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SAN DIEGO
MESA COLLEGE



AANAPISI Director Introduction and Updates

Leland Simpppliciano

Date: February 8, 2023

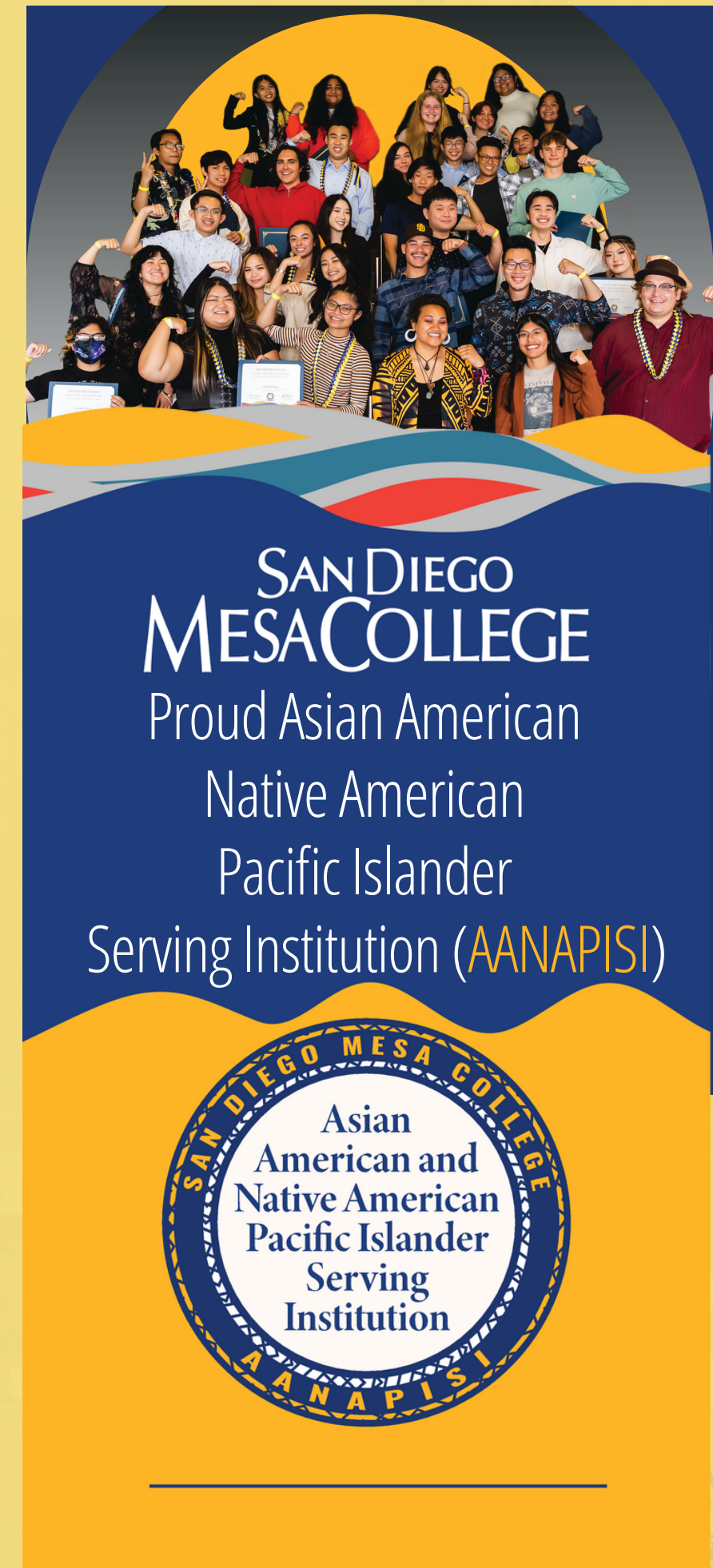
Location: I4-203 Avaza Room

Time: 12:00 - 1:50pm



Agenda

- What is AANAPISI?
- Fall 22 Recap
- Moving Forward



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What is AANAPISI?



