Highline College Institutional Effectiveness Department Report

2020-2021

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| **Department information** | |
| Department name | AANAPISI |
| Date this report was completed | July 29, 2020 |
| Staff who contributed to this report | May Lukens, Project Director; Malaelupe Samifua, AANAPISI Center Program Specialist; Tessa Bowen, Admin Assistant; Skyler Roth, IR Management Analyst ; Krystal Welch, Cohort Learning Community Program Manager |
| Department Mission statement  (if applicable) | To improve academic outcomes among students, as well as engagement and satisfaction among faculty, parents, and community members. |

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| **Taking stock of 2019-2020** |
| **Describe 2-5 major accomplishments for 2019-2020. For each accomplishment, identify the related objective or indicator from the Mission Fulfillment Report (MFR), and describe the evidence you used assess this accomplishment** |
| |  |  |  | | --- | --- | --- | | Major accomplishment | Related objective/MFR indicator | Evidence of accomplishment | | Promote a welcoming AANAPISI Center environment to attract and engage students AAPI students. Since Spring 2016, 244 students have enrolled in AANAPISI Center programming, 59 new student enrollments in the 2019-2020 academic year. A large number of non-enrolled AANAPISI Program students participate in and utilize the AANAPISI Center resources, as well. The Center welcomes all.  AANAPISI Center offers AAPI-focused holistic academic support and community (drop-in advising, study hall, peer mentoring, tutoring support). Support was expanded to welcome (non-AAPI) affiliated students.  Regular study hall and office hours were scheduled each day. During COVID, study hall and office hours were offered virtually through Spring Quarter. Over the Summer, students can contact the AANAPISI Program Specialist (Malaelupe Samifua) directly.  Collaborations with other ethnic cohort learning communities and student support areas provided field trips to experiential learning opportunities. Due to COVID travel restrictions, field trips to four-year campuses were conducted virtually.  Student Ambassadors were hired, trained, developed and mentored as campus leaders and student advocates, and as peer mentors to fellow students. | 1.1.3: Students participate in organizations and activities that provide support, mentoring, or leadership opportunities on campus and in the community. | Grant Objective 2.3  Increased Highline AANAPISI student satisfaction and engagement.  A student satisfaction survey was created during Year 4 and sent to students to measure satisfaction and engagement with AANAPISI programming based on Community College Survey of Student Engagement (CSSEE) measures for satisfaction of "support of learners". The satisfaction rate of AAPI respondents was 52% compared to the overall campus at 51.5%, higher than the national CSSEE satisfaction rate of 50% in this category.  A survey was created in 2019 to measure whether "the AANAPISI program helped me to succeed". The target of 73% was exceeded with actual performance at 80%.  Student testimonials:  AANAPISI-related satisfaction, on a scale of 1-5 (4 being somewhat satisfied and 5 very satisfied), the average responses were:  "AANAPISI students and employees make me feel welcome." 5.0  "Representatives of AANAPISI treat me fairly and show concern for my success." 4.67 "Representatives of AANAPISI are responsive to my requests and questions." 4.50  "AANAPISI helps me feel a sense of community." 4.83 "AANAPISI helps me connect to my culture." 4.83 "AANAPISI helps me succeed academically." 4.00  "I feel that my identity and background are well-represented in AANAPISI." 4.33  Written responses related to what students found especially valuable:  - "Always having open space is a good thing."  - "Having such a space has allowed me to grow into a person that's well rounded, not completely there yet, but on the path to do so. Being more exposed to cultural significance in academic spaces makes it so that it doesn't have to be two separate things. Pacific Islander cultures have immense knowledge that Western education are lacking in. So, the best of not only two worlds, but having the navigation to go through more is a privilege."  - "AANAPISI helped me connect more with my culture. But in terms of academics, it wasn't as pushed as culture." | | First Summer Bridge offered in collaboration with TRiO, Outreach, CLS, Advising, and Benefits Hub to offer the first year experience for incoming students. Program targets first generation, low income students. Faculty taught a two-credit college-level course (taught by Diego Luna and Eileen Jimenez), staff connected students to resources, AANAPISI student ambassadors assisted in program facilitation and mentoring. | 1.2.2: Faculty and student services personnel provide effective support to students. | Grant Objective 2.1  Increase fall to winter retention rate of first-time, full-time degree-seeking AAPI undergraduate students.  Overall first-time, full-time, degree-seeking retention rate was 91%. AANAPISI program participants’ persistence was 94%, 3% over all other AAPI students, demonstrating that AAPI students participating in AANAPISI program supports have a higher persistence rate than those who are not a part of the AANAPISI learning community.    Grant Objective 2.2  Increase the fall-to-winter persistence rate of first-time, part-time degree-seeking AANAPISI undergraduate students.  Fall-to-winter retention rate for first-time, part-time, degree-seeking undergraduate AAPI students was 67%. The AAPI retention rate was better than the overall first-time, part-time, degree-seeking retention rate, which was 63%. | | AANAPISI culturally responsive practices not only to increase AAPI student engagement, but welcome and support non-AAPI students, faculty, and staff. | 2.3.2: Students from diverse backgrounds complete degrees and certificates at rates comparable to relevant comparison groups. | Grant Objective 3.1  Increase the fall-to-fall persistence rate of first-time, full-time degree- seeking undergraduate AAPI students.  Fall-to-fall retention rate of of first-time, full-time degree-seeking undergraduate AAPI students was 70%, which was better than the overall first-time, part-time, degree-seeking retention rate, which was 68%.  Grant Objective 3.2  Increase the fall-to-fall persistence rate of first-time, part-time degree- seeking undergraduate AAPI students.  Fall-to-fall retention rate for first-time, part-time, degree-seeking undergraduate students was 47%, which was better than the overall first-time, part-time, degree-seeking retention rate, which was 35%.  Grant Objective 3.3  Increase the percentage of first-time, full-time degree-seeking undergraduate AAPI students graduating within three years.  The graduation rate for first-time, full-time, degree-seeking AAPI undergraduate students was 37%, better than the overall first-time, full-time, degree-seeking graduation rate, which was 34%. | | Supported UPRISE Pacific Islander Education Conference  Tabled at Community Outreach events and outreached to area High Schools to increase AAPI enrollments.  Collaborated with the PI Collective to offer over 30 AA & PI Heritage Month events to engage students, faculty, and staff in PI Culture.  Reached out to campus AA faculty and staff to provide AA/SEA focused AA & PI Heritage Month events.  AANAPISI Center services survey respondents participated in:  Center advising: 100%  Ethnic learning community courses: 67%  College workshops, e.g. scholarships, personal statement, financial aid.: 83%  Student Ambassador/peer support: 83%  Mentoring: 67%  Study Hall: 67% | 3,2.2: Participation rates reflect meaningful community connections and confidence in the quality of college offerings. | Grant Objective 1.1:  Increase the number of first-time, full-time degree-seeking undergraduate students in the AAPI general population attending college.  AAPI students went from comprising 21% of full-time students, to a 25% of full-time students. | |
| **Department strengths** |
| * Staff and student ambassador representation of targeted population * Culturally competent staff to develop and lead programming to targeted populations * Collaboration with Umoja, TRiO, CLS, Transfer and Pre-college programs, and other student engagement programs |
| **Department challenges** |
| * Uncertain budget. Inability to confirm actual budget with Accounting until three months into the final year of the grant, impacting the project director’s ability to manage the budget and staffing levels. * Change in direction for the grant in the final 16 months of the 60 month project to align with stated grant goals and performance objectives. * Uncertain future of the AANAPISI Center structure post-grant. |
| **Areas you would like to improve** |
| * Develop sustainable structure within the AANAPISI Center aligned with Guided Pathways. * Improve ability to track student engagement and impact on persistence and success. |

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| **2020 - 2021 work plan development** |
| **Goals:** Identify 3-6 goals for your department for 2020-2021. Each goal should be associated with the core theme objective or indicator that best relates to the desired outcome of your work. In parentheses after each of your goals, describe the evidence you plan to use to assess the achievement of that goal.  Not every objective or indicator will have an associated goal from your department, and you are welcome to delete the Core Themes/Objectives/Indicators that are NOT directly related to your goals for 2020-2021. |
| * Close out the Title III, Part A- AANAPISI grant project (2015-2020) r * Apply for 2021 Title III, Part-F AANAPISI grant and Title II, Part A SIP grant to support Guided Pathways and AANAPISI initiatives to close the completion gap. (Core Theme 1.1, 1.2, 1.3; Core 2.1,2.2, 2.3, ,2.4; Core Theme 3.1, 3.2, 3.3; Core Theme 4.1) |
| **Suggestions to improve this report or process** | |
| N/A | |