AANAPISI Grant Annual Report

Grant 2 Year Four (Fall 2019 through Summer 2020)

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3/30/2021

Arise Year 4 Grant 2 (2019/20) Reports

Table of Contents

AANAPISI Grant Objectives Outcomes

Objective 1a	Performance Measures and Timelines		Annual Progress			
	Year	**Target**	**Actuals**			**Target Met?**
The number of Arise students Completing English 1A will increase by 5% each year.	Baseline (2016-17)	43%	**Total N**	**English 1A**	**Percent**	
	Year 1 (2016-2017)	43%	358	155	43%	Yes
	Year 2 (2017-2018)	48%	632	345	55%	Yes
	Year 3 (2018-2019)	53%	890	540	61%	Yes
	Year 4 (2019-2020)	58%	1,133	797	70%	Yes
	Year 5 (2020-2021)	63%				

Objective 1b	Performance Measures and Timelines		Annual Progress			
	Year	**Target**	**Actuals**			**Target Met?**
The number of Arise students Completing Math 71 will increase by 5% each year.	Baseline (2016-17)	38%	**Total N**	**Math 71+**	**Percent**	
	Year 1 (2016-2017)	38%	358	136	38%	Yes
	Year 2 (2017-2018)	43%	632	279	44%	Yes
	Year 3 (2018-2019)	48%	890	437	49%	Yes
	Year 4 (2019-2020)	53%	1,133	632	56%	Yes
	Year 5 (2020-2021)	58%				

Objective 2	Performance Measures and Timelines		Annual Progress			
	Year	**Target**	**Actuals**			**Target Met?**
The number of Arise students successfully completing math coursework following program interventions will increase by 5% each year.	Baseline (2016-17)	37%	**Total N**	**Completors**	**Percent**	
	Year 1 (2016-2017)	37%	358	134	37%	Yes
	Year 2 (2017-2018)	42%	632	243	38%	No
	Year 3 (2018-2019)	47%	890	507	57%	Yes
	Year 4 (2019-2020)	52%	1,133	683	60%	Yes
	Year 5 (2020-2021)	57%				

Objective 3	Performance Measures and Timelines		Annual Progress			
	Year	**Target**	**Actuals**			**Target Met?**
Upon completion of English language development interventions, the number of Arise ELL students successfully completing their AMLA and English courses will increase by 5% each year.	Baseline (2016-17)	58%	**Total N**	**Completors**	**Percent**	
	Year 1 (2016-2017)	58%	98	57	58%	Yes
	Year 2 (2017-2018)	63%	160	108	68%	Yes
	Year 3 (2018-2019)	68%	171	124	73%	Yes
	Year 4 (2019-2020)	73%	319	261	82%	Yes
	Year 5 (2020-2021)	78%				

Objective 4	Performance Measures and Timelines		Annual Progress			
Increase the number of Arise students who graduate/transfer by 5% each year.	**Year**	**Target**	**Actuals**			**Target Met?**
	Baseline (2016-17)		**Total N**	**Graduates**	**Percent**	
	Year 1 (2016-2017)	18%	358	66	18%	Yes
	Year 2 (2017-2018)	23%	632	169	27%	Yes
	Year 3 (2018-2019)	28%	890	330	37%	Yes
	Year 4 (2019-2020)	33%	1,133	487	43%	Yes
	Year 5 (2020-2021)	38%				

Objective 5	Performance Measures and Timelines		Annual Progress			
80% of Arise students will complete an educational plan, documenting their career goals and courses needed to graduate/transfer within two semesters of joining the program.	**Year**	**Target**	**Actuals**			**Target Met?**
	Baseline (2016-17)		**Total N**	**Ed Plans**	**Percent**	
	Year 1 (2016-2017)		358	321	90%	Yes
	Year 2 (2017-2018)		632	562	89%	Yes
	Year 3 (2018-2019)	80%	890	803	90%	Yes
	Year 4 (2019-2020)		1,133	1,017	90%	Yes
	Year 5 (2020-2021)					

Prepared by Aida Cuenza-Uvas and Lisa DiDonato, AANAPISI grant.