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The Leading College of Equity and Excellence

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Asian American Native American Pacific Islander Serving Institution (AANAPISI) 1 of 11 Federal MSIs



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What is MSI?



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Historically Black
Graduate Institution
(HBGI)

Predominantly
Black
Institutions (PBI)

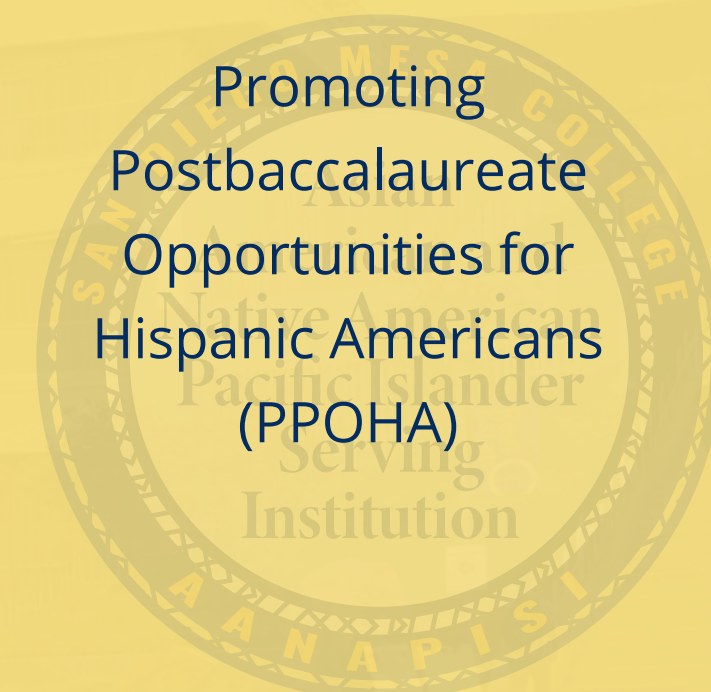
HBCU Masters



Hispanic Serving
Institutions STEM
(HSI STEM)

ABOUT

- Federal Designations
- Programming for Target Populations
- Signals a Federal Commitment to POCs and their Higher Education Needs
- Federal Funding



Alaska Native & Native
Hawaiian Serving Institutions
(ANSIs & NHSIs)

Native American Serving
Nontribal Institutions (NASNTIs)



MSI - AANAPISI Eligibility & Goals

Primary Criteria

- 10% of the undergraduate student enrollment identifies as Asian Americans and Pacific Islander
- If the institution meets the HEA Section 312(b)'s basic eligibility criteria of Title III and V programs:
 - 50% students eligible for Pell Grant
 - Accredited Campus
 - In the United States

Goals

- Increase Access
- Increase Persistence Through Retention Programs



Fall 2022 Recap

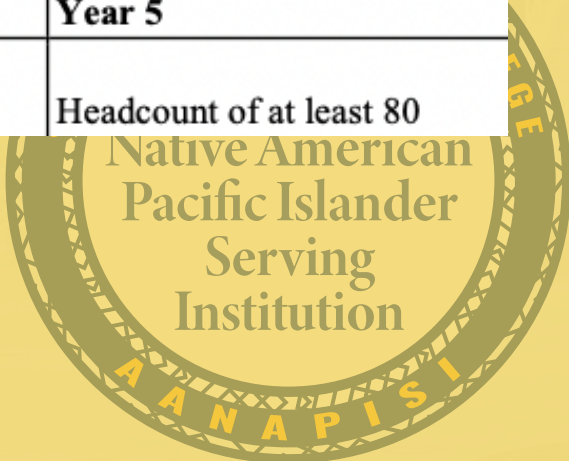


AANAPISI Grant Objectives

Grant Proposal Submission*

Objective 1: Enrollment - APIA students				
By 2026, there will be a 10% increase in the number of AANAPI and low-income full-time, degree-seeking undergraduate students enrolled at Mesa, from 3,155 to 3,471.				
Year 1	Year 2	Year 3	Year 4	Year 5
Headcount of at least 3,218	Headcount of at least 3,281	Headcount of at least 3,344	Headcount of at least 3,407	Headcount of at least 3,471
Objective 2: Persistence - APIA students				
By 2026, the percentage of first-time, full-time degree-seeking AANAPI Mesa students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at Mesa will increase 6.5%, from 65% to 71.5%.				
Year 1	Year 2	Year 3	Year 4	Year 5
65% (485 out of 745 persisted)	66%	69%	70%	71.5%
Objective 3: Graduation within 3 years				
By 2026, The percentage of first-time, full-time degree-seeking undergraduate students enrolled at two-year APIASIs who graduate within three years of enrollment will increase 5%				
Year 1	Year 2	Year 3	Year 4	Year 5
16%	17%	18%	19%	20%

Objective 4: APIA Student Support Utilization - Career-Based Learning				
During the five-year project, there will be an increase each year in the number of students who participate in grant-funded career preparation activities, including civic engagement projects, internships, 21st Centuries skills workshop, networking with and mentorship from industry professionals, and industry research projects.				
APIA and low income students engaged by grant sponsored academic student support services				
Year 1	Year 2	Year 3	Year 4	Year 5
Headcount of at least 40	Headcount of at least 100	Headcount of at least 180	Headcount of at least 280	Headcount of at least 400
Objective 5: APIA Student Support Utilization - Learning Communities				
During the five-year project, there is a cumulative increase in students targeted from APIA groups who participate in grant-sponsored English and Personal Growth learning community.				
Year 1	Year 2	Year 3	Year 4	Year 5
Headcount of at least 25	Headcount of at least 50	Headcount of at least 75	Headcount of at least 100	Headcount of at least 125
Objective 6: Professional Development				
By 2026, 80 faculty and staff will be trained in academic, financial, and culturally inclusive approaches to inquiry, teaching and learning that address the needs of APIA, low-income and disproportionately impacted students, over baseline of 0.				
Faculty, Classified Professionals, and Administration by grant-sponsored Professional Development				
Year 1	Year 2	Year 3	Year 4	Year 5
Headcount of at least 7	Headcount of at least 20	Headcount of at least 35	Headcount of at least 55	Headcount of at least 80

