

SECTION A: NEED FOR THE PROJECT**1. The magnitude of the needs for the services to be provided or the activities to be carried out by the project.**

“The model minority stereotype has a profound impact on how educators and educational policy makers view Asian American and Pacific Islander students. It influences what they do, and do not do, to serve AAPI students. In particular, aggregate data on AAPI students appear to confirm the model minority image, and educational policy makers who rely on such data often fail to create policies that attend to the needs of AAPI students or fail to intervene when problems arise.”

--From A Report on the Status of Asian Americans and Pacific Islanders in Education: Beyond the “Model Minority” Stereotype, published by the National Education Association (2005)

Much has been made in recent years about the myth of the “model minority,” in which Asian American students are presented as successful academic overachievers who are flooding four-year colleges and standing out as shining examples of the “American dream.” New research in the field of education, however, suggests that there may be a number of inaccuracies in this myth and that, in fact, it may obscure the experiences of many Asian students in the United States, particularly low-income students and those enrolled at two-year colleges.

Laney College, a two-year community college located in Oakland, California, with a large and diverse Asian student population, aims to challenge the model minority myth and contribute to the emerging field of community college research through its new *Asian American, Native American, and Pacific Islander-Serving Institutions (AANAPISI) Initiative*. The Laney College AANAPISI Initiative is committed to: a) applying the findings and recommendations of the latest educational research to Laney’s policies and practices, to better understand and improve the educational experience of the college’s AANAPISI students, b) to using this research to improve programs and services for this target population, and c) developing cultural competencies of the college to frame and reframe teaching and leadership pedagogies.

To this end, Laney is applying to the U.S. Department of Education's 2010 AANAPISI Program for funding to implement a multi-year project to improve its institutional capacity to serve AANAPISI students. The proposed project will address three critical needs identified through college-wide planning and research efforts:

- 1) The need to improve academic performance indicators for all AANAPISI students, particularly those sub-groups of AANAPISI students that are struggling academically;
- 2) The need to develop a system and framework for collecting and analyzing student data to better understand the educational needs of AANAPISI students;
- 3) The need to respond to gaps in services in instructional and student services in order to boost persistence, graduation, and transfer rates for AANAPISI students.

Beyond Model Minorities: The Need for New Frameworks for Measuring Student Success

There is an urgent need in the educational arena today to develop new frameworks for understanding and measuring student success—frameworks that take into account the growing diversity of the student population in the United States. This is particularly important given the rapid increase of certain segments of the nation's population, such as Asians and Pacific Islanders, over the last few decades.

The Asian and Pacific Islander (API) population is one of the fastest growing demographic in the country, growing from 1.5 percent of the U.S. population in 1980 to 5.4 percent in 2006 (Lee & Kumashiro, 2005). Given this rapid population growth, it is not surprising that, according to the U.S. Census Bureau's 2003 figures, the number of API students within higher education more than tripled between 1976 to 2000 (Buenevista, Kayakumar, & Misa-Escalante, 2009).

This dramatic increase in APIs in higher education and the outstanding performance of some API students has caused the mainstream media and academic press to label Asian students in particular as a “model minority.” Unfortunately, “the model minority stereotype suggests that Asian Americans are a monolithic group that enjoys overwhelming success in the educational sector, even when there is empirical evidence to the contrary (Museus, 2009; Suzuki, 2002). As a result of this myth, important issues facing Asian Americans have been obscured in educational research and policy” (Buenvista et al, 2005, p. 70). Key problems and issues are listed below:

Traditional Framework for Measuring Student Success, Based on Model Minority Myth: Key Problems and Issues		Recommendations for Change Based on New Educational Research
Problem:	Related Issues:	Recommended Solution:
Uses aggregated student data only	<ul style="list-style-type: none"> ▪ Obscures diversity of the API population (over 50 ethnic groups; 100+ languages) ▪ Does not differentiate <i>between</i> sub-groups (i.e., academic performance, ed attainment) ▪ Does not acknowledge diversity <i>within</i> sub-groups (e.g., age, gender, place of origin, language ability, immigration experience, etc) ▪ Does not count growing number of multi-race/multi-ethnic individuals in the U.S. 	<ul style="list-style-type: none"> ▪ Disaggregate data by ethnic sub-category ▪ Disaggregate data by age, gender, income, etc. ▪ Separate immigrant data from foreign national data
Uses cross-race comparisons only	<ul style="list-style-type: none"> ▪ Cross-race comparisons do not reveal trends within individual categories and sub-groups ▪ Cross-race comparisons are often used to argue that API students do not need services due to high performance rates ▪ Cross-race comparisons assume a “white norm” vs. reflecting the “majority minority” demographics of many areas of the country ▪ Cross-race comparisons can be used to “put down” other racial/ethnic groups and “categorize” API students, deepening racial tensions and perpetuating stereotypes 	<ul style="list-style-type: none"> ▪ Revise college research policies, priorities, and practices using an “equity lens” to analyze experience of all groups ▪ Use disaggregated data, along w/ aggregated data ▪ Compare individual race or ethnic groups and sub-groups to historical data on that particular group or sub-group
Uses data primarily from four-year universities	<ul style="list-style-type: none"> ▪ Uses traditional model of white, college-age, full-time 4-year university student as “norm” ▪ Does not address needs of community college students (low-income, educationally disadvantaged, older, PT, working, student of color, immigrants, English learners) ▪ 40% of APIs attend community college 	<ul style="list-style-type: none"> ▪ Conduct research on community college students disaggregated by ethnic data ▪ Conduct longitudinal studies of community college API students
Uses primarily quantitative data	<ul style="list-style-type: none"> ▪ Does not capture the lived experience of API students or incorporate student voices 	<ul style="list-style-type: none"> ▪ Use qualitative data, as well as quantitative data
(Buenvista et al, 2009; CARE, 2010; College Board, 2008; Lee et al, 2005; Teranishi et al, 2009)		

Responding to the Needs of Laney AANAPISI Students:

The Laney College AANAPISI Initiative planning team is committed to using these research recommendations to analyze and understand the needs of the college's AANAPISI student population. In planning this proposal, the team started by analyzing Laney's student profile.

Laney serves an ethnically diverse student body, reflecting the surrounding service area:

Laney College: Fall 2009 Census Headcount by Ethnicity			
Ethnicity	# of Students	% of Students	% of Oakland Pop. (Census 2000)
African American	3,419	23%	35.7%
Asian/Pacific Islander	3,673	25%	15.7%(15.2% Asian; 0.5 Pacific Islander)
Filipino	223	2%	1.6%
Latino	1,364	9%	21.9%
Native American	69	1%	0.7% (American Indian & Alaska Native)
White	1,515	10%	31.3%
Other/Unknown	4,472	30%	N/A (16.6% Asian plus other race/races)
Total:	14,735	100%	Total population in 2000: 399,484
<i>Peralta Facts (3/10/10), Peralta Community College District Institutional Research Office</i>			

As evident in the table above, Laney's AANAPISI student population is the largest segment of the college's overall student population. Spanning three of the standard ethnic categories used by the Peralta Community College District (PCCD) Institutional Research Office (i.e., Asian/Pacific Islander, Filipino, and Native American), the total AANAPISI population is estimated at 3,965 students, or about 28 percent of the total student population. Based on Census data, Laney estimates that at least five to ten percent of the Other/Unknown category can be attributed to students in the AANAPISI category who either chose not to self-identify or identify as multi-ethnic, bringing the estimated total AANAPISI population to well over 30 percent.

While Peralta uses these standard ethnic categories on its admissions form, students may also disclose their specific ethnic identity. From this optional information and anecdotes from teachers, Laney estimates that its AANAPISI population consists of more than a dozen different sub-groups, with Chinese and Vietnamese being the two largest sub-groups:

Ethnic Sub-Groups Represented in Laney College AANAPISI Student Population				
East Asian	Southeast Asian	South Asian	Pacific Islander	Native American
Chinese	Cambodian	Asian Indian	Hawaiian	Native American
Filipino	Hmong	Pakistani	Samoan	
Japanese	Laotian		Tongan	
Korean	Mien		Other Pacific Islanders	
Malaysian	Thailand			
Mongolian	Vietnamese			

Several other factors may shed light on Laney's AANAPISI population. In 2008-2009, Asian students comprised 69 percent of the students enrolled in Laney English-as-a-Second Language (ESL) classes. About 25 percent of students state English is not their primary language. Also, AANAPISI students comprise about 40 percent of Financial Aid recipients.

While AANAPISI students comprise the largest segment of the student population at Laney and are overrepresented at the college in proportion to their percentage in the wider community (28% at Laney vs. 18% in Oakland, not counting those in the multi-ethnic/other categories), the college has not conducted a detailed analysis of this important population, other than a general comparison to the other standard ethnic groups from year to year. Nor has there been a formal attempt to disaggregate data on AANAPISI sub-groups or follow AANAPISI cohorts over time.

Review of Academic Performance Indicators for Laney AANAPISI Students: Key Findings

For the purpose of this project the AANAPISI Initiative planning team undertook an initial analysis of AANAPISI student data at Laney to understand better how this population and its sub-groups were performing and identify areas for improvement. Over the course of four months, the team reviewed AANAPISI performance data in six areas crucial to advancement:

Academic Performance Indicators Reviewed for AANAPISI Project (Spring 2010)
Retention (single-term retention)
Persistence (term-to-term retention)
Successful Course Completion
Course Sequencing
Degree Completion
Transfer

RETENTION (single-term retention): Retention is defined as the number of grades of A, B, C, CR, D, NC, or F divided by the total number of official grades, including official Ws, within a particular semester. (Peralta Community College District Institutional Research Office)

For California community colleges, retention is used to describe the number of students retained for one semester only. Persistence, which will be examined below, refers to the number of students who proceed from term to term. According to the Peralta Community College District research report, Peralta Facts (3/24/10), available on the district web site (www.peralta.edu), the retention rate at Laney is 77 percent (Fall 2009). Retention rates have remained static for nine years, both for the overall college rate and for most ethnic categories.

Asian/Pacific Islanders consistently have a higher retention rate compared with other groups, at 84 percent. The rate for the Filipino population is 73 percent and the rate for the Native American population is 75 percent, both several points below the college average, indicating room for improvement. (Note: At this point, Laney does not have disaggregated data for the various Asian and Pacific Islander sub-groups, which might reveal lower rates for certain at-risk groups.) The ESL Department, which serves a large number of AANAPISI students, also reports a higher-than-average retention rate of 82.59 percent (Fall 2009).

However, when looking at retention rates in core subjects, such as English and Mathematics, which are required for degree completion and transfer, one sees much lower rates. The average retention rate for English is 66.93 percent (Fall 2009), approximately 10 points below the overall college average, and the average retention rate for Mathematics is 59.7 percent, approximately 17 points below the college rate. This suggests that, in any given semester, all students, including AANAPISI students, face challenges completing the term with passing grades in essential degree-applicable and transfer English and Mathematics courses, jeopardizing chances for persistence, graduation, and educational and career advancement.

PERSISTENCE (term-to-term retention): The persistence rate is defined as the percentage of students enrolled in at least one class at fall census who were then enrolled in at least one class on the following fall opening day at the same college.
(Peralta Community College District Institutional Research Office)

While single-term retention rates at Laney may be high, persistence (term-to-term retention) rates paint another picture. According to Peralta Facts (3/24/10), in 2009-2010 the persistence rate from fall to spring was only 48.6 percent. Moreover, the overall college fall-to-spring persistence rate dropped from 55.9 in 2001-2002 to 48.6 percent in 2009-2010, down 7.3 points.

An even bleaker picture is revealed when examining the persistence rates of those students retained in Fall 2008 over a period of four terms (two years), for the college and district.

Term-to-Term Persistence Starting Fall 2008 for Laney College vs. Peralta District								
	FALL 2008		SPRING 2009		FALL 2010		SPRING 2010	
Campus	# Retained	% of Sample	# Persisted	Pers. Rate	# Persisted	Pers. Rate	# Persisted	Pers. Rate
Laney	13,515	100%	7,452	55%	5,223	39%	4,060	30%
Peralta	28,258	100%	17,527	62%	12,988	46%	10,432	37%
<i>Peralta Facts (3/10/10), Peralta Community College District Institutional Research Office</i>								

The facts are clear: only 30 percent of Laney students persist over a two-year period. This means that 70 percent of Laney students do not continue for the minimum two years required to obtain an Associate degree. While shocking, this figure is not surprising in the sense that Laney serves a student population that consists primarily of working adults with multiple life challenges (e.g., financial challenges, language barriers, family obligations, inadequate educational preparation, limited exposure to higher education) that pose formidable barriers to educational success and impede, or at least increase the completion time of degree attainment. Many Peralta students drop out and return repeatedly over time, thus pointing to the need to develop a longitudinal study to track students over time to measure their progress toward academic goals.

In terms of AANAPISI persistence rates, if one were to look at 2009-2010 rates alone, one would surmise that, at least for Asian/Pacific Islander (API) students, the story is one of success:

The 2009-2010 API fall-to-spring persistence rates are substantially higher than the college norm (59.5% vs. 48.6%). However, this “snapshot” analysis ignores the fact that, over a nine-year period, persistence rates for API students—and the actual number of API students—have declined, from 66.2 percent (2,698 students) in 2001-2002 to 59.5 percent (2,185 students) in 2009-2010. It also ignores the two other standard ethnic categorizations that fit into the general AANAPISI populations: Filipinos and Native Americans. Both groups that have lower-than-average persistence rates.