AANAPISI Grant Objectives Outcomes

Objective 6	Performance Measures and Timelines		Annual Progress			
70% of Arise students will complete English writing and math placement tests within two semesters of joining the program.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)		Total N	Count	Percent	
	Year 1 (2016-2017)	70%	358	347	97%	Yes
	Year 2 (2017-2018)		340	295	87%	Yes
	Year 3 (2018-2019)		116	111	96%	Yes
	Year 4 (2019-2020)		236	220	93%	Yes
	Year 5 (2020-2021)					

Objective 7	Performance Measures and Timelines		Annual Progress			
70% of Arise students will participate in financial literacy programming.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)		Total N	Count	Percent	
	Year 1 (2016-2017)	70%	358	22	6%	No
	Year 2 (2017-2018)		632	89	14%	No
	Year 3 (2018-2019)		890	101	11%	No
	Year 4 (2019-2020)		1,133	101	9%	No
	Year 5 (2020-2021)					

Objective 8	Performance Measures and Timelines		Annual Progress			
70% of new Arise students will complete 70% of their Guided Pathways checklist of tasks within one year of program enrollment.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)		Total N	Count	Percent	
	Year 1 (2016-2017)	70%	169	139	82%	Yes
	Year 2 (2017-2018)		340	246	72%	Yes
	Year 3 (2018-2019)		116	84	72%	Yes
	Year 4 (2019-2020)		236	168	71%	Yes
	Year 5 (2020-2021)					

Objective 9	Performance Measures and Timelines		Annual Progress			
70% of Arise students who participate in program activities will self-report an enhanced sense of identity and confidence in their abilities to achieve their academic goals.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)		Total N	Count	Percent	
	Year 1 (2016-2017)	70%	115	110	96%	Yes
	Year 2 (2017-2018)		73	67	92%	Yes
	Year 3 (2018-2019)		100	97	97%	Yes
	Year 4 (2019-2020)		153	150	98%	Yes
	Year 5 (2020-2021)					

Objective 10a	Performance Measures and Timelines		Annual Progress			
Create at least five professional development activities that promote cultural responsiveness and best practices in working with AANAPI students.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)		Total N	Grand Total		
	Year 1 (2016-2017)	5	4	4		
	Year 2 (2017-2018)		7	11		
	Year 3 (2018-2019)		8	19		Yes
	Year 4 (2019-2020)		3	22		
	Year 5 (2020-2021)					

Objective 10b	Performance Measures and Timelines		Annual Progress			
70% of College personnel participating in grant-funded professional development will self-report increased awareness, understanding, and will attempt to implement one new strategy in working with AANAPI students.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)		Total N	Count	Percent	
	Year 1 (2016-2017)	70%	3	3	100%	Yes
	Year 2 (2017-2018)		7	6	86%	Yes
	Year 3 (2018-2019)		6	5	83%	Yes
	Year 4 (2019-2020)		3	3	100%	Yes
	Year 5 (2020-2021)					

AANAPISI Grant Objectives Outcomes

Objective 11	Performance Measures and Timelines		Annual Progress	
	Year	**Target**	**Actuals**	**Target Met?**
Complete the grant evaluation plan on a semi-annual and annual basis by tracking effectiveness of various intervention strategies.	Baseline (2016-17)	Annual Data	Completed	
	Year 1 (2016-2017)	1	1	Yes
	Year 2 (2017-2018)	1	1	Yes
	Year 3 (2018-2019)	1	1	Yes
	Year 4 (2019-2020)	1	1	Yes
	Year 5 (2020-2021)			

Objective 12	Performance Measures and Timelines		Annual Progress	
	Year	**Target**	**Actuals**	**Target Met?**
At least two focus groups of AANAPI students will be held each year.	Baseline (2016-17)	Annual Data	Count	
	Year 1 (2016-2017)	2	1	No
	Year 2 (2017-2018)	2	4	Yes
	Year 3 (2018-2019)	2	16	Yes
	Year 4 (2019-2020)	2	7	Yes
	Year 5 (2020-2021)			

Objective 13	Performance Measures and Timelines		Annual Progress	
	Year	**Target**	**Actuals**	**Target Met?**
Compile research data and survey data annually to measure improvement in retention, course pass rates, and graduation/transfer.	Baseline (2016-17)	Annual Data	Grand Total	
	Year 1 (2016-2017)	15	15	Yes
	Year 2 (2017-2018)	18	33	Yes
	Year 3 (2018-2019)	20	53	Yes
	Year 4 (2019-2020)	17	70	Yes
	Year 5 (2020-2021)			

Prepared by Aida Cuenza-Uvas and Lisa DiDonato, AANAPISI grant.

The Arise Program

The Arise program began fall 2011. It was funded by the Federal Asian American Native American Pacific Islander Serving Institutions grