

2018 Annual Performance Report

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Grantee Name: PERALTA COMMUNITY COLLEGE DISTRICT

Grantee Address: 900 FALLON ST, OAKLAND, CA 94607

PR Award Number: P382B160004

Unit (NCES) ID: 117247

Project Director: Name: David Lee
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Grant Program: Title III - Part F - Asian American and Native American Pacific Islander-serving Institutions

Project Title: AANAPISI

Institution Type: 2-year Public

Grant Year: 2

Authorized Representative: Name: David Lee
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Section 1: Executive Summary

Unless otherwise stipulated, please answer each question in 1,000 words or less.

When answering, please organize your responses according to the following focus areas:

- Academic Quality
- Student Services
- Institutional Management
- Fiscal Stability

Keep in mind that these questions, unless otherwise stated, pertain to the most recent grant year.

SECTION 1-A: Use this section to summarize how your grant is enabling your institution to fulfill the legislative intent of the Title III, V, or VII Program during the current grant year.

1. The goals of Title III, V, and VII grants are to strengthen an institution's capacity to serve low-income and minority students. Summarize, in 1,000 words or less, the impact your institution's Title III, Title V, or Title VII grant has had this year on the following institutional measures: (a) Enrollment, (b) Graduation, (c) Retention, and/or (d) Fiscal Stability. Summarize the impact of the grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

ACADEMIC QUALITY

The instructional components of the grant that include activities to address academic quality at Laney College are ESOL acceleration, Hybrid online ESOL courses with embedded tutoring, ESOL grammar community of practice, ESOL dual enrollment, as well as data outcomes for math and English transferrable courses and one level below transferrable courses.

During the 2017-18 academic year, the AANAPISI Program contributed to several promising changes to our college and our students. Some of the major contributions include:

- a. Sponsored first-ever Southeast Asian class - ASAME 42 (Fall 2018)
- b. Funded Communities of Practice among ESOL department faculty which contributed to:
 - Dual Enrollment - curriculum development, professional development for ESOL faculty teaching in OUSD
 - ESOL Grammar - developed first ever cohesive curriculum for teach grammar that is coordinated across all ESOL courses at each level.
 - ESOL 52/ ENGLISH 1A - working with both English and ESOL faculty, developed first curriculum that bridges and aligns ESOL 52 to gateway English 1A to help transition ESOL students into college level English
 - ENGLISH 264 - Modified curriculum to include AAPI culturally relevant reading list to this important gateway to transfer level course and AAPI cultural awareness training for English faculty.
- c. Continued to support six sections of ESOL hybrid courses including by funding 8 multilingual embedded tutors, 60 laptops and counseling services.
- d. Partnered with OUSD counselors to create pathway for OUSD ESOL students to enroll in dual enrollment courses, participate in Summer Bridge and to access support services at Laney College.

STUDENT SERVICES

In our ongoing efforts to improve our services to students, the AANAPISI Program provided many new support options to help students transition to college and through higher level courses.

Some of the major student support services included:

- a. Hired and trained three APASS Counselors, 2 project specialists.
- b. Expanded Embedded Tutoring - developed first ever comprehensive embedded tutor training curriculum and partnered with foundation skills grant to train and deploy 15 multilingual tutors to gateway math (math 261, Math 230, Math 240, math 503) and English courses (Eng 264 A/B, Eng 269 A/B).

- c. Hired and Trained 12 APASS multilingual tutors and student ambassadors to staff APASS center and support counselors.
- d. Summer Bridge 2018- planned, organized and hosted for 25 incoming ESOL Laney students from ESOL students from Oakland Unified High School.
- e. Designed, wrote, translated and printed first ever multi-lingual student orientation guides (20,000 copies) for Laney College in Vietnamese and Chinese.
- f. Designed and produced first ever multilingual student orientation and financial aid videos in Chinese and Vietnamese for Laney College.
- g. Staff conducted targeted outreach, developed and organize Asian American cultural events, collaborate with Asian American student clubs and organizations, organize transfer tours for API students, organize Summer Bridge.

