

## SECTION B: QUALITY OF PROJECT DESIGN

### 1. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

The mission of the Laney College AANAPISI Initiative is to significantly enhance the capacity of the institution to serve its large and diverse AANAPISI student population, increasing student engagement and improving educational outcomes for students within this target population. To support this mission, Laney will use the multi-year AANAPISI grant to create an AANAPISI Student Success Center and, under the auspices of this center, to conduct a demonstration project focused on transfer readiness for AANAPISI students, consisting of integrated activities in instruction and student services, professional development, and research.

#### **Project Goal, Measurable Objectives, and Expected Outcomes:**

The ultimate goal of the five-year demonstration project is to increase the number of AANAPISI students who obtain an AA/AS degree and/or transfer. There are four objectives:

<b>Laney AANAPISI Initiative: Objectives for Transfer Readiness Demonstration Project</b>	
<b>Persistence</b>	<u>Objective 1:</u> Demonstrate the ability of the institution to increase term-to-term persistence rates for AANAPISI students from all sub-groups.
	<u>Performance Indicator:</u> Students enrolled in the Laney AANAPISI project will demonstrate a persistence rate that is at least 10% higher than a) the college average, and b) the rate for their sub-group, within each academic year. (2011-2015)
<b>Successful Course Completion</b>	<u>Objective 2:</u> Demonstrate Laney's ability to increase successful course completion rates for AANAPISI students in transfer track Mathematics, English, and ESL courses.
	<u>Performance Indicator:</u> At least 50% of the students enrolled in the AANAPISI learning communities during the first semester of the project will successfully complete transfer track English, Mathematics, or ESL classes and the success rate of AANAPISI learning community students will increase by 5% each project year. (2011-2015).
<b>Graduation/Degree Completion</b>	<u>Objective 3:</u> Demonstrate the ability of the institution to increase graduation/degree completion rates for Laney AANAPISI students.
	<u>Performance Indicator:</u> AANAPISI students participating in the learning communities will have a higher graduation rate and improved time-to-completion than students in a control group of AANAPISI students who are not enrolled in the learning communities.
<b>Transfer</b>	<u>Objective 4:</u> Demonstrate ability to increase Laney AANAPISI student transfer rates.
	<u>Performance Indicator:</u> AANAPISI students participating in the learning communities will have a higher transfer rate than students in a control group of AANAPISI students who are not enrolled in the project's AANAPISI learning communities.

Laney aims to achieve the following outcomes by the end of the five-year project:

<b>Laney AANAPISI Initiative: Outcomes for Transfer Readiness Demonstration Project</b>
<b>Outcome 1:</b> Of the approximately 375 AANAPISI students who participate in the project, at least 225 (60%) will have successfully obtained an AA or AS degree and/or have transferred to a four-year university, increasing their opportunities for educational and career advancement.
<b>Outcome 2:</b> Laney College will have a user-friendly, college-based system in place for conducting equity-based research on AANAPISI student outcomes and longitudinal data to inform effective academic practices and service delivery for the target population.

- 2. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**

**Relationship of Project Design to Identified Needs:**

The four main categories of activities selected for the AANAPISI demonstration project have been developed in direct response to the three primary needs identified by the planning team, in conjunction with college administrators, faculty, and students. The following chart shows the correlation between proposed project activities and the need identified in the needs analysis:

<b>Primary Needs to be Addressed by the Laney AANAPISI Project</b>	
1) The need to <u>improve academic performance indicators</u> for all AANAPISI students, particularly those sub-groups of AANAPISI students that are struggling academically; 2) The need to <u>develop a system and framework for collecting and analyzing student data</u> to better understand the educational needs of AANAPISI students; 3) The need to <u>respond to gaps in services in instructional and student services</u> in order to boost persistence, graduation, and transfer rates for AANAPISI students.	
<b>Proposed Project Activity</b>	<b>Need(s) Addressed</b>
1. Establish an AANAPISI Student Success Center.	Needs 1, 2, and 3
2. Offer AANAPISI learning communities, focused on transfer and integrating academic instruction and support services.	Needs 1 and 3
3. Provide professional development for Laney faculty and staff on topics related to serving AANAPISI students.	Needs 1 and 3
4. Conduct disaggregated research on the Laney AANAPISI student population to track educational outcomes over time and inform services and student engagement activities.	Need 2

These activities and strategies were carefully designed to address the findings of the initial research conducted by the AANAPISI Initiative planning team on key academic performance indicators, for both the general Laney population and the college's AANAPISI population. The research found that: a) there was room for improvement for AANAPISI students in each of the

six academic performance indicator categories reviewed, and b) there were many areas that warranted further investigation, particularly in terms of disaggregating data by sub-group, age, gender, etc., and conducting migration studies on the achievement of cohorts to better understand student performance patterns and norms. High performance rates for some individuals in the AANAPISI population often hid the lower performance rates of other AANAPISI students, often due to gaps in academic preparation and/or to language barriers as students move into the more advanced transfer-level classes.

The college's research into academic performance indicators also found that success rates were lower for all students in English and Mathematics, and that few students persisted in upper-level Mathematics and English courses and made it through the pipeline to graduation and transfer. This is in keeping with research on API students nationwide. According to a newly-released report by the National Commission on Asian American and Pacific Islander Research in Education, "Compared to AAPIs at four-year institutions, AAPI community college students were more likely to enter college with lower levels of academic preparation in English and math. One recent study found that one in five AAPI students needed remediation in English" (CARE, 2010, p. 16).

To address this need, Laney's AANAPISI project will focus its AANAPISI learning communities on Mathematics, English and ESL courses needed for an AA/AS degree or transfer. By strategically targeting limited resources to support AANAPISI students' progression through these critical courses, and by providing intensive support services to students in these courses, Laney will begin improving persistence, graduation, and transfer rates for all segments of the AANAPISI population.