Filipino persistence rates and numbers declined from 2001-2002 to 2009-2010, from 48.8 percent (139 students) to 47.5 percent (106 students). During the same period, Native American persistence rates appeared to increase, from 44.2 percent to 47.2 percent, but the actual number of students who persisted declined from 46 in 2001-2002 to 34 in 2009-2010. (Note: To get a more accurate analysis of the performance rates for AANAPISI students, the team recommends disaggregating data and analyzing these figures within each of the three standard categorizations and also by sub-group within the Asian and Pacific Islander category.)

Two factors seem to positively influence persistence and help students stay in school: student support programs, such as Extended Opportunity Programs and Services (EOPS), and Financial Aid. District statistics show that with access to student services and Financial Aid, students of all ethnic groups have a much higher rate of persistence. For example, for EOPS students, the 2009-2010 fall-to-spring persistence rate was 81 percent vs. 48.6 percent college-wide, about 32 percent higher than the collage average. For students receiving Financial Aid awards, persistence for the same period was 68 percent vs. 48.6 percent, 20 points above the college rate.

API students comprise 41 percent of the students enrolled in EOPS and 39 percent of those receiving Financial Aid—rates that are proportionally higher compared to the rates of other racial or ethnic groups on campus. A closer look, however, shows that the actual number of API students using these persistence-boosting services is relatively low compared to the actual number of students in the API category enrolled for that particular year. For example, in 2007-2008, out of 4,154 API students, only 1,947 students received Financial Aid; of 235 Filipino students, only 44 received Financial Aid; and out of 60 Native American students, only 22 received Financial Aid. This suggests that many eligible AANAPISI students may not be accessing vital campus services that could dramatically improve their term-to-term persistence rates and help them achieve their educational goals. There is a need for more targeted outreach to link them to campus services.

SUCCESSFUL COURSE COMPLETION: The number of students who receive grades A, B, C, or credit out of the total number of students enrolled in courses who receive any grade. (Peralta Community College District Institutional Research Office)

The Peralta colleges define “student success” rate as the rate of successful course completion. At Laney, the overall college success rate was 63 percent for Fall 2009 (Peralta Facts, 3/24/10). Over the last three years, the overall college success rate has declined one point per year, signaling a slippage in successful course completion rates. The overall course withdrawal rate for Fall 2009 was 20 percent. Success rates for EOPS students, who receive intensive support services, were higher than average and course withdrawals lower than average, suggesting the positive impact of support services on student performance.

Laney Success and Withdrawal Rates: College vs. EOPS Program (Fall 2009)		
College/Program	Success Rate	Withdrawal Rate
Laney College	63%	20%
Laney EOPS Program	68%	16%
<i>Peralta Facts (3/10/10), Peralta Community College District Institutional Research Office</i>		

An analysis of success rate data by core subject matter, however, shows that the majority of Laney students, including AANAPISI students, have lower success rates in core subjects required for graduation and transfer, such as Mathematics and English, and higher-than-average drop rates. ESL students, in contrast, tend to have higher success rates and lower withdrawal rates, perhaps due to better assessment and placement practices and more program support.

Laney Success and Withdrawal Rates: College Rate vs. English/Mathematics/ESL Rates		
College/Program	Success Rate	Withdrawal Rate
Laney College—overall college rates	63%	20%
Rates for Laney math courses	53%	31%
Rates for Laney English courses	60%	26%
Rates for Laney ESL courses	76%	14%
<i>Peralta Facts (3/10/10), Peralta Community College District, Institutional Research Office</i>		

The API success rate, when compared to the success rate of other standard ethnic categories, is much higher than average (74% vs. 63%, Fall 2009). The success rate for Filipinos, however, is lower than the college average (60% vs. 63%) and has declined from Fall 2001 (68%) to Fall 2009 (60%). The percentage and number of Native American students who successfully complete courses has steadily increased during the same period. The rate is now 63 percent, on par with the college average.

Laney Success Rate vs. AANAPISI Student Success Rate (Fall 2009)	
College/AANAPISI Category	Success Rate
Laney College	63%
Laney Asian/Pacific Islander Students	74%
Laney Filipino Students	60%
Laney Native American Students	63%
<i>Peralta Facts (3/10/10), Peralta Community College District Institutional Research Office</i>	

An initial attempt at disaggregating AANAPISI performance data in English, Mathematics, and ESL, for Fall 2009 only, however, challenges the perception that AANAPISI success rates are on par with, or higher, than the college average. Instead it reveals varying performance levels, including consistently lower performance of certain sub-groups with the API category.

Mathematics Success Rates: College-Wide vs. AANAPISI Sub-Groups (Fall 2009)						
College/Program	Success Rate				Withdrawal	
College rate	63%				20%	
Math course rate	53%				31%	
Laney AANAPISI sub-groups:	AANAPISI Sub-groups: Higher than average		AANAPISI Sub-groups: Below average		AANAPISI Sub-groups: Highest drop rates	
	Other Pac. Is.	75%	Korean	51%	Laotian	100%
	Vietnamese	73%	Filipino	48%	Samoaan	60%
	Asian Indian	73%	Japanese	44%	Japanese	57%
	Chinese	71%	Cambodian	37%	Filipino	44%
	Pacific Islander	66%	Native American	36%	Cambodian	44%
			Hawaiian	33%	Korean	40%
			Samoaan	0%		
			Laotian	0%		
<i>Peralta Facts (3/10/10), Peralta Community College District Institutional Research Office</i>						

Viewing AANAPISI data in a disaggregated manner provides more useful information. It is clear that even within certain geographic groupings (i.e., Southeast Asian, Pacific Islander) some populations are doing better than others. The categories of Other Pacific Islanders and Pacific Islanders, for example, have higher success rates not only than the college and course averages, but also higher rates than specific Pacific Islander groups, such as Hawaiians and Samoans.

Vietnamese students also have success rates higher than the college and course averages in Mathematics, as well as rates higher than other Southeast Asian groups (i.e., Cambodian, Laotian). In comparison, Korean and Japanese students are performing lower than average in Mathematics. Filipino and Native American students are also underperforming in Mathematics.

While some of these sub-groups are statistically very small in number (i.e. only eight Laotian Mathematics students in 2009), disaggregating data can give faculty and administrators indications of where interventions are needed. For example, while the number of Laotian students may seem statistically insignificant, the fact is that not one of these students completed the Mathematics course they were taking, limiting their individual chances for academic success.

With targeted interventions, such as learning communities linking instruction and student services, students will have a greater chance of successful course completion and persistence.

English Success Rates: College-wide vs. AANAPISI Sub-Groups (Fall 2009)						
College/Program	Success Rate				Withdrawal	
College av. rate	63%				20%	
English av. rate	60%				26%	
Laney AANAPISI sub-groups:	AANAPISI Sub-groups: Higher than average		AANAPISI Sub-groups: At or Below average		AANAPISI Sub-groups: Highest drop rates	
	Korean	86%	Samoan	60%	Native American	53%
	Other Pac Island	75%	Cambodian	56%	Japanese	40%
	Chinese	72%	Hawaiian	50%	Cambodian	25%
			Asian Indian	44%	Other Pac Island	25%
			Native American	35%	Vietnamese	24%
					Chinese	23%
					Asian Indian	22%
<i>Peralta Facts (3/10/10), Peralta Community College District Institutional Research Office</i>						

In English, as in Mathematics, Chinese and Other Pacific Islander students are performing above average. Koreans, who had low success rates in Mathematics, have substantially higher success rates in English. Certain Pacific Islander groups (Samoans, Hawaiians) have average or lower than average success rates and Native Americans have the lowest success rate of any group (35%), as well as the highest withdrawal rates of any group (53%)—indicating possible areas for intervention.

Southeast Asian students, who are generally lumped into the standard API category, also appear to have lower success rates and higher drop rates. Vietnamese students, who statistically are the second largest Asian population at Laney, have a 25 percent withdrawal rate. A little over half of Cambodian students enrolled in English courses in Fall 2009 succeeded and 25 percent officially withdrew before the end of the semester. No Laotian student attempted English courses in fall 2009. Although the Cambodian and Laotian student populations are statistically small, it is significant to note that Cambodian and Laotian students have the lowest success rates in ESL courses, which prepare ESL student for degree-applicable English and

Mathematics courses. The Laney AANAPISI project student data research component will contribute to the institution's understanding of some of the obstacles faced by its AANAPISI students and how the college might be able to better serve them.

COURSE SEQUENCING: Student success rates in completing the necessary courses required for degree attainment and transfer. (PCCD Institutional Research Office)

In addition to measuring successful course completion rates, within a particular semester and over time, it is also important to analyze course sequencing: how students are doing in terms of progressing through course sequences to meet Associate (AA) degree or transfer requirements. Currently, Laney does not have extensive data on course sequencing success rates for its general population or for the AANAPISI population due to recent changes in the district's software system, which has caused delays in tracking data. The limited data available, however, suggests that many students are finding challenges moving through the sequence from pre-collegiate (depending on their prior skill level entering Laney) to entry-level college credit courses to upper-level courses required to earn an AA degree and/or transfer.

In Mathematics, for example, students already exhibit lower-than-average term-to-term persistence rates and, for certain segments of the AANAPISI population, the persistence rate is even lower than average. When one examines course sequencing patterns, however, concerns increase. At Laney, math courses are offered at three levels: basic skills, degree-applicable but non-transferable, and transferable courses. Recently, the District research office tracked a cohort of students over a period of four years, starting in 2004, as they moved from the basic skills Mathematics course, Math 253, to the transfer level Mathematics courses (see [Laney College Student Equity Fact Book 2009](#), page 18). For this exercise, Asian, Pacific Islander, and Filipino students were lumped together in one aggregate category.

Of the 60 AAPI and Filipino students who attempted Math 253, only 39 successfully completed the course. Of these 39 students, 12 moved on to AA-degree-applicable courses. Only three continued to transfer-level courses. There was one Native American in the cohort, who completed the basic skills Mathematics class but did not move to college-credit classes.

The same exercise was applied to a cohort moving from basic skills English to transfer-level English courses. In this case, a much higher number of API and Filipino students (26 out of 36 enrolled) made it through the course sequence and enrolled in transfer English courses. There were only two Native Americans in the cohort and they did not move beyond basic skills.

For both English and Mathematics sequencing, there are not reports available breaking down course sequencing success rates by sub-groups within the API population. There have also been no reports that track the success of ESL students over time. The Peralta Institutional Research Office reports that 1,505 ESL grades were assigned to Asian students at Laney in Fall 2009, suggesting that a large percentage of Asian students (40% or more) may be English language learners. This would be consistent with the low success rates for Southeast Asian students in English. It may also hint at some of the hidden reasons for drop off in Mathematics course sequencing rates, as these students hit language barriers while moving into upper-level classes.

As Hungwen Chang, a Laney Mathematics instructor who served on the AANAPISI grant planning team explains (AANAPISI planning meeting, 7/22/10): “Most ESL students enrolled in Math 253 (basic skills pre-algebra) seem to have under-placed themselves. An obvious reason is to gain time to improve their language skills. A not-so-unlikely scenario is that these students fare well in Math 253, Math 201 (Elementary Algebra), and Math 203 (Intermediate Algebra) only to find themselves completely overwhelmed in Math 13, a popular transfer-level statistics

course, which requires not only good math skills, but good language and critical thinking skills.” Such observations point to the need to do further analysis of the course sequencing patterns of Laney’s AANAPISI students to improve persistence, graduation, and transfer rates.

DEGREE COMPLETION/GRADUATION: The completion of all requirements for an AA or AS degree and the conferring of an AA or AS degree.

In 2008-2009, Laney College conferred Associate degrees to a total of 492 students. A total of 203 of these students (41%) were API students, four (1%) were Filipino, and eight (2%) were Native American. API students represented the largest segment of the student population to receive degrees; the second largest group was African Americans (161 students or 33%).

If one looks beyond the cross-race category comparison and looks at the API, Filipino, and Native American categories individually, one sees a different story emerging. A nine-year trend analysis (Peralta Facts, 3/24/10) shows that the actual number of API students receiving degrees has declined, from 233 in 00-01 to 203 in 08-09. The number of Filipinos receiving degrees has also declined, from 14 in 00-01 to four in 08-09. In contrast, the number of Native Americans receiving degrees has gradually increased, from zero in 00-01 to eight 08-09. No analysis is currently available of degree completion or graduation rates of specific sub-groups within the API population or of subject or degree concentration by ethnicity. These remain further areas to explore to improve degree completion and graduation rates for all AANAPISI students.

TRANSFER: The completion of all requirements to transfer to a four-year private institution or public university (i.e., University of California, California State University).

Transfers to the University of California (UC) and California State University (CSU), the two top transfer destinations for Laney students, have steadily increased over the last nine years, in line the college’s increased enrollment figures. API students continue to be the largest portion of students transferring to UC and CSU. Filipino and Native American students comprise the

smallest number of transfers, with a combined total of three Filipino students transferring to UC or CSU in 2009 and only one Native American, to CSU.

Number of Transfers to UC and CSU, by College and Ethnicity (2009)				
	Total College	Asian/Pacific Islander	Filipino	Native American
UC	152	90	2	0
CSU	311	116	1	1
Total:	463	206	3	1
<i>Peralta Facts (3/10/10), Peralta Community College District Institutional Research Office</i>				

More disaggregated data analysis needs to be done to understand how many students within the various API sub-groups transfer over time and to track related data, such as Grade Point Average (GPA) by sub-group. (According to District data nearly 50 percent of Laney students had a GPA of below 2.99 in Fall 2009, limiting their ability to transfer to a four-year university).

Also, it would be helpful to have surveys, interviews, or focus groups with AANAPISI students who have identified transfer as a goal to understand some of the barriers they face. Finally, it would be helpful to have longitudinal data to see how Laney's AANAPISI students fare upon transferring to a four-year university, to improve Laney's transfer education program.

2. The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

The Laney College AANAPISI Initiative will focus on serving the college's Asian, Pacific Islander, and Native American students. Given the demographics of the general Laney student body and economic profile of the college's primary service area, it is expected that the target population will consist primarily of economically and educationally disadvantaged students from the City of Oakland. The college will work with its various community partners to identify ways to work together to strengthen the educational and economic opportunities for the community's AANAPISI population.

Providing Access to College for Economically and Educationally-Disadvantaged Students

Like many urban inner-city community colleges, Laney College serves a high percentage of low-income students. While Laney enrolls students from all six cities in the Peralta service sector, as well as from surrounding cities such as Hayward, Richmond, and San Francisco, the majority of Laney students (nearly 95%) are from Oakland and 75 percent of these are from high poverty neighborhoods such as East Oakland/Fruitvale, West Oakland, and downtown Oakland/Chinatown, which includes many low-income immigrant families.

Since the start of the economic crisis in late 2008, unemployment has sky-rocketed. As of June 2010, the unemployment rate in Alameda County was 11.5 percent. For Oakland, however, the unemployment rate has hit a high of 17.2 percent—the highest in the county. Nearly 70 percent of the K-12 students in the Oakland Unified School District (OUSD), Laney’s primary feeder district, qualify for the Federal free or reduced lunch program, and a number of OUSD schools—including those in Chinatown—receive Title I funds for high-poverty area schools.

This economic reality has an impact on the educational pipeline for many Laney students who receive their primary and secondary school education in the Oakland public schools. Given the current state budget crisis in California, OUSD is anticipating major cuts in funding.

OUSD has received much media attention in recent years for its high truancy and dropout rates. While OUSD now claims a high school graduation rate of 65 percent, the district admits that it “needs additional support to increase student achievement, reduce truancy, and increase graduation rates.” (OUSD Office of the Superintendent, Expect Success Plan, 11-13-09, www.OUSD.k12.ca). OUSD’s recent Expect Success Plan also states: “We continue to under-serve our African American, Latino, Pacific Islander, and English Learner students, resulting in

an opportunity and achievement gap that we must close.” With the current cuts, it will be difficult to provide targeted support services for these students and meet student success goals.

In addition to not getting the educational support they need from the local K-12 system, many Laney students come from neighborhoods where, according to the U.S. Census 2000, residents have low educational attainment rates. Many are first-generation college-goers.

Many of Laney’s API students are immigrants and refugees, who may have language barriers and limited educational experience. At the same time, some API immigrants may have had an extensive education outside of the United States but are unfamiliar with the policies and requirements of the U.S. educational system. Due to these various contributing factors, many API students enter Laney under-prepared and needing additional support services.

3. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Background of Laney AANAPISI Initiative: Addressing AANAPISI Student Needs

The Laney College AANAPISI Initiative is a direct outgrowth of the college’s recent institution-wide planning process, which resulted in the publishing of the college’s Educational Master Plan (EMP), in early Spring 2010. In March 2010, Dr. Elñora T. Webb, Laney’s newly-appointed President and former Vice President of Instruction, convened a team of faculty and administrators, from both instructional services and student services, to lead the new Laney AANAPISI Initiative. The team was charged with developing a multi-year plan for analyzing and improving the educational experience for Laney’s AANAPISI student population.

The team met with college administrators to discuss how the initiative could support the college's strategic directions, and held sessions with the college's shared governance, which includes faculty and student leaders. The team also met several times with the head of the Peralta Community College District Institutional Research Office to discuss data needs and findings. It also involved and solicited input from faculty members in core subject areas (English, Mathematics, ESL) and counselors.

As a result of these efforts, the Laney AANAPISI project is aligned with the strategic direction set forth in the plan, as well as with the college's primary goal for transfer education:

Strategic Directions from Laney College Educational Master Plan (2010)	
1.	Advance Student Access, Equity, and Success – Challenge and empower all our students to succeed.
2.	Engage Community and Increase Partnerships – Actively engage and partner with the community on an ongoing basis to identify and address critical needs.
3.	Provide Learner-Centered Programs and Services – Create and support high quality educational programs and student services.
4.	Create a Culture of Innovation and Collaboration – Implement best practices in communication, management, and human resource development.
5.	Develop and Manage Resources to Advance and Sustain Our Mission – Ensure that resources are used wisely to leverage resources for student and community success
Laney College Transfer Education Goal #1	
1.	Increase the overall number of students, including under-represented students, transferring to four-year institutions

The Need to Improve Academic Performance Indicators: Analysis and Recommendations

Analysis of Problem: As detailed in the previous section, an initial analysis of six key academic performance indicators (retention, persistence, successful course completion, course sequencing, degree attainment/graduation, transfer) shows that while AANAPISI students as a whole may perform well in some areas, certain segments of the AANAPISI population are underperforming. This is particularly true for Native American students, Filipinos, Hawaiians and Samoans, and certain Southeast Asian sub-groups (Cambodian, Laotian). (Note: Other emerging sub-groups, such as Tongans and Mongolians, are not tracked and so are virtually invisible to the college.)

Recommendation: Introduce targeted academic interventions and linked student support services for AANAPISI students and conduct further analysis of student data to tailor and refine academic interventions, student services, and marketing strategies for this student population.

The Need to Develop a System and Framework for Collecting and Analyzing Student Data:

Analysis of Problem: Last year, due to state budget cuts, all four Peralta colleges were forced to eliminate their institutional research positions and there are no plans to reinstate these positions in the near future. In addition, staffing levels for the District's centralized Institutional Research Office were cut in half and the office now has two people to fulfill all data tracking and reporting requirements for the entire district, including maintaining annual statistics for the state and meeting District and college accreditation requirements. As a result, the District has very limited ability to assist the college with efforts such as grant proposals and equity initiatives. Specialized research requests, such as sorting by disaggregated data or conducting longitudinal studies, are simply not possible for the District office to undertake.

These staffing cutbacks and constraints make it very difficult for the college to access useful data in a timely manner for internal planning purposes, community collaborations, and funding proposals. In addition, a recent change, in 2008, of the District software system used for tracking and monitoring student data has caused gaps and inconsistencies in data recorded and presented.

Recommendations: Develop a college-based system to track and disaggregate Laney data in a format that is compatible with the District and State student-data tracking systems, yet allows the college to collect and assess data according to its own needs. Design and implement a longitudinal study to evaluate the educational success of AANAPISI students over time. Better data and information on the challenges of these students should then dictate resource allocation.

The Need to Respond to Service Gaps in Instruction and Student Services:

Analysis of Problem: Discussions with English, Mathematics, and ESL faculty, and an evaluation of the 2010 department program reviews, reveal that all three departments are dealing with increased enrollment. At the same time, they are also facing cutbacks or caps on instructional hours and academic support services needed to help their students succeed.

The Mathematics Department reports a steady increase in enrollment for the last five years and, in response has had to expand sections for critical transfer courses such as Math 13 (Statistics). Because of this increased enrollment, more students are requiring tutoring.

The English Department is also requesting additional funding for trained English tutors. While the college recently opened a new Writing Center, due to budget cuts it is understaffed and is already operating at capacity. There is no funding for specialized tutoring or study groups. The ESL Department is also struggling with limited resources and rising demand. Tutors are needed to work with ESL students to help them make the transition to degree applicable and transfer courses. More ESL writing workshop sections and study groups are also needed.

All three departments have a successful track record working with learning communities. Laney currently has two ethnic-specific learning communities, which have been shown to increase student success. At this time, however, no such resource exists for AANAPISI students.

Recommendations: Provide subject-based tutoring and study groups for AANAPISI students enrolled in key English, Mathematics, and ESL courses required for degree attainment and transfer. Create curricular learning communities specifically for AANAPISI students, combined with linked tutoring and counseling classes, to improve persistence and success in these core areas, as well as graduation and transfer rates.