3. PERFORMANCE OUTCOMES

The AANAPISI Program supported hybrid ESOL courses that included Intermediate Reading and Writing (ESOL 222A/B), High Intermediate Reading and Writing (ESOL 223 A/B), and Advance Reading and Writing (ESOL 52A/B). Support for these courses included embedded tutoring, and Chromebooks. Compared to the first implementation semester in spring 2017, student success and retention rates in most classes have improved. In the Intermediate Reading and Writing classes, the success rate increased from 77% in spring 2017 to 88% in fall 2018, while the retention rate increased from 55% to 92%, respectively. Progress in the success rate for students in High Intermediate Reading and Writing courses also resulted in a modest gain from 80% in spring 2017 to 86% in fall 2018. The retention rate for these courses decline from 78% to 71%. In the Advance Reading and Writing courses, the success rate declined from 80% to 75%, while the retention rate increased from 66% to 71%.

INSTITUTIONAL MANAGEMENT

Beginning in year 2, the AANAPISI Program found a permanent Director, Dr. David Lee. Under Dr. Lee's leadership, many of our grant objectives were addressed promptly and successfully. Other essential program infrastructures were also established, such as:

- a. Formed steering committee with key stakeholders and institutional leaders and had regular meetings. Steering Committee includes college president, VP Instruction, VP Student Success, Dean, Counseling, Dean, ESOL/English, Dean, Math and represents strong institutional support for AANAPISI Program.
- b. Collaborate closely with Dean of ESOL/English and Dean of Math

FISCAL STABILITY

With a program Director in place, our fiscal issues were addressed and staffing became a priority. We were successful in building the program with the appropriate staff:

- a. Hired director, part-time staff assistant, faculty lead, 2 data specialists
- b. Hired and trained three new API APASS counselors from Southeast Asian backgrounds.
- c. Hired and trained 2 APASS Project Specialists including one fluent in Southeast Asian languages

- 1A. Summarize, in 250 words or less, some of the major milestones reached this year as a result of the grant project(s).

- 1. Hired director, part-time staff assistant, faculty lead, 2 data specialists.
- 2. Hired and trained three APASS counselors from Southeast Asian backgrounds.
- 3. Hired and trained 2 APASS Project Specialists including one fluent in Southeast Asian languages, developed and organized Asian American cultural events, collaborate with Asian American student clubs and organizations, organize transfer tours for API students, plan Summer Bridge.
- 4. Sponsored first-ever Southeast Asian class, ASAME 42 in fall 2018.
- 5. Funded Communities of Practice among ESOL department faculty to enhance Dual Enrollment, ESOL Grammar courses, ESOL 52 and ENGLISH 1A faculty collaborations, ENGLISH 264 curriculum to include AAPI culturally relevant reading list, expanded Embedded Tutoring to gateway math and English courses.
- 6. Hired and Trained 11 APASS multilingual tutors and student ambassadors to staff APASS

center.

7. Summer Bridge 2018- planned, organized and hosted for 25 incoming ESOL Laney students.
8. Continued to support six sections of ESOL hybrid courses including by funding 8 multilingual embedded tutors, 60 laptops and counseling services.
9. Designed, wrote, translated and printed first ever multi-lingual student orientation guides (20000 copies) for Laney College in Vietnamese and Chinese.
10. Designed and produced first ever multilingual student orientation and financial aid videos in Chinese and Vietnamese.
11. Formed steering committee with key stakeholders and institutional leaders.
12. Partnered with OUSD counselors to create pathway for OUSD ESOL students to enroll in dual enrollment courses, participate in Summer Bridge and to access support services at Laney College.

1B. Summarize, in 250 words or less, where your institution needs support for the grant project(s).

The institution needs support in the following areas:

1. Institutional research support to disaggregate data and provide tracking. Currently Laney does not have an institutional research office or capacity.
2. Stronger institutional coordination between Oakland International High School (OIHS) and Laney to expand dual enrollment programs
3. Stronger institutional coordination between California State University, East Bay (CSU EB) and San Francisco (CSU SF) to support research and program evaluation
4. Partnerships with community based organizations
5. Language translation support
6. Greater coordination and collaboration with college level and transfer (e.g. English, math, Ethnic Studies, etc.) instructors and deans.

1C. Has your institution's project(s) contributed to (a) research, (b) knowledge, (c) practice, and/or (d) policy over the past year? If so, how? These may be presentations, publications, program development and/or expansion, and recommendations for policy changes due to the work being conducted on campus.

