IMPACT AAPI

Project Advisory Committee (PAC)
Winter Quarter Meeting Minutes
Wednesday, March 16, 2011
MCC Conference Room, 3:30pm – 4:30pm

Attendees: Jim Nguyen, Mae Lee, Margaret Michaelis, Marlo Custodio, Theresa Pan, Thomas Ray.
Meeting Presenter: Mae Lee (Project Director)

Agenda:
1. Project Update
2. Curriculum Update
3. Staff Development Update
4. Institutional Strengthening
5. Discussion

1. Project Update
See slides.
Discussion about:
Growing number of AANAPISIs
• In 2008, there were 6. Currently, there are 16. With upcoming AANAPISI (Title III Part F), there will be more.
U.S. Department of Education behind schedule
• U.S. Dept of Education appears to be behind several months. Report submission was temporarily delayed over a month, but opened up again last minute. AANAPISI Grant RFP has also been delayed (was expected to open in Fall 2010, but has not opened yet).
APIASF Scholars
• De Anza has five APIASF/Walmart Scholars, who are invited to Washington DC in June for the 2nd annual APIASF Higher Education Summit. Other schools with APIASF scholars include South Seattle Community College, and City College of SF, both 2008 AANAPISI recipients.
• Scholar selection process went through Financial Aid.
Information Sharing
• At APAHE, other groups were interested in IMPACT AAPI’s results. Because there is still little AAPI research, AANAPISIs are supplying the data through their programs.

2. Curriculum Update
See slides.
Discussion about:
New addition to LinC sequence
• After the grant ends in September 30, 2011, the cohorts may continue with the additional supports, depending on faculty voluntary participation. New classes will be harder to develop without additional funds.
Additional LinC classes
• Sarah and Amy will be teaching a LART class on American-Born Chinese.
Silicon Valley Documentation Project (SVDP)
• There is very little existing research on Filipinos and Pacific Islanders in the Santa Clara Valley. The SVDP will engage students in academic work while building up an information database and archive so future students, faculty, staff, and community members can use the info for research.
• Once the grant ends, ICCE and the CHC can continue this project; IMPACT AAPI just helped to pilot it.
• A college in Arizona uses iPads for journalism classes; similar technology could be used in conjunction with the VoiceThread technology for the SVDP.

3. Staff Development Update
See slides.
Discussion:
Photography as a teaching tool
• The Visibility Project is a photography project (not part of IMPACT AAPI), photographing LGBT in community to increase awareness.
• Interest in showing faculty how they can use photography in their teaching.
Instructor Support Groups
• In cohort-based learning communities, students may have trouble transitioning out of LinC classes, because they have gotten used to the support and community of the classes.
• At the last instructor support group, participants learned how to use Weekly Participation Logs, which are filled out by students, and help alert faculty to troubles the students might be facing.
• Logs are very supportive and beneficial, but require lots of follow-up and responsibility and can be draining on faculty. Instructors find using the logs rewarding overall because students do better, feel engaged.
• Students who feel that the instructor is caring will also try to do better in class. However, many students also come to believe that the faculty won't fail them because they are friendly and caring. Faculty must hold students to the same standards as before; teacher as coach.

4. Institutional Strengthening
See slides.
Discussion:
Title III Part F AANAPISI Grant Proposal
• Five-year grant opportunity. Our current AANAPISI was 2 years. Now AANAPISI grants are 5 years long.
Post-grant possible activities

5. Discussion
IMPACT AAPI's Academic Advisor
• Academic Advisor (Alerie Flandez) will continue to work with grant through spring and summer.
• Having an Academic Advisor coming daily to the LinC classes, rather than the sporadic/weekly counseling with the counselors, has worked well in providing more layers of check-in for students.
Testimonial(s)
• Marlo Custodio witnessed a transformation in his brother OJ after OJ took the spring 2009 LART 211 class. OJ became interested in Filipino American history and literature, and felt like he belonged in the classroom, both of which were new for him.
• Existing research suggests that course content can get students interested in doing well and focusing in school. The IMPACT AAPI programs built AAPI content into their classes from the start. The proposed classes for the upcoming grant also do this.
• IMPACT AAPI students write in course evaluations that they relate to content of the classes.