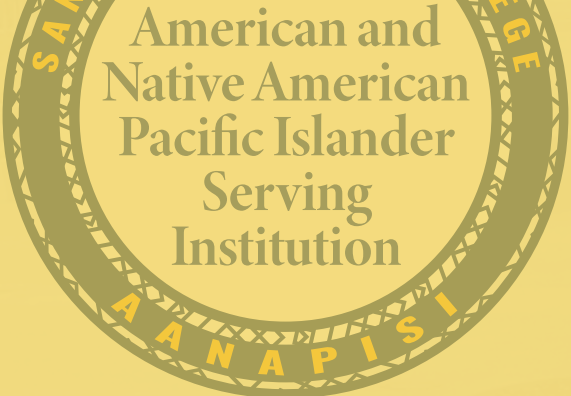


Timeline for Implementation of Activities

Grant Proposal Submission*

Timeline for Implementation of Activities				
STRATEGY 1: Establish a strong APIA program that aggressively works toward addressing disproportionate impacts on APIA and low-income groups through integrated academic support services and a comprehensive, culturally responsive approach to student success.				
Activities, in order of start date	Start Date		End Date	Responsible Party, Participants
Create Mentor Program: In Fall and Spring: Peer Mentor orientation and training. Monthly PM check-in Friday meetings. Review, interview and select student peer mentors. Expand # of PMs by 2-2-2-1-1 over 5 years.	Oct	2021	Sept 2026	MC, KC, KE, PD, AT
Collaborate with CRUISE, Career Center, and Institutional Effectiveness to pilot, assess, and institutionalize PM practices	Oct	2021	Sep 2026	MC, KC, KE, PD
Build a culturally responsive, integrated academic student support system for APIA students that increases retention, graduation and transfer rates, and integrate this system within APIA academic learning communities: peer navigator/mentor, intrusive counseling	Oct	2021	Dec 2026	PD, KE, KC, MC, WBL, AT
Support career and transfer readiness through expanded career exploration, internships, and work-based learning opportunities for APIA students. Engage professionals from in-demand industries for career panels, speaker events, 21st century skills workshops, internships, and APIA Advisory Board. 1) 2 career panels every year. 2) Civic engagement projects every fall semester. 3) Kapwa Scholar Summit with 21st century skills workshops every spring semester. 4) 3 internship preparation workshops every year. 5) APIA Advisory Board meeting 1x per year starting August 2022.	Oct	2021	Dec 2026	KE, KC, WBL, MC, PD, AT
Complete monthly reports on program progress, lessons learned, areas of improvement.	Nov	2021	Oct 2026	KE, KC, WBL, MC, CD
Develop and expand opportunities for Filipino, Southeast Asian, and Pacific Islander students to participate in high-support academic learning communities such as Kapwa learning community. 1) Recruit students through collaboration with Outreach Office, CRUISE, and ELAC classes. 2) Develop culturally relevant outreach materials. 3) Develop AANAPI student orientation to launch August 2022.	Jan	2022	Aug 2026	KC, KE, MC, WBL, PD
Establish a formal APIA Center to serve as the one-stop headquarters and coordinating center for APIA activities; Launch in August 2024. 1) Purchase new furniture, equipment, supplies, etc. 2) Collaborate with Student Services on operations and culturally relevant programming.	Jan	2022	Sept 2026	PD, AT, OC, AD, OAS, OBS
STRATEGY 2: Strengthen the academic infrastructure that supports APIA students and increase awareness of APIA student issues through equity-based and culturally responsive faculty and staff professional development, expanded APIA-focused curriculum, and a new APIA Studies certificate program.				

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Activities, in order of start date			Start Date		End Date	Responsible Party, Participants	
Create and implement a Community of Practice to provide professional development opportunities centering on culturally responsive pedagogy, APIA student voices, APIA racial bias and stereotypes to be launch in January 2022. 1) PD workshops/presentations (1x per semester - year 1, 2x per semester - year 2-5). 2) CoP meetings (1x per semester - year 1, 2x per semester - year 2, monthly - year 3-5). 3) Participate and present at conferences on APIA students in higher education (1x per year - year 1-2, 2x per year, year 3-5).			Jan	2022	Dec 2026	CD, KE, KC, WBL, RA, PD, AT	
Integrate culturally responsive teaching into learning communities and class sections for targeted APIA groups. 1) APIA infused Personal Growth 130 and Work Experience 270 starting in Jan 2022. 2) APIA infused History 123 and English 230 starting in Jan 2023.			Jan	2022	Dec 2026	CD, KE, KC, PD	
Increase the number of courses taught with an APIA lens and develop new APIA courses that culminate to an APIA Studies certificate program . 1) Review current courses to infuse an APIA lens (year 1) and implement curricular enhancements (year 2). 2) Research and review other colleges' APIA Studies programs. 3) Identify 3 APIA courses to be developed (year 2) and develop 3 for curriculum review (2 - year 3, 1 - year 4). 4) Launch APIA Studies Certificate program (year 5).			Jan	2022	Dec 2026	CD, KE, KC, PD	
Develop Course Redesign Institute focused on equity-informed practices, use of disaggregated data, and work-based learning offered every summer starting June 2022.			June	2022	Aug 2026	CD, KE, KC, WBL, RA, PD, AT	
Project Management							
Activities, in order of start date			Month	Year	Month	Year	Responsible Party, Participants
Project Kickoff Meeting - All responsible parties participate, including Oversight Committee			Oct	2021			PD, All parties
Hire staff as needed (ongoing)			Oct	2021	Sep	2026	PD, AT, HR
Implement project repository to collect and analyze data, inform project implementation			Oct	2021	Sep	2026	PD, RA, AT
Oversight Committee meets to monitor progress and address coordination issues - quarterly			Dec	2021	Dec	2026	OC, PD, AT, RA
Budget monitoring between project and Business Services for budget compliance - monthly			Nov	2021	Dec	2026	PD, AT, OBS
to ensure that all expenditures are in compliance with Education Department General Administrative			Oct	2021	Sep	2026	PD, AT, OBS
SDCCD undergoes an annual audit in compliance with OMB circular A-133			July	2021	Sep	2026	OBS, AT
Establish (Nov 2021) and implement (Mar 2022) regular schedule of external evaluation visits			Nov	2021	Sep	2026	PD, EE
continually based on data driven results at each phase of project component development - Ongoing			Nov	2021	Dec	2026	PD, EE, RA
Submit Annual Report to Mesa College President, Oversight Committee and USDOE			Dec	2022	Dec	2026	PD, AT
Upload project findings, impact, highlights and best practices to Mesa's online AANAPISI page			Dec	2022	Dec	2026	AT, PD, IT
Share findings, best practices in publications, at conferences			Jan	2023	Oct	2026	PD, KC, KE, MC, CD, WBL, RA
PD = Project Director, AT = Admin Tech, WBL = Work Based Learning, KC = Kapwa Counselor, KE = Kapwa English, MC = Mentoring Coordinator, CD = Curriculum Development, RA = Research Analyst, EE = External Evaluator, OC = Oversight Committee, OBS = Office of Business Services, OAS = Office of Administrative Services, AD = Associate Dean of CTE							



Updates - Moving Forward

1. AANAPISI Introductions at governance meetings
2. SoCal AANAPISI Regional Meetings
3. APAHE Conference (Prep)
4. AAPI Student Experience Survey (Feb)
5. AANAPISI Annual Program Report (APR) (Mar 17)
6. External Evaluator, Mentoring Student Success Coordinator (Fall 23)
7. Spring Programs & Activities



Spring 23 Activities & Programming

February

- APAHE Conference Prep (2 Proposals Approved)!
- KPCORE - UCSD - High School (Feb 5)
- KPCORE - UCSD - Community Colleges (Feb 25)



March

- SD Mesa Jumpstart Your Success (March 11)
- Careering While Asian II (TBD)
- Screening of *The Yellow Rose* + Q&A (3/13)

April

- Healing Circle/Storytelling w/ SD Poet Laureate (4/3, 4/5, 4/12, 4/24)*
- Virtual Screening of *A Long March* + Q&A (4/21)
- APAHE Conference (4/26-4/28)

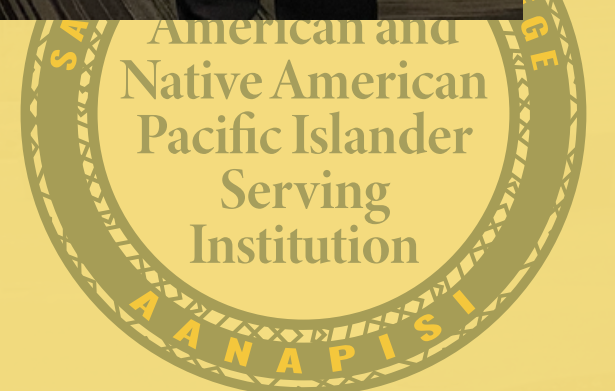
May

- 2nd Annual AAPI Recognition Celebration (ARC) (5/3)
- Pop-Up Museum (5/10)
- 3rd Annual Kapwa Summit (5/15, 5/17)



**Thank you
for your
time!**

**Questions,
Feedback?**



Questions & Responses

Q: What is the API student population at Mesa College?

A: 16%. For more information, please see the API Student Data Dashboard - <https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/APIDashboard.shtml>

Stay tuned for more professional development workshops on the model minority myth, the Importance of desegregating data, and more

Q: Who is the new Asian American Studies faculty member?

A: Hai Ly Tran - she will be assisting in developing the APIA Studies courses and certificate

