Engagement, Collectivist Cultural Orientations, Culturally Validating Environments, Humanized Educational Environments, Proactive Philosophies, [and] Availability of Holistic Support" (Museus, 2014, 207). These conditions focus on the interactions between institutional agents and the students; that is, the CECE model focuses on the relational aspect. The CECE model implores institutional agents to ask critical questions of their work and the

environment they cultivate: How are students made to feel welcome? How do we ensure we are listening to their needs and primary concerns? How do we create affirming spaces that validate their sense of belonging, experiences, and feelings? How do we help students identify the strengths they bring with them from their community, such as social, navigational, and familial capital (Yosso, 2005)? These are critical questions that we at Mt. SAC repeatedly ask ourselves as we engage with students who come through our program. These questions became even more relevant as we thought about how we would address them within a virtual setting given the impact of COVID-19 on college campuses.

THE ARISE PROGRAM'S APPROACH TO SUPPORTING AAPI STUDENTS

The Arise Program provides support through academic advisement and counseling, peer mentoring, tutoring, and referrals to other campus resources (e.g., financial aid, student health, basic needs). Throughout the year, we build community with students through different student development programming, including small group and large group activities, with some activities offered as a single workshop (e.g., Fale Fono, Samoan term for "house meeting"), multiday event (leadership retreat), or a long-term project (Digital Stories), which address different topics related to personal development, academic soft skills, career exploration, cultural identity development, and leadership. We also expose them to other educational endeavors through conferences and educational fieldtrips that provide AAPI sociohistorical perspectives.

One noteworthy example of how we support students is through the Arise Student Action Plan! (ASAP!). Since the spring of 2017, the program has sent Arise students an electronic report on their academic progress after each major term. ASAP! is personalized for each student and reports both term and cumulative data on their English and math course completion, GPA, and percent of unit completion. Students were asked to respond to a survey using our Arise Canvas Hub to obtain their feedback on the ASAP! letter. One student wrote, "I feel that the ASAP was a great way to visualize the progress I made towards transferring. It provided important information that gave me a quick and easy way to gauge how much work I had done and how much I had to do." Another student expressed what part of the ASAP! they found valuable, "A really helpful area was where it said to 'check

in with a counselor.' This helps because I might not know that I should constantly be checking these areas and checking in because I am very busy with work and school. It's a lot to remember and keep track of so this part is helpful." Another student noted, "I feel good since there is ARISE who always keep on looking for us, they become our strong support that gives us proper foundation in progressing through our academic career." The ASAP! letter is a means for us to proactively engage with students by creating a "data selfie," which allows us to check in, provide updates, and remind students that we are a resource for their navigation of the college experience.

Applying culturally relevant practices in counseling and advisement is an important strategy when working with our AAPI students, some of whom depend on or factor in their families' input as part of their decision-making processes. It has required our staff to comprehend the perspectives of parents/families more fully, which sometimes conflict with that of the students' (e.g., values, motivations, priorities). In this process of inquiry, we also investigate familial knowledge of college terms, policies, and processes. Staff have spent time demystifying college systems, regulations, policies, and processes and interpreting ways to address resolutions to temporary but sometimes persistent barriers (e.g., tax records for financial aid applicants, nonresident reclassification for out-of-state students, enrollment concerns). In various situations, student affairs professionals have had to clarify Family Educational Rights and Privacy Act (FERPA)regulations—a federal law that protects the privacy of students' educational records—or process distinctions in program application requirements within the community college versus other country's programs (e.g., nursing programs in the Philippines vs. California community college). Staff strive to develop meaningful relationships with students, demonstrating their care for and commitment to understanding students' meeting their needs. This is an example of Museus's (2014) "humanized educational environments." When the campus closed, many of our students were grappling with the uncertainty and angst over when they could return to campus while sharing their personal dilemmas (e.g., online learning challenges, familial basic needs, mental health, feelings of isolation). Our weekly virtual check-ins were created to support the continuity of care where we could listen, process with, and communicate resources and updates regarding campus decisions. Students appreciated the sense of community that this provided as we helped them to prioritize their well-being.

As part of our collective responsibility, establishing trust is an important element in developing human relationships. It lays the foundation for staff to engage in teachable moments between themselves, the students, and, when necessary, the family. For example, in working with the Pacific Islander community, some students move from other geographic locations (e.g., American or Western Samoa, Hawai'i, Utah) to attend our campus. Necessary communication between the student, parent, and staff may be difficult to establish for different reasons. For some of our Asian American students, a portion of which are more recent immigrants, they may be less familiar with the U.S. education system or still managing language acquisition skills, which requires staff to be proactive in their approach in advocating for students. Different AAPI subgroups confront microaggressions, negative stereotypes, and external pressures that can affect self-confidence, impede performance, or discourage participation. For example, Asian American students have described pressures they feel in the expectation to succeed academically while worried about missing out on the social development opportunities in college or they have expressed lack of success in effectively balancing their social and academic life. Pacific Islander male athletes combat microaggressions, such as only being recognized for their athletic abilities and not their interest in academics. One student reflected, "People expect that we are only good in sports, and that we aren't smart enough for school. People expect us to fail, and not expect us to be anything in life" (Pacific Islander student, personal communication, April 10, 2013). The message, as another student put it, "Polys are not expected to succeed" (Pacific Islander student, personal communication, April 3, 2013).

We are obligated to serve the whole student. We have to be inquisitive about and understand the external factors that may influence the student's sense of self to help them determine how they will be able to journey through their educational path with intention and success. This requires us to infuse an ethic of care for the community in every moment we interact with them. According to Noddings (2012), an ethic of care requires an intentional willingness to take action. It is an act of love and care. In the Tongan culture, the term *'ofa* is described as exhibiting love, compassion, and humility while *fetokoni'aki* represents responsibility for others (Vaioleti, 2006). Our moral compass as educators is guided by such cultural values; intentional acts must support and encourage students if we are to enact such responsibility.

This is manifested in daily interactions with students, in formal and informal conversations, and during the activities that students attend.

In addition to providing targeted and culturally relevant programs and services, we have had to consider the uniqueness of each student's situation. The AAPI student demographic is a heterogeneous one (Gogue et al., 2022). As a result, a multitude of concerns revolve around their particular background, such as their understanding of the U.S. postsecondary educational system or California college systems; pursuit of athletics knowledge of athletic requirements and readiness to play (athletic eligibility, academic preparedness, affordability); food, income, or housing instability; sense of belonging; importance and degree of family involvement in student's decisions; resource gaps (e.g., financial, technology, academic, and soft skills); and emotional pressures (e.g., combatting isolation or home sickness, academic performance expectations). When a student's need requires attention to many of these concerns, especially when there is limited knowledge and awareness, we have had to be mindful of enacting "proactive philosophies" (Museus, 2014) to connect the student and their families to resources more efficiently and effectively. That is, the Arise Program staff served as a broker, communicating the needs between the student, their family members, and the institution in situations in which effective solutions or increased awareness was sought. There may be communication gaps or lack of transparency between the student and parent, which is a common reality. This is an important perspective to acknowledge, especially when working with AAPI students who actively involve their families or whose families are strong advocates. Staff must carefully navigate how to effectively respond to identified student support needs while promoting accountability and respecting regulations such as FERPA (e.g., managing disclosure of student records with student consent) intended to protect a student's right to privacy. The interaction with the student's family is also part of collective responsibility, which is central to AAPI communities.

ADJUSTING PROGRAMS AND SERVICES DUE TO COVID-19

Prior to the pandemic, the Arise Program hosted various in-person talking circles to allow students to come together to discuss critical issues regarding identity, navigating the college culture, and balancing academics and familial priorities. Specific talking circles were held among Asian students, Filipinx, male athletes (primarily Pacific Islanders), and Pacific Islander females to help us learn about

concerns within each group. During the pandemic, some of the issues raised during the in-person talking circles continued to be primary concerns for students during campus closure. The pandemic exacerbated students' experiences given that the public health crisis and forced shutdowns meant loss of income, health crises, new family priorities, and other individual concerns. When our campus closure occurred, staff recognized that a virtual space was not conducive for certain types of programming, such as our Digital Stories Project and leadership retreat, both of which require highly interactive engagement and lend themselves to participant vulnerability. Still, the Arise Program staff recognized the need for continued support for students and worked to determine ways to sustain engagement virtually.

Our main objective during the pandemic was to build an online community by (re)creating those spaces that fostered a sense of community among students prior to the campus closures. Not only did this bring students together but also it helped program staff remain cognizant of what students were most concerned about and their experiences in navigating this virtual space. As a team, we first focused on the concepts of "continuity of care," "community," and "normalcy" when reflecting on how to engage students virtually. We used Schlossberg's transition theory (Goodman et al., 2006) and the "4 S's" (situation, self, support, and strategies) as a framework to process and plan for our transition to virtual support services. More specifically, the 4 S's helped to frame our needs within a virtual context and explore creative ways to address them. This led us through a self-assessment of what we were confronting (situation), our strengths and areas of growth (self), online tools we needed to access and learn (support), and actions to take (strategies), such as develop/increase social media activity, create a means for centralized communication, and establish a way to promote consistent access to the program. As we operationalized these strategies, we reassessed our approaches and made appropriate adjustments based on feedback from staff and students. We determined that we had to triage our approach: create virtual space for frequent check in on students' emotional well-being, respond to questions and requests for counselor meetings, share real-time updates about the program, alert students to resources becoming available (e.g., technology loans), and create virtual events based on students' needs and wants. We realized the importance of responding to the crises (e.g., pandemic, personal challenges—students and staff—in adapting to the unforeseen event) by serving as a lifeline to campus, maintaining

structure in a chaotic environment, and enabling staff to capitalize on their creativity and initiative to learn and apply new skills as we adapted to a new environment while also learning together.

When the pandemic hit, it was early spring 2020. We were barely a few weeks in and we had just held what would be our last in-person event for an unknown period. Our welcome back event, held at the beginning of each major term, gave us the opportunity to reconnect with current students, welcome those new to the program, and share upcoming events and programming. During the initial campus closure resulting from the global pandemic, students were gravely concerned about family circumstances, capacity to learn online, purpose, loss of community, conducive space for study, mental health, isolation, inability to engage in cultural rituals, lack of technology, and adapting to a virtual learning environment and support services. As the pandemic and its resulting impact on higher education institutions unfolded, we focused our efforts on how to demonstrate care for the campus community and their families remotely. The Arise Program staff mobilized to create ways to easily access our resources virtually and to provide a means by which to sustain communication. We used two tools to maintain connection to our students and to facilitate support services. The first, Zoom, enabled us to create a virtual space to meet with students where we scheduled wellness check-ins and pivoted some of our programming. For example, prior to the pandemic, we hosted an in-person Fale Fono (our house meetings), which allowed students to discuss critical issues impacting their navigation of and success at Mt. SAC. Given the campus closure, we hosted the Fale Fono using Zoom, continuing programs that students were already familiar with through a virtual platform.

Zoom also helped us to later establish the Arise Virtual Front Desk (VFD), which served as the main portal for students to visit the program, meet with counselors, drop in for tutoring, and meet with a financial aid representative. Because students could not visit our on-campus facilities during this time, we scheduled time slots that a member of Arise Program staff would be in the VFD to greet students and coordinate the virtual spaces for meetings. This meant that an Arise Program staff member was always present during typical campus hours of operation. Zoom served as an integral tool, and its various capabilities enabled us to provide a lifeline to students, establish a regular means of communication, and facilitate support. The best way to describe the adjustment was that we were all learning

together. Students were so patient, appreciative, and compassion-ate in their understanding. The program relied on their willingness to learn, remained flexible, and encouraged students to talk openly about shared frustrations. The bottom line is that there was a mutual expectation of grace as we navigated through the practical challenges of technology and overall change brought about by a major event and shift in our daily norms.

In April 2020, Frank Harris and J. Luke Wood led a webinar discussing equity-minded practices in the student services online environment that staff found helpful. Based on seven recommended strategies, we used these guidelines to adapt our programming. These strategies reminded us to (1) consider the use of multiple platforms, (2) create a repository of information, (3) enact timely responses, (4) dem-onstrate an ethic of care, (5) use videos and virtual spaces, (6) maintain essential interactions (e.g., counseling), and (7) adapt in uncharted waters. As both staff and students searched for a sense of "normalcy," these efforts created a means for members of the campus community to still feel connected to the college space—an experience many desired in the midst of navigating the virtual learning environment. We missed walking about campus, seeing other students, and being in the space that for many felt like "a second home." At the beginning we won-dered how long it would take to reopen campus. None of us knew that it would last for nearly two years.

The second tool that we learned to use was Canvas, which was primarily an instructor's tool to manage their courses and commu-nicate with those who were enrolled in their sections. While Canvas has been a tool used by other members of the campus community, it was a new platform for the Arise Program staff and the majority of other Student Services units. Through Canvas, we created an Arise Canvas Hub, which allowed us to create a repository of information with links to campus resources. For example, students could access the hub and gain information around navigating the college experience during the pandemic, which included links to the COVID-19 Student Health Information. Students could also use the hub to access coun-selor appointment scheduling, online tutoring resources, transfer and graduation resources, and announcements both from the Arise Pro-gram and Mt. SAC at large. Overall, the Arise Canvas Hub afforded us the opportunity to centralize our services and easily provide students with a variety of virtual campus resources at their disposal. The hours it took staff to activate and build the hub to its current application was

a major undertaking. It required the development of a new set of skills to engineer the tool that was not packaged for student services.

Together, these tools have enabled our team to continue fostering a sense of community for our Arise students and staff. While these platforms have existed well before the pandemic, the move to an online learning environment required that we think about innovative ways to use these platforms to offer programs and services that became even more integral for many of our isolated students. As noted earlier, these tools led us to creating the Arise VFD to mimic the experience students would generally have when they arrive at the Equity Center on campus. Moreover, we centralized information about our services using the Arise Canvas Hub to ensure students were aware of the different services provided by Mt. SAC that students could not access virtually. By continuing to foster a community among our Arise students and staff, we witnessed opportunities to check in with each other, shared struggles, received support and validation from the community, and realized that we were not alone in our experiences. For Arise Staff specifically, they were able to challenge and broaden the ways in which they develop and sustain community both for the students as well as those outside of the Arise Program and institution. They were also able to share with other institutions about ways to use platforms like Zoom and Canvas to further support students at the AANAPISI Community Forums (ACF). The pandemic forced us into an online environment; however, through community, support, and a desire to center our students' needs and experiences, we were able to persist and thrive in this new age of teaching and learning.

ADDRESSING ANTI-ASIAN VIOLENCE AND CENTERING AAPI COMMUNITIES

Despite the challenges that a virtual environment posed for certain activities that we have traditionally held in person, we were still able to engage in meaningful programming. For example, one of the social issues that arose in relation to the pandemic was the rise in anti-Asian violence across the nation. The social unrest that resulted in acts of violence, discrimination, and racism invoked concerns and fears among the Asian American community for themselves, their family, and other members of the larger AAPI community as witnessed through social media as well as through stories that were shared. Using the skills that we developed for transitioning to an online format, we were able to host community talking circles using Zoom. Prior to the

pandemic, we hosted weekly talking circles on campus to bring students together to talk about critical issues impacting them and their community. Shifting to weekly virtual talking circles as a result of campus closures, these talking circles became a healing space where our community of students as well as staff, faculty, and administrators could reflect on their transition from being on campus to being in an online learning environment, and even the unfortunate events that ultimately transpired during the pandemic, specifically the anti-Asian violence.

One noteworthy talking circle that we hosted was in response to the Atlanta shooting, which took the lives of six Asian individuals. Our Zoom meeting had close to one hundred participants present, representing Mt. SAC faculty, students, staff, administrators, and even a member of the Board of Trustees. Similar to other talking circles, we provided a space for members of the community to gather virtually and reflect on these events and process their emotions with others. Those who were present shared how they were feeling and how angry they were at the event that unfolded in Atlanta. Given what we had learned during the beginning of the pandemic and our move to online instruction, we were able to use other tools to expand these talking circle conversations. For example, we used Padlet—a real-time collaborative virtual platform that allows groups to share resources, images, and messages as well as comment and react to other's posts using a virtual bulletin board—to further engage members, especially during this particular talking circle. Titled "Stop Asian Hate," members who were present during this talking circle could post comments (e.g., experiences, words of support and solidarity, and images that reflected their emotions) with the understanding that the space and its related tools for engagement were grounded upon rules of respect, bravery, and openness. The Padlet platform also included resolutions and organizational statements on anti-Asian hate (e.g., Board of Trustee resolution; the college president's message to the campus community; African American Male Education Network and Development's [A^{2}MEND], Asian Pacific Americans in Higher Education's [APAHE], and California Community College Organización de Latinx Empowerment Guidance & Advocacy for Success [COLEGAS] AAPI statements), historical information of anti-Asian racism and links to related articles, and personal reflections from various members of the community. Using Padlet during this talking circle was a virtual representation of community engagement,

especially as the platform updated in real time as members present posted their thoughts and reflections on the topic. Moreover, the platform allowed for anonymity; participants could freely share without fear of being identified. This would have been difficult to achieve if we were together in person. One anonymous comment read, "I felt nauseous when I read the details of the shooting . . . I'm very afraid, I don't feel confident in the political and historical changes." Another participant wrote, "I don't know what's stronger: my fear of being racially profiled or the pandemic? It's been getting so hard to live day to day knowing that something so intangible could put me in danger. #StopAAPIHate #BLM #StopRacism." Given our use of Zoom and the sensitivity of the topic, mental health counselors and academic counselors were available in the event students wanted to have a private conversation in a Zoom breakout room.

In addition to holding space for members of our community to reflect on the anti-Asian racism, discrimination, and violence, we also recognized the importance of cultivating space to continue learning and celebrating our AAPI communities, especially during Asian Pacific Islander Heritage Month (APIHM) in May. Because Zoom allowed folks to speak and present from any location in the world, we took advantage of this opportunity to invite guest lecturers and speakers who could talk about the legacy of AAPI communities. Faculty held a talk on the sociohistorical perspectives of "Yellow Peril." Dr. Russell Jeung from San Francisco State University's Asian American Studies and stopaapihate.org presented on the current climate and rise of violence against Asians during the pandemic. Female Asian actress Kelly Hu discussed her experiences with stereotyping and discrimination in Hollywood. Finally, Chef Sam Choy, a guest speaker for the "That's Major: Business Edition" shared stories about cultural lessons he derived from his family that have driven his success as a renowned chef and restauranteur. Through each of these guest speakers, the message of pride for AAPI communities and their heritage was resounding. Coupled with these virtual speaking engagements, we also used Padlet to celebrate members of our campus community. AAPI students shared how they celebrated their heritage. Moreover, AAPI staff, faculty, and administrators were encouraged to respond to the following prompt on Padlet: "What does it mean to you to be an AAPI educator?" Finally, Arise Peer Mentors posted videos they created, documenting aspects of their culture and traditions to share with the campus community. Similar to our Arise Canvas Hub, we also included links to various

resources (e.g., stopaapihate.org, mental health resources, and library research guides) on Padlet should students need additional support and information. The talking circle, APIHM events, and the use of Padlet supported a virtual space for community validation, program support, elevating conversations about AAPI communities and solidarity, sharing community resources, and documenting participants thoughts and expressions about the events we hosted.

In the beginning of the pandemic, we were in constant communication with students around plans for their return to campus. However, students' needs evolved as it became clearer that campus would be closed for an undetermined amount of time. Thus, students were no longer asking about when they would be able to return to campus. Instead, it was how do they thrive in isolation, away from their peers; how do they stay attentive in their courses when their home environment may not be conducive to their learning? When we held weekly check-ins that our Arise Peer Mentors named "What's Up Wednesdays," we asked students to tell us what kind of events would be helpful to them. Their responses included fun virtual gatherings to destress, tips for mental health, learning strategies, and virtual workouts. Given the number of personal distractions and challenges students faced, we had to adapt programming to realign with students' interests and consider ways to take advantage of virtual events. Our Arise Peer Mentors were attuned to the needs of their peers and created intentional programming as a result. For example, the Arise Peer Mentors coordinated the "That's Major" event, a career exploration presentation series. Given what we as staff learned about facilitating events in a virtual space, we were able to pass this knowledge on to our students and guide them as they prepared for this series. They took on tasks to invite guest speakers from various industries, a general counselor, and a program representative to offer insight and advice on the featured major. In the spring of 2021, the series included nursing, business, arts, STEM, and undecided. The Arise Peer Mentors fielded questions, facilitated the agenda with the speakers, and led a Q&A segment between the speakers and students. Guest speakers were able to offer advice on soft skills and share their educational journey and experience. The event attracted many of our AAPI students who were navigating the decision process around choosing a major. Given its popularity, the "That's Major" series will continue and be delivered as a hybrid model so that we can continue to bring guest speakers from other parts of the country.

It has now been about two years since we have operated virtually. During this period, we have had two groups of graduates/transfers. We met students for the first time in person at a graduation fest drive-through event hosted by the Student Services Division at Mt. SAC. The grad fest was a collaborative event between the different Student Services programs (e.g., the Dream Program for undocumented students; the Aspire Program for African American students; and our REACH Program, which focuses on foster youth students) where students were able to pick up their complimentary cap and gown, food pantry items, and various graduation recognition items from the different programs. Students were appreciative of the different gifts that we were offering, and they were even more excited to see people from campus during this celebratory event leading up to commencement. For some staff members, it was their first time meeting students in person because all their prior engagement took place virtually. The human connection that we had missed was mutually felt at this Student Services–sponsored event. As we send off our graduates and welcome in a new cohort of students amidst the pandemic, we anticipate another transition of (re)building our community while sustaining hybrid modes of engagement. We will (re)learn what students are interested in, what they need, and the ways in which they would like to engage. That is, we will consider sending out preliminary surveys to students to understand the contexts in which they are situated in prior to starting in the fall and develop programs and services to ease their transition to the online learning environment. This will afford us the opportunity to revisit and redesign activities and events that we have not been able to offer. For example, during the pandemic, we were unable to continue our Digital Stories Project; however, the pandemic and these various virtual platforms have inspired creative opportunities to get students to document some of their experiences at home and how this translates to their virtual campus experience.

The fall term is a period of adjustment as community colleges across the state are returning at different rates and vaccination requirements and COVID-19 testing become a part of campus life. Relearning today's students' interests begins with our observations of student engagement and participation while taking stock of the challenges we encounter as we implement programming efforts. As we continue to adapt to this new form of learning and the various challenges and opportunities it presents, we have to reimagine what college life looks like in a hybrid environment. We will need to consider focus groups,

surveys, and reflection on semester outcomes to assess and determine what students' expectations are of their college experience and how they have shifted, if at all, as a result of the pandemic.

LEARNING FROM THE PAST AND PREPARATIONS FOR THE FUTURE

As we forge ahead anew, taking the lessons we have learned by working through the pandemic about how we center the continuity of care for the community and practice collective responsibility, we will emerge as we have been—a culture of practitioners who have found creative ways to connect and support our students in ways that transcend physical spaces and flow into virtual environments as seamlessly as possible. What we learned at the beginning of the pandemic and the unprecedented experience of moving entirely into a virtual environment will inevitably shift yet again as new technology is created and different platforms are developed. As a result, student affairs practitioners must remain open-minded to the possibilities as we prepare for our return and consider models that have worked and been more accessible for our students (e.g., student adaptation to online environment, resource utilization, college socialization). We will likely employ hybrid modes of engagement where possible. Some of the challenges that students faced, which seem to have been amplified during the pandemic, will continue to impact our students well beyond the pandemic. We will need to remain cognizant of the student's human ecological framework—the micro-, meso-, exo-, and macro-systems (Bronfenbrenner, 1994)—that provides a framework to understand the interactions between the students and their environment (Renn, 2003). In this student-environment theoretical framework, Arise is well positioned in both students' mesosystems (i.e., between their home life and campus life, whether in person or virtual) as well as their microsystems (i.e., their interpersonal relationships that they have with peers in the Arise Program as well as the Arise Program staff). Our relationship with our students is in constant flux as students come through the program during their time at Mt. SAC, and even as they transfer to other colleges or graduate and enter the workforce. The pandemic has also shown us that we can sustain the relationships of our alumni virtually, allowing us to keep informed of their progress and invite them to connect with current students. It is these relationships and interactions that can support students' progression and success within their college trajectory. As we think about our role as AAPI higher education practitioners, it is imperative that we lean into our cultural values to guide

our work and inform our approach to sustaining relationships both in person and beyond physical space. While the pandemic prompted campus closures for nearly two years, our values continued to inform our programs and services, thereby promoting an ethic of care for our students and the community at large.

ACKNOWLEDGMENT

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DR. AIDA CUENZA-UVAS directs the Arise Program at Mt. San Antonio College, which was established in 2011 as a first-time Asian American Native American Pacific Islander Serving Institutions (AANAPISI) grantee. She was a California community college transfer who earned subsequent degrees in Urban and Regional Planning (B.S.), Counseling, Student Development in Higher Education (M.S.), and Community College Educational Leadership (Ed.D.). Her dissertation, "Voices from the Pacific: Narratives of Pacific Islander Students Attending a California Community College" focused on Pacific Islander students' reflections on factors that influenced their lived experiences as college students, including their descriptions of interactions with institutional agents. Dr. Cuenza-Uvas is actively engaged with the AANAPISI planning group that leads the annual preconference session during the Asian Pacific Americans in Higher Education (APAHE) national conference. During the pandemic this planning group developed the AANAPISI Community Forum (ACF) and transitioned to a virtual format, wherein AANAPISIs across the nation received presentations, shared best practices, and discussed challenges. She has presented on Mt. SAC's AANAPISI projects at the CCC Student Success Conference, NASPA, APAHE, AACC, and NAISA (New Zealand).

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Summer 2022 Arise Student Leadership Retreat Survey Results

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. Developing communication and leadership skills of Asian and Pacific Islander students is among the main objectives of the grant. During the Summer 2022 term a retreat was held for Arise program students who demonstrated interest in improving both their leadership and communication skills. During the three day retreat the students were asked to complete evaluations of the day's events. This report summarizes the findings of those evaluations.

Leadership Retreat 2022 Survey Results

What was your animal from the communications workshop?

Response	Count	Percent
Bear	4	12%
Owl	9	26%
Rabbit	4	12%
Tortoise	17	50%
Total	**34**	**100%**
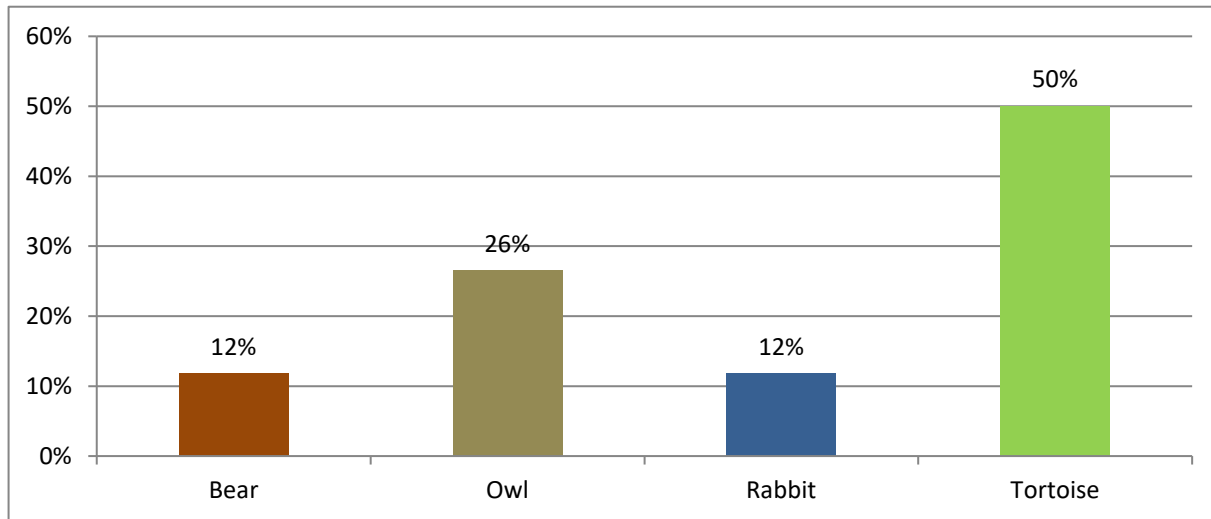
50% of the students reported that their responses to the the "Communications Workshop" quiz placed them in the "Tortoise" category. The groups with the least number of students were the "Bear" and "Rabbit" groups.

Leadership Retreat 2022 Survey Results

Based on the Communications Workshop, how can the characteristics of your animal help you be a better leader?

Bear
Help me to communicate and work with others.
The characteristics are straightforward and to the point. Which, will help and be much easier when telling and explaining to others.
The persistent,and hard working
There is never be one leader but we need team work to get successful, leader should not walk on the front, but working together.

Owl
I can ask others for advice on what I can do better to become a better leader. I can also think before I act. Lastly, I can be more emotional.
I think that being well in organization is a critical aspect for a leader to have.
I used to work with the people who have the same identity, and it did not work so well. so having people from different working style is helpful.
It can help me understand myself and others better so that I know how to utilise my strengths and work on my weaknesses to become a better leader.
It helps me better understand my strengths and weaknesses and how to work with different people.
Knowing both my strength and weakness helps me open mind and learn something new.
The animal is a very good symbol to represent the character traits and make them easier to remember and define. By using the different animals we have the better understanding of the different styles and how we can work together better !
Understand how i think and accommodate to others in teamwork

Rabbit
Have more patience
It can help me by knowing more about myself and my strengths and weaknesses. Moving forward, I know what to improve on and manage.
Rabbits are known to be pretty fast paced thinkers and tend to be quick to make decisions in tough situations.
They help me to better understand my interactions with others.

Tortoise

Be more patient when trying to biuld relationships with others

by being a tortoise i can be more empathetic and understanding towards my peers

Helps me understand myself better in my own personality, which some of those traits are the ones that I am shy to acknowledge myself as.

I believe that by using clear communication and alerting me of changes no matter how minor, I can be able to adjust to the

I can be a more understanding leader and learn to properly communicate my feelings.

I can use the characteristics of the tortoise to promote more communication within the group and help others feel heard.

I learned my strengths and how to work with other types of leaders.

I learned that being empathetic will help us understand how other animals work, and thus help us become a better leader.

I think that I learned alot about what kind of leader I really am, and how I work with others. It helped me realize my strengths as a leader and how I can help others with those skills.

Probably connect more with people and become less introverted.

The characteristics of my animal include teamwork and effective communication. This can help me become a better leader because these aspects help with unity and it allows everyone to voice their opinions even if it is different. It also allows everyone in the team to be vulnerable with each other, and it teaches the leaders to guide those who are more quiet to also contribute to the team as well.

The characteristics of my animal include teamwork and effective communication. This can help me become a better leader because these aspects help with unity and it allows everyone to voice their opinions even if it is different. It also allows everyone in the team to be vulnerable with each other, and it teaches the leaders to guide those who are more quiet to

The characteristics of the tortoise as defined per the worksheet focus on the Kollective aspect of leadership. By supporting and grounding the people we work with, we can attempt to find some sense balance or synergy to enhance cohesiveness within the group.

The helped with the understanding of others, abd how we all are different from others.

They can help in taking task on a easy pace and understanding well and communicating with everything so everyone is on the same page ans everyone has the input in task.

Yes

Leadership Retreat 2022 Survey Results

Which of the following describes how you feel about the Communications Workshop
(check all that apply).

Response	Count	Percent
I can use what I learned to better understand why I do the things I do.	25	74%
I can use what I learned to better understand others.	16	47%
I would like to know more about this topic.	9	26%
I would like to do this with others I know.	7	21%
Total	**34**	

74% of the students reported that they could use what they learned to understand why they do what they do. 47% also responded that they could use what they learned to better understand others.
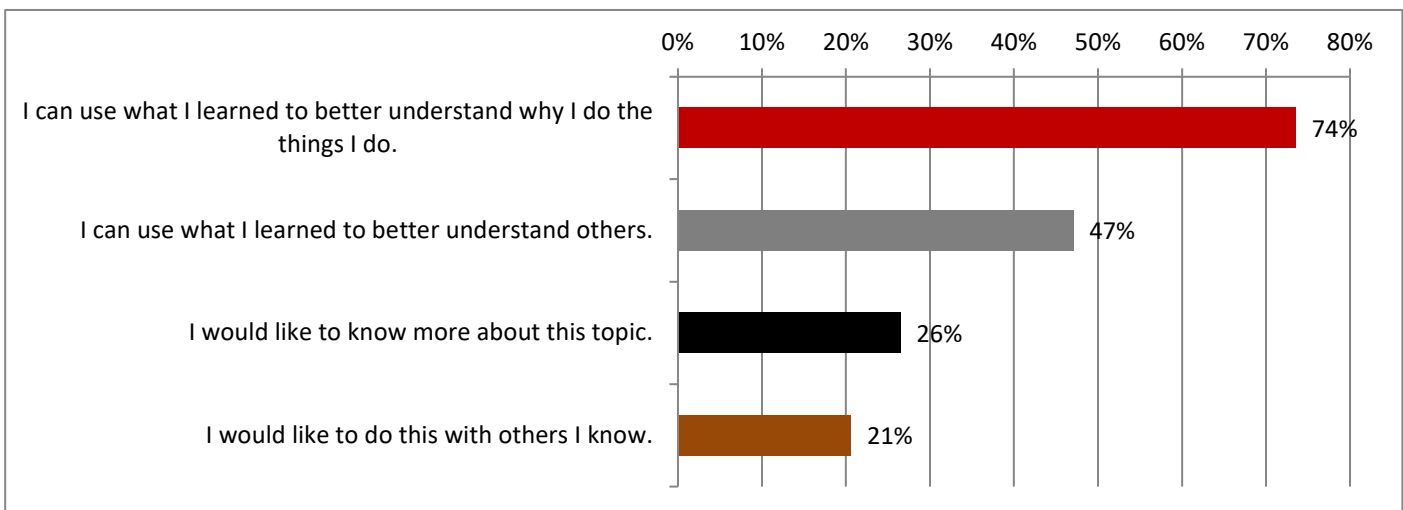
Leadership Retreat 2022 Survey Results

Leading with Kindness Workshop

Which of the four areas from the Leading with Kindness workshop do you think is your strongest?

Response	Count	Percent
Empathy (imagining yourself in someone else's situation)	10	34%
Compassion for yourself	3	10%
Having a philosophy of kindness	9	31%
Core Values	7	24%
Total	**29**	**100%**

Missing responses=5

34% of the students identified "Empathy (imagining yourself in someone else's situation)" as their strongest

Leadership Retreat 2022 Survey Results

Leading with Kindness Workshop

Why do you think this is your strongest area?

Empathy (imagining yourself in someone else's situation)

Because having empathy for us first make our life easier if we didn't feel our emotions, how we gonna help others.

during this retreat i really loved listening to everyone's stories and struggles because it made me realize that there people who have similar struggles as me and similar stories so being able to emphasize, relate and listen to them was very comforting !

Empathy keeps me calm and collected. Allows me to keep an open mind and not jump to conclusions

I can relate to people's emotion and ideas easily and put myself in their shoes

I feel as though i can easily empathize with someone regardless of the situation

I think I can relate to someone a lot even if I didn't experience what they went through. I try to put my self in their shoes and I would try to reason why they chose or did what they did.

I think this is my strongest area because growing up i didn't have many things and i went through a lot of tough things and i know several other people have gone through similar things. And i believe that i can relate with them and connect with them on a level that's deeper than blood.

I was able to deflect a problem because i was able to see things through his pov.

My strongest area is empathy because I am active listener and love to listen stories.

Compassion for yourself

Because i am hard on myself

i learned that decisions and choices for myself are important and putting myself and feelings first are first and foremost important and i can't help others if I'm not ready or capable of it.

I think my strongest area is my own self-imagine. Having a clear self image and believe in yourself is a foundation of being a good leader, because nobody can lead without knowing themselves.

Having a philosophy of kindness

I have really learned to develop it throughout this camp.

I realized just how important it is to treat others with kindness. How it can change someone's day or even cause then to pass on the act of kindness to others.

It's a structured way to implement kindess in a variety of ways.

Kindness

others.

Kindness is a free and the most easiest way that people can show their appreciation and love for one another.

Leaders build connections with members, so team efforts work.

My strongest area is my sense of kindness.

Why do you think this is your strongest area?

Because i want to stick to my routes and not lose my identity. Wien i stick to my core values people will know what type of person i am.

I believe that from a young age, I was taught to never change my core values for peer pressure from people.

I spend a lot of my time thinking about what I value and why I value them, so the way I treat people and the way I view certain issues reflect those values. I try to make sure that those values and philosophies define who I want to be in the world and wha

I think I recognize and understand my core values.

My core values are my strongest area because they are the ones I practice the most. For instance, I try to practice self-discipline as I view it to be important in regards to my development as a person, as well as my professional development.

My strongest area is self-awareness.

We found our own Abilities and talents

Leadership Retreat 2022 Survey Results
Leading with Kindness Workshop

Which of the four areas from the Leading with Kindness workshop do you think is your weakest?

Response	Count	Percent
Empathy (imagining yourself in someone else's situation)	3	11%
Compassion for yourself	19	68%
Having a philosophy of kindness	3	11%
Core Values	3	11%
Total	**28**	**100%**

Missing responses=6
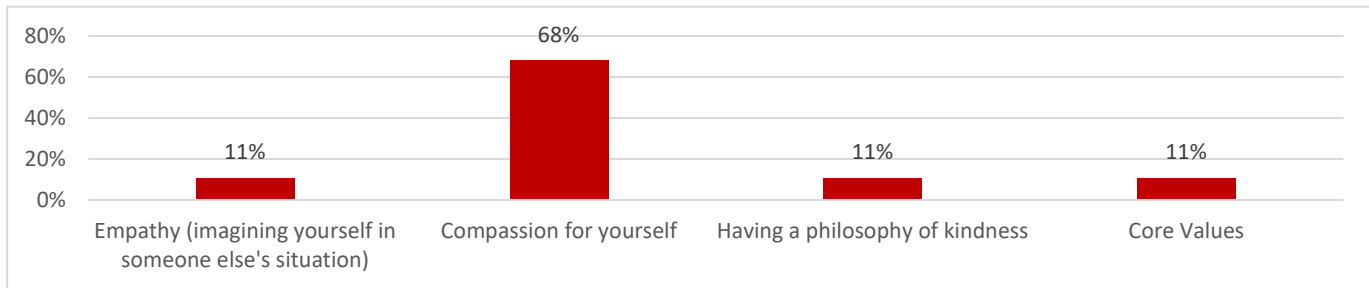
68% of the students identified "Compassion for yourself" as their weakest trait.

Leadership Retreat 2022 Survey Results

Leading with Kindness Workshop
Why do you think this is your weakest area?

Empathy (imagining yourself in someone else's situation)
I had always thought that empathy was one of my biggest strengths and characteristics, but now that I've become an adult and had a lot of time to reflect on my teenage years as well as having a job has made me realize I have less empathy for other people than I realize. I tend to think of myself first, and it isn't until I reflect on everything at the end of the day that I should've said or done something different to show that I empathize.
I think my weakest area is to care about other peoples actual feelings. Because in the military we train to kind of ignore personal feelings in order to complete difficult tasks but out side of military I need to work on that.

Compassion for yourself
A lot of times i feel as if i am not enough but the retreat has made me realize a but more that i have some typa worth.
Difficult to be happy with myself
I beat myself up a lot
I don't really see having compassion for myself because it was my decision to do what I did and I live with what results I got.
I feel like i tend to be hard on myself even for the littlest things
I find it hard having compassion for myself because I am my own worse critc. I show others the respect they deserve but sometimes I don't even show that to myself.
I have always been a perfectionist, I need to give myself more liniency and room to grow
I have always have been an over thinker and I believe that due to that, I am really bad at having compassion for myself as I always doubt myself and motives .
I have struggled with loving myself and taking care of myself for the longest time. I am working on myself now and trying to
I think about others before I think for myself.
I think this is my weakest area because i didn't really love myself growing up. It was a struggle for me to learn about and practice self-love and even now i struggle with it since i doubt myself quite a bit.
I used to having too much self judgement.
I usually don't take the time for myself to wind down and focus on the things that may bother me of being me down.
In my culture we always put other people before ourselves so I'm used to giving all my rations to people and leaving one bite for myself.
It is difficult to be compassionate to yourself when you're hard on yourself in the first place. I always think I need to keep working instead of taking that well needed break.
Self love is not as strong as others
Sometimes I forget to pratice self-care and meditation
The weakest area is being used to comfortably situations.
This is a weakness for me because i constantly put others before myself, I always tend to look after people and help as much as i can, that i often times forget that I also have to prioritize myself.
Leaders build connections with members, so team efforts work.