Yes. APASS has worked with the ESOL Department to convene Community of Practice (COP) in Grammar which contributed to changes in ESOL grammar instruction and curriculum. APASS supported instructors in teaching the accelerated curriculum, develop new teaching techniques, and materials for all faculty to make use of technology and experts in the field.

Senior leadership from both Student Services and Instruction serve on AANAPISI Steering Committee including VP Student Success, VP Instruction, Dean ESOL/English, Dean Counseling and chaired by President Gilkerson.

Laney College committed to providing AAPI students with more multilingual access to information. Collaborated with APASS to translate and print 20,000 Chinese and Vietnamese orientation/navigation brochures, air multilingual orientation/navigation and financial aid videos.

Laney College has provided support with the services of institutional researcher to assist with data disaggregation.

The College has provided institutional funding through foundation skills grant to fund embedded tutors, faculty stipends for communities of practice and APASS counselor.

ESOL Dean and Faculty have agreed to participate in first-ever embedded counseling program for ESOL courses which requires high degree of collaboration between APASS and ESOL instructors.

The College student life director collaborated with APASS to help support the chartering of the first Asian American student club at the college (Asianrific) and also the first Mongolian student club (APEX)

The College has institutionalized Asian American cultural celebrations initiated by APASS

including Lunar New Year Festival, Moon Festival, AAPI Film Festival and AAPI/APASS Graduation.

2. How has the grant helped to carry out the mission of the institution?

Laney College educates, supports and inspires students to excel in an inclusive and diverse learning environment rooted in social justice. The college goals are to promote equity, promote a collaborative institutional culture for communication, governance and decision-making, offer students the highest quality curriculum and services, cultivated a culture of belonging, pride and self-reflection for continuous improvement and to increase awareness and access to disproportionately impacted communities.

The AANAPISI Part F grant has helped Laney college to broadly meet its mission by supporting AAPI and ESOL students who comprise over 30% of the student body persist, excel, and fully participate as thriving members of a diverse learning environment. More specifically, the grant has helped achieve institutional goals by helping this target population progress through ESOL courses more quickly by restructuring and accelerating the ESOL curriculum and in doing so helped these students overcome barriers to college-level courses and CTE programs and increase transfers to four year institutions.

The grant has helped the institution comply with California state mandates AB705 and Guided Pathways and has become a model for how instruction, counseling and student success components of the college can collaborate to fulfill the state initiatives and achieve the institutional mission.

3. For continuous improvement, what modifications do you wish to make to your grant project(s) during the upcoming reporting year?

1. Hire Project Specialist
2. Find additional funding to support cost of APASS counselors
3. AAPI Professional Development for Laney College Flex Day
4. Increase APASS intake services such as Summer Bridge, multilingual navigation videos, embedded counseling, embedded tutoring and transfer tours.
5. Increase APASS funded courses to include Pacific Islander and Mongolian students.

4. How did the cooperative arrangement aspect of the grant benefit the institutions involved?

We have developed collaborations with Oakland International High School to support students who are interested in continuing their education at Laney College. We have also develop partnerships with CSU East Bay and San Francisco State to improve transfer pathways for Laney students.

Two APASS students received APIA Scholars scholarship totaling \$7,500 due to partnership with the organization.

5. For those programs that required standards of evidence in the application (ANNH, AANAPISI, NASNTI, SIP, etc...), how are you meeting the standards you cited in your grant application?

In our grant we have set targets for the following components and objectives for year two:

Objective 2.3 - 586 students to enrolled in APASS-like courses- Exceeded objective of 300

Objective 2.4 - infuse into 4 services areas. - We met 4 objectives: Embedded tutoring, embedded counseling, enrollment, outreach/orientation

Objective 3.2- student ambassadors – we met objective with help of APASS counselors, project specialists and student ambassadors.

Objective 3.3- intake and services - we met objective with Summer Bridge 2018

5A. If you have conducted program evaluation, assessment, or research related to the grant, please summarize your results. If you have any documents (journal articles, institutional publications, presentations, etc...) that provide greater detail of your results that you would like to highlight, please attach them for review.

See attached evaluation from our independent evaluator.

SECTION 1-B: You must answer at least two of the five questions in this section.

Tell us about any challenges that you have had during the reporting period or that you anticipate in the coming year which may affect your ability to meet the goals of your grant. Include, if applicable, your institution's plans to meet these challenges.

Peralta Community College District's employment policies resulted in the sudden loss of two key APASS staff in September 2018 (Project Specialist and Staff Assistant). This unexpected development has slowed down the grant's progress and has resulted in remaining staff assuming additional duties to perform the necessary functions as required by grant.

How would you improve or change the Program (e.g., customer service, allowable activities, regulations, statute)?

We plan to improve our AANAPISI grant with the following:

- Hire Project Specialist and Part-Time Staff Assistant as they are vital positions essential to meeting grant objectives and time line.
- Secure more institutional funding to support the cost of APASS counselors
- Pilot Pacific islander class
- Expand services to reach more Pacific Islander students
- Continue funding Southeast Asian course
- Expand embedded APASS counseling and tutoring program in ESOL Department.

Section 2: Accreditation

Grant Year	Pre-Grant	Year 1	Year 2	Year 3	Year 4	Year 5
Collection Year	2015	2016	2017	2018	2019	2020
Total Fall Enrollment	11637	10914	10850	0	0	0
Fall-to-Fall Retention %	69	69	71	0	0	0
2-Year Graduation Rate	0	0	0	0	0	0
4-Year Graduation Rate	0	0	0	0	0	0

INSTITUTIONAL LEADERSHIP

1. Have there been changes in institutional leadership (presidents, vice-presidents, provosts, etc.) or in the Grant leadership (project director, activity director, etc.)?

Yes

If yes, how has this affected the grant?

Laney College hired a new Director of AANAPISI, Vice President of Student Services, Associate Dean of Student Success, and Researcher. These administrators helped to improve the support for AANAPISI grant programming.

ACCREDITATION

2. Who is your institution's primary accrediting agency:

Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges

AUDIT

4. Has an audit that complies with OMB Circular A-133 been completed?

Yes

4a. Were there any findings in the audit?

No

4b. Year the most recent audit was conducted:

2018

Copy of the report with findings:

4c. Explain how these findings are being addressed:

ENDOWMENT

5. Do you have an Endowment Challenge Grant?

No

6. Are grant funds being used for an Endowment activity?

No

7. Do you have an endowment on a previous award not matured?

No

If yes, what is the award number?

Section 3: Activities, Focus Areas, and Outcomes

Total Expenditures during the Reporting Period

Total federal dollars spent on your Title III/V grant: \$474,080.00
 Total federal dollars spent on Title III/V project management and evaluation: \$147,997.14
 Total remaining federal dollars spent on your Title III/V activities (Line 1 - Line 2): \$326,082.86

Total number of activities: 1

Grant Activities and Outcomes

Grant activity:

Hired AANAPISI Director, 3 Counselors, staff assistant, embedded tutors, faculty liaisons for department community of practice development, and consultants.

Total Spent: \$259,603.00

Focus Area: Academic Quality

Legislative Allowable Activities	Dollars Spent	% of Dollars
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	\$160,787.00	62
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	\$43,054.00	17
Tutoring, counseling, and student service programs designed to improve academic success.	\$55,762.00	21

Focus Area: Academic Quality Outcomes

Has the number of new academic programs increased?	Yes
<i>If yes:</i> Initial #: 0 Final #: 1 Goal: 1 Supporting statement: A new course, Asian American Studies 42 (Southeast Asians in the US) was developed and offered to students.	
Has the number of specialized accreditations increased?	No
<i>If yes:</i> Initial #: Final #: Goal:	
Has the completion rate of <i>minority</i> students increased?	No
<i>If yes:</i> Initial completion rate: Final completion rate: Goal: Supporting statement: The college overall completion rate remained about the same between the Year 1 (45.6%) and Year 2 (45%).	

Focus Area: Fiscal Stability Outcomes

Has state institutional financial support increased?	No
<i>If yes:</i> Initial \$: Final \$: Goal:	
Have grant activities been taken over financially by the institution?	No
<i>If yes:</i> Initial #: Final #: Goal:	

Focus Area: Institutional Management Outcomes

Has the institution's information management infrastructure improved?	No
<i>If yes:</i> Initial \$ of infrastructure: Final \$ of infrastructure: Goal:	
Has the institution's information management capabilities improved?	Yes
<i>If yes:</i> Initial : Fair Final : Good Goal: Excellent Supporting statement: Laney College hired a full time Researcher and the AANAPISI Program has benefited from the hire. We continue to conduct more research on disaggregated AAPI student outcome.	

Focus Area: Student Support Services Outcomes

Has the institution's retention rate improved?	Yes
<p><i>If yes:</i></p> <p>Initial rate: 82 Final rate: 84 Goal: 84</p> <p>Supporting statement: Retention rate for degree applicable courses increased from 82% in fall 2016 to 84% in fall 2018 Retention rate for transferrable courses increased from 82% in fall 2016 to 84% in fall 2018</p>	
Has the retention rate of students who received academic counseling increased?	Will report next year
<p><i>If yes:</i></p> <p>Initial rate: Final rate: Goal:</p> <p>Supporting statement: This is the first year that we have counselors designated to the AANAPISI Program. Next year we will track the effect that this resource had on our students' retention rate.</p>	
Has the average number of credits completed by students who received academic counseling increased?	Will report next year
<p><i>If yes:</i></p> <p>Initial #: Final #: Goal:</p> <p>Supporting statement: This is the first year that we have counselors designated to the AANAPISI Program. Next year we will track the effect that this resource had on the number of units our students complete.</p>	
Has the average GPA of students who received academic counseling increased?	Will report next year
<p><i>If yes:</i></p> <p>Initial GPA: Final GPA: Goal:</p> <p>Supporting statement: This is the first year that we have counselors designated to the AANAPISI Program. Next year we will track the effect that this resource had on our students' average GPA.</p>	

Section 4: Project Status

Activity: Hired AANAPISI Director, 3 Counselors, staff assistant, embedded tutors, faculty liaisons for department community of practice development, and consultants.

Project Objective: OBJECTIVE 2.3

Objective Status: On schedule

Objective Narrative: By 2021, there will be a four times increase in the annual number of students participating in APASS-like strategies for improved success and retention (instructional – guidance – ESL and intake transitional services) compared to 150 student/year average 2010-15.

Performance Measure: Annual Target

Measure Type: Project

Data Type: Raw Number

Target: 300

Actual: 586

Date Measured: 2018-09-30

Frequency Measured: annually

Section 4: Budget Summary

Category	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	\$144,980.00	\$160,585.00	\$303,538.37	\$0.00	\$2,026.63	\$190,514.00	No
Fringe Benefits	\$65,517.00	\$72,964.00	\$58,591.17	\$0.00	\$79,889.83	\$75,151.00	No
Travel	\$14,365.00	\$15,500.00	\$16,481.12	\$0.00	\$13,383.88	\$15,500.00	No
Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Supplies	\$4,009.00	\$30,550.00	\$8,056.33	\$0.00	\$26,502.67	\$22,800.00	No
Contractual	\$14,000.00	\$14,000.00	\$65,300.00	\$0.00	(\$37,300.00)	\$14,000.00	No
Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Endowment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Other	\$38,250.00	\$38,250.00	\$32,000.00	\$22,113.34	\$48,136.66	\$32,000.00	No
Total	\$281,121.00	\$331,849.00	\$483,966.99	\$22,113.34	\$132,639.67	\$349,965.00	

Budget Narrative

1a. Have all funds that were to be drawn down during this performance period been drawn down?

Yes

1b. If no, please provide the amount and description of the funds that have not been drawn down in the G5 system, and why they haven't been drawn down.

Yes. Due to staffing changes in the District budget office, drawdowns have been delayed and inconsistent. We are working with the district to implement monthly or quarterly scheduled drawdowns.

Due to lack of personnel in year one and first quarter of year two, the personnel budget line had a substantial carryover totaling \$305565. A full-time director was hired on December 13, 2017. The director subsequently hired one faculty lead, one part-time staff assistant, one project specialist position, three part-time counselors, 11 student ambassadors, increased hours for 11 pre-existing tutors and funded 16 faculty stipends expending 303,538.37.