Having a philosophy of kindness
Because I'm harsh on myself
Having a philosophy of kindness just help us but didn't give us strength to fight with problems of others.
Sometimes i get impatient when things aren't going the right way. Definitely something i gotta work on.

Core Values
I have never dedicated much time to improving them.
i still think that my core values are everywhere and i need to talk and process with the list.
None

Leadership Retreat 2022 Survey Results

Leading with Kindness Workshop
What is one thing you plan to do in the future to practice self compassion?

| |
|---|
| By surrounding myself with people who care about me and see my value, even when I can't see it myself. |
| Give myself affirmations. |
| Have regrets and feel sorry for myself? I'm not sure about this question. |
| I am going to remember the actions of self compassion I learned and use it to influence others to do the same in a positive manner. |
| I plan on staying with one decision and not changing it due to overthinking. |
| I plan to think about the little things that people do that better my day and translate that onto other people's lives. For example, I feel like sometimes when people give compliments, they don't realize how impactful it can be because even if it is just a small moment, the person receiving the compliment may remember it for a very long time. |
| I understand myself and listen to my heart. |
| I will always remind myself that I am not perfect, so are every humans |
| I will make sure to take more breaks and to not overwork myself. I will teach myself that it is okay to rest and that it doesn't make me weak. |
| I will start doing more activities which emphasize these principles. |
| Is by having understanding of myself. Support, love and confidence in myself that I am not less than other. |
| Is to try and not be so judgemental of myself |
| Learned that there is different way to communicate |
| make choices that benefit my mental health |
| One thing i plan on doing to practice self-compassion is to read books about self-love and have a small journal with daily words of affirmation. |
| Practice doing things for myself and not worrying about how it will affect others. |
| Prob need more therapy lol |
| Remind me to be kind to myself. |
| Repeat compliments toward myself even though I may not agree with them. |
| Self reflection. To think and reflect what I said or heard during the day. |
| So small things to success and love myself more |
| Something i wanna do is make more time for myself. Many times we get caught up the worldly things and forget a out ourselves. So have self respect and esteem for myself. |
| Surround myself with positive people. |
| Take it easy |
| To be able to put myself first. |
| To go out of my comfort zone. |
| Try to combat the irrational thoughts daily |
| Whenever I get tired, I'll try and remind myself to take a step back and just breathe. Everything around me tends to be so fast pace and even my thoughts can be that way too, so allowing myself to just step back and breathe i think would be very benefic |

Leadership Retreat 2022 Survey Results

Which of the following describes how you feel about the Leading with Kindness Workshop

(check all that apply)

Response	Count	Percent
I can use what I learned to better understand why I do the things I do.	23	100%
I can use what I learned to better understand others.	22	96%
Total	**23**	

Missing responses=11
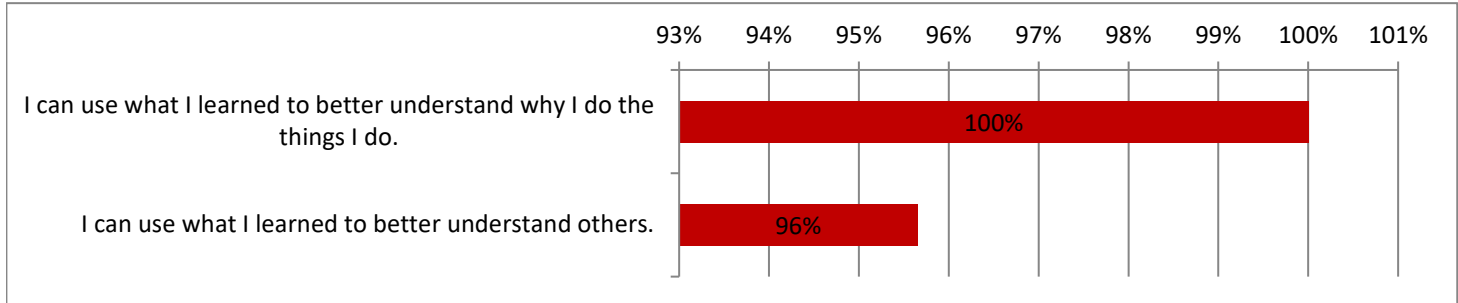
100% of the students who responded selected "I can use what I learned to better understand why I do the things I do." when asked how they feel about the Leading with Kindness Workshop. 96% of the students also reported they could use what they learned to better understand others.

Leadership Retreat 2022 Survey Results

The Masks We Wear Workshop

What is one thing you would like to share about what you learned or felt as a result of the workshops on the masks we wear.

All of us don't want to appear vulnerable to the people we meet. But it's necessary to do so for growth.

Arise is a good program

As a result of the workshops, I feel like us students really bonded together during our time together and the masks we may wear out in public were all taken off in the space between us and we were able to show our true selves.

Diversity helps me understand each other.

Everyone has a story behind the actions they do, and often times people tend to judge what's on the outside rather than understand what's on the inside. No one knows you better than yourself.

Everyone has struggles and you're not alone

I did lean so many now things about leaders. How I am and what I can improve.

I feel like everyone have emotions no matter how heartless they are.

I feel that the masks we wear are a way to protect ourselves and while some people may claim that people like to hide behind it, I would argue that people can also find a sense of comfort in it. It isn't until we reach a level of self actualization and understanding for ourselves that we take those masks off and realize our potential and change we can bring to the world.

I feel that the team building exercises we did in the workshops helped me understand that depending on how you view and use it, masks can be good or bad. You should not hide who you are, but there may be "professional" masks that can be used for work purposes.

I felt amazing. I learned a lot and had a lot eye opening moments. I am already looking forward to attend more events like this in the arise program.

I have learned to be a leader you have to care for your own self to help other

I learned that every person have it's own story.Also, everyday in my humble opinion,I learn something new everyday.

I learned that everyone have problems just I am npt the only one, after listening to others problems I realized everyone life is similar to me.

I learned that to not be so hard on yourself even for the little things

I learned to be a leader

i never speak out or am vocal about my past or about my feelings but now i feel heard and ready to express myself.

I really enjoyed the opportunity to hear so many voices and learn about their experiences.

If I want others to take their mask off. I have to show my honesty first

I'm still not true to myself

It's ok to wear masks to present oneself but everything is about a balance and we should try to embrace who we truly are in the end

One thing i learned is that I'm not alone and that i have a family at Arise and that i can go to them when I want and need.

That everyone is struggling you are never alone.

They are sometimes very important

We are multifaceted individuals that change masks as necessary.

We don't define what we are.

Whenever I get tired, I'll try and remind myself to take a step back and just breathe. Everything around me tends to be so fast pace and even my thoughts can be that way too, so allowing myself to just step back and breathe i think would be very benefic

What is one thing you learned from the Arise to Leadership workshop?

A leadership is one of the most important topic I learn in fun activities.

Be humble and grateful. Keep your intellect high and be a good humans.

Camaraderie.

Communication

Don't be afraid to try something new.

Empathy

Everyone is struggling through something, and I feel less alone.

How to be a better leader.

How to be more compassionate towards others

Working with different people in area that they can improve.

I find in workshops were all inclusive to every person provide And included, different views are all the same message

I learned how different everyone's culture was and I was shocked by how diverse it was despite it being a program for Asian Americans and Pacific Islanders. In high school, although there were Asian Americans, very few people were immigrants like me. However, there were so many immigrants here which made me feel normal and safe. The Arise Leadership workshop also taught me how courageous it is to be a leader and how we can be a leader in all aspects of life because it's not just restricted to assigning someone a role as a leader. It's about taking initiatives, kindness, communication, understanding and ambition.

I learned how to be compassionate

I learned how to gout out of my comfort zone (still learning)

I learned that a lot people went through similar hardships with me and can relate to my experience.

I learned that everyone/anyone can be a leader, we all have qualities to be a good leader, it's just that we oftentimes doubt whether or not we're actually good enough to lead. However, I think it all depends on the impact you leave on others.

i learned that i am a tortoise and have a very empath mindset and i'm too important too loose myself in someone else.

I learned that inclusion in teams are what make them thrive.

I learned that the various ways people work together can lead to harmony rather than discord. It may be difficult if we put a rabbit, a bear, a tortoise, and an owl together, but good leaders will know how to work with one another.

I learned that we all came from different scenarios and backgrounds, and that taking that step of faith towards leadership can really make a difference in not only your life but for others as well.

I learned the different types of leadership roles and how one may function and what the other types of leadership roles can try to relate to each other and better understand each other

Is that making life easier is not hard, we just have to change our thinking about our mind and emotions.

Learn to trust others without the mask

Learned how to communicate with others and on stage

Sharing and communication with other students.

That there is a Leader in all of us and that we can always work everyday to become better, stronger and amazing leaders.

To be used to comfortable situations.

To take a leap of faith.

Leadership Retreat 2022 Survey Results

What is one small step you can take to find the courage to become a leader?

Be humble with others.

Be less overthinking if being imperfect

Being initiative

Believe in myself first before helping or leading others

Have self-esteem and confidence. Be kind, positive attitude and gratitude. Just be a good human and everything will fall in place.

I am not sure yet

I need to do small things that will help me step out of my comfort zone. I need to take initiative and talk to people and be vulnerable with them first to help them be comfortable, which will help me be an empathetic leader.

I normally get nervous and slur my words when I'm speaking publicly so I want to improve on that to find my voice and make my team be able to communicate easier with me.

It would be leaving your ego at the door.

Just putting myself out there.

Kind gestures.

Look at someone point of view instead of only your point of view.

One small step I can take is throwing myself out there when the time comes for public speaking. I have a huge fear of public speaking but in order to become an effective leader, I can apply myself to certain conversations.

One small step I can take is too just be present, be able to listen and help out towards those who need it.

Practice a short conversation every day.

sharing plans and thoughts more frequently

Speak up more!

Speak up.

Speaking first. Because I've always been an introvert, I tend to have a hard time jumping into conversations or starting conversations with strangers. However, I realized how regretful it is when I don't do so and how fulfilling it feels when I take t

Start talking to more people

Take small advances

Take that leap of faith and have faith in those who are at your side.

Taking more risks/

Talk to different people and listen to their stories

To be more assertive in situations when it is needed

To give respect.
Listen ro everyone.

To not be scared to make new friends

To put myself out there.

Leadership Retreat 2022 Survey Results

| Any comments or suggestions about the leadership retreat? |
| --- |
| A full week to get to learn more people. |
| ARISR IS AWESOME |
| I enjoyed my time very much this weekend |
| I hope that it would last longer. Other than that, perfect. :) |
| I really liked this workshop and made friends more than I had in my High School. |
| I saw for the workshop rather than using just one room I suggest going to different areas so that we also explore the campus more and have our workshops at the same time. But overall everything was amazing thank you. |
| I suggest that there are more days to the retreats to be able to appoint longer unstructured time because that was really the effective way for acquaintances who just met each other to stick together in a strange environment and bond. |
| I wish it was like 5 days long BUT in the 3 days we spent together, I truly feel like I made unbreakable bonds with the people here. I want to say thank you to everyone to was a part of the experience and a huge thank you to everyone that made it and allo |
| In my opinion,the Arise Retreat 3022 was an amazing,and I learned more knowledge person. |
| It was a very great retreat, kind of wish it was longer. |
| It was amazing. Thank you everyone |
| Love the leadership retreat hope to have it again soon! |
| loved it just wish that the specific group bonding was more together and kept. |
| Make it longer it was really fun. |
| More fun more music |
| No comments, questions, cries of outrage! |
| program is awesome, thank you so much to give me participate in this event |
| Take a short break 30 minutes during PPT presentation, so we won't get sleepy. |
| Thank you for inviting me and I hope to go on any future retreats. |
| Thank you to all the staff, counselors, peer mentors, students, and Mt. Sac for allowing me the opportunity to go on this overnight trip. I've never been to a university before and I'm very grateful that I was able to do so with zero costs. It was an |
| Tutasi was a great host. She did a excellent job hosting the events. |
| We can do camping on Big Bear mountain in Winter. |
| We can have more days and the last day we can go back later and have more activities that is outside the workshop such as campus explore |
| Wish it was 5 days :(Otherwise great! |
| To give respect. |
| Listen ro everyone. |
| To not be scared to make new friends |
| To put myself out there. |

Mt. San Antonio College Arise Pacific Islander Students

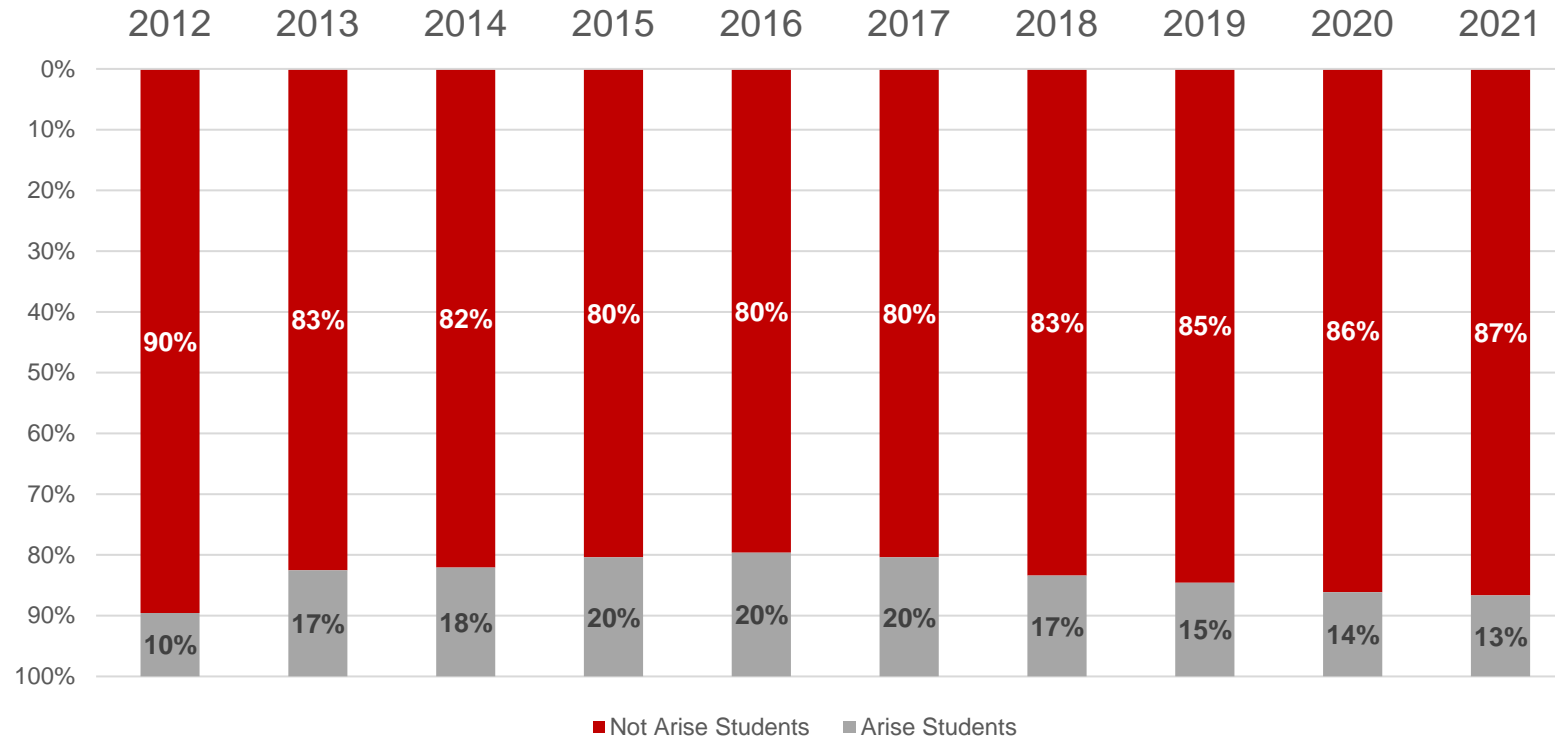New Arise Pacfic Islander Students
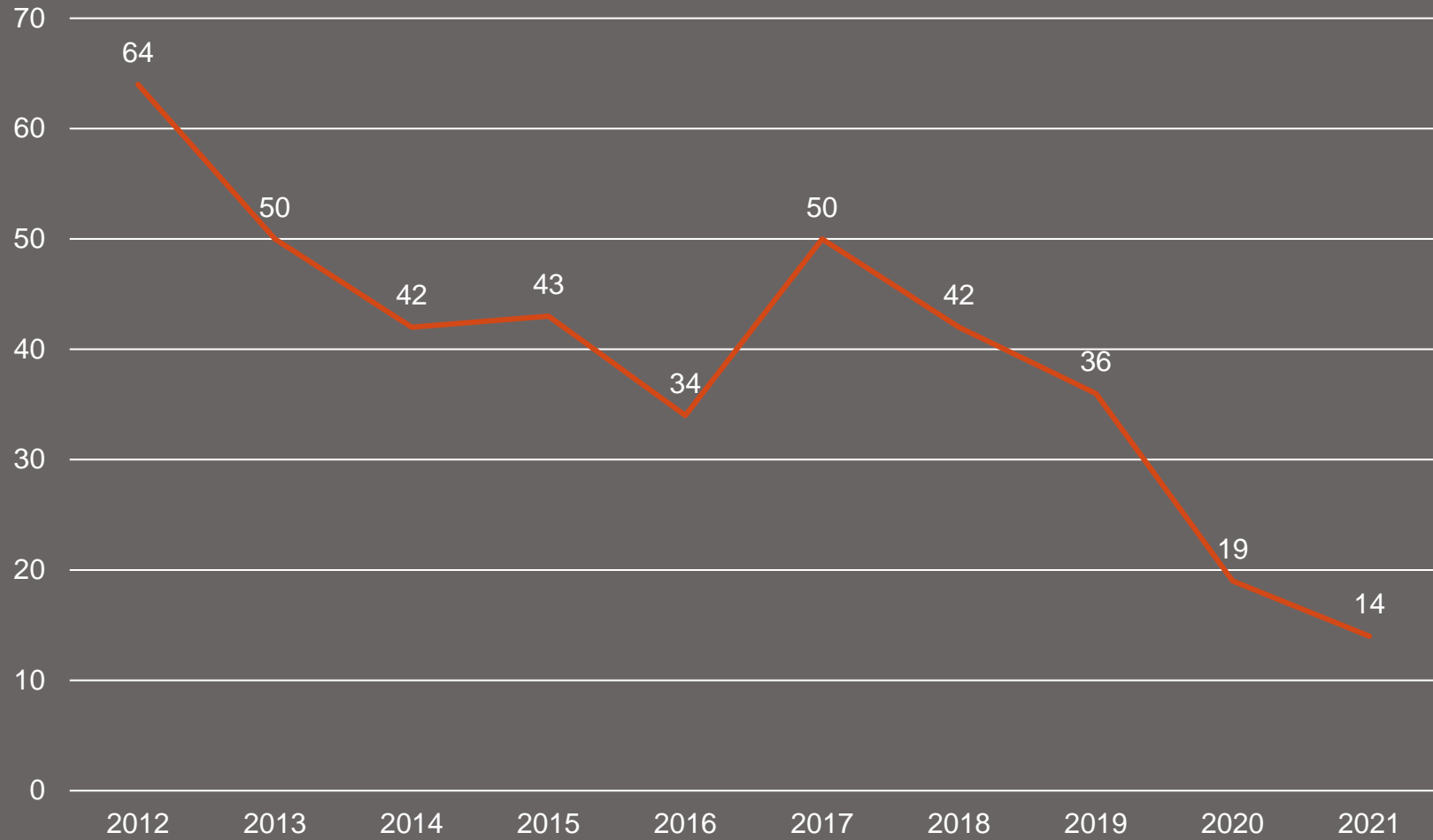
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Pacific Islander Enrollment Counts Arise and Not Arise
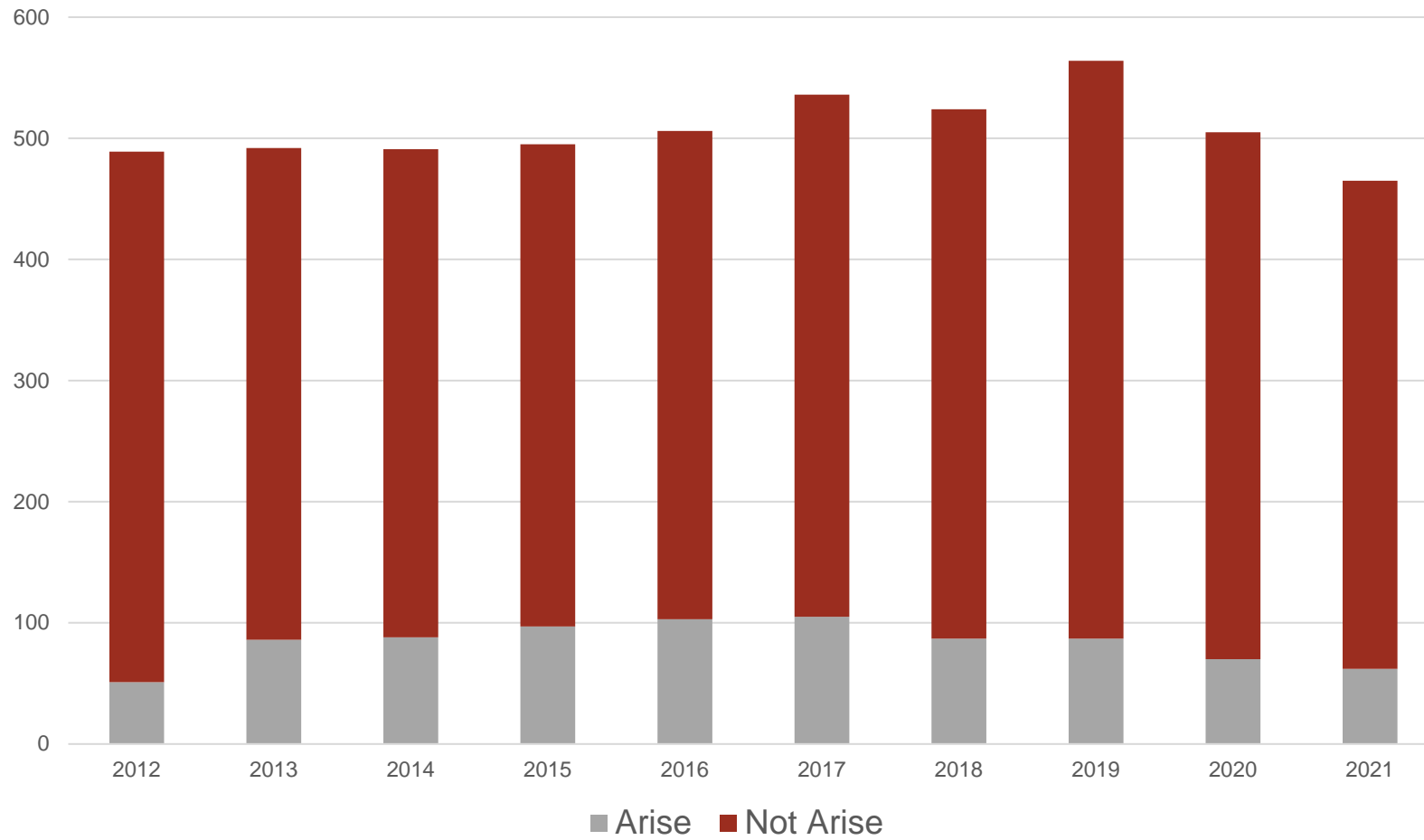
Percentage of Enrolled Pacific Islander Students

Academic Year	Non-Arise Pacific Islanders		Arise Pacific Islanders		Grand Total	
	Count	*Percent*	*Count*	*Percent*	*Count*	*Percent*
2012	438	90%	51	10%	489	100%
2013	406	83%	86	17%	492	100%
2014	403	82%	88	18%	491	100%
2015	398	80%	97	20%	495	100%
2016	403	80%	103	20%	506	100%
2017	431	80%	105	20%	536	100%
2018	437	83%	87	17%	524	100%
2019	477	85%	87	15%	564	100%
2020	435	86%	70	14%	505	100%
2021	403	87%	62	13%	465	100%
Grand Total	**4231**	**84%**	**836**	**16%**	**5067**	**100%**