Unexpectedly, in September 2018, the part-time staff assistant and the project specialist were terminated by the district as part of a restructuring that resulted in 300 hourly workers being terminated in Peralta District. We are actively working to hire a permanent part-time staff assistant and project specialist currently.

2a. Did you have any unexpended funds at the end of the performance period?

Yes

2b. If you did, explain why, provide the amount, and indicate how you plan to use the unexpended funds (carryover) in the next budget period.

We had a large carryover from Year One, difficulty reallocating excess benefit line to program areas and hiring delays which resulted in delays in expenditures and in a carryover albeit much smaller (\$132,639.67) for year Three. Our intention is to allocate carryover to funding 3 part-time counselor salaries which are much higher than anticipated in grant proposal and to hire a permanent part-time project specialist and part-time staff assistant.

3a. Do you anticipate any changes in your budget for the next performance period that will require prior approval from the Department (as designated by EDGAR, 34 CFR 74.25 and 80.30, as applicable).

Yes

3b. Describe any anticipated changes in your budget for the next budget period (see EDGAR, 34 CFR 74.25 and 80.30, as applicable).

Yes. A carryover budget for year three will be submitted to program officer for review and approval.

4a. Is this a cooperative arrangement grant?

No

5. Many grantees include community partners, other institutions of higher education, and secondary schools in their work. Please complete the table below (if applicable) with information related to any partners that you might be working with on your grant. Also describe if and how these partners role's have changed, and whether this had any impact on your ability to achieve your approved project objectives and/or project activities.

Partner Name	Description of Partner's Role	Did Role change?	How did Role change?	Impact on your ability to achieve objectives/activities
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6a. Do you wish to make any changes in the grant's activities for the next budget period?

No

7a. Were there any changes to key personnel during this reporting period?

Yes

7b. If yes, did you receive approval from your Program Officer?

Yes

8. Have you met your goals and objectives as outlined in your approved activities for this reporting period?

Yes

8b. If no or partially, please explain.

Pending data

9. Provide any other appropriate information about the status of your project including any unanticipated outcomes or benefits.

1. District hiring and personnel policies have delayed hiring of counselors and key staff and has resulted in sudden loss of staff assistant and project specialist. Furthermore, changes in district budget staff have resulted in delayed and sporadic drawdowns.
2. College changes in key leadership such as abrupt resignation of Dean of Counseling (leaving vacancy for academic year 18-19) and impending retirement of Dean of Liberal Arts (oversees English and ESOL) have produced challenges to implementing key components of our grant.
3. The cost of part-time counselors is much higher than original grant proposal estimated. Each with an hourly rate of \$75-\$90, the cost of hiring three APASS part-time counselors is \$69507 per semester.
4. APASS embedded counseling in ESOL classes has generated institutional support including the funding of release time for faculty lead supporting APASS and APASS has been invited to submit a proposal for additional funding to support APASS counseling position for one semester.
5. Strong support from President Gilkerson, VPSS Ferguson and VPI Rudy Besikoff has been instrumental in moving grant components forward particularly with expedited contracting process to bring in essential skillsets quickly and with securing other funding sources such as Foundation Skills.
6. Strong collaboration with faculty has produced major curriculum alignment in ESOL and gateway English. Moreover, faculty support has been critical to development of APASS embedded counseling and tutoring program which has generated institutional interest as a possible model for implementation of AB705 and Guided Pathways mandated by California Community College Chancellor.
7. APASS sponsorship and success of the first Southeast Asian course (ASAME 42) in Laney College has generated interest from the institution for collaborating on the development of additional courses to support DI AAPI populations including the first ever Pacific Islander course. As a direct result of this activity, the college president and professional development committee has requested that APASS help plan Spring Flex Day (which is mandatory training for all faculty, administrators and staff) 2019 to focus on training to improve serving AAPI students.
8. APASS office is open every day and is fully staffed with student ambassadors, tutors and counselors. As such it has become a vital part of the campus and has logged over 600 unique visits since it was reopened in January 2018.
9. APASS navigation and orientation videos and brochures in Chinese, Vietnamese, Spanish and other languages have been integrated into campus-wide enrollment, counseling, financial aid and student services programming.
10. Since APASS opened in 2018, three new AAPI student organizations have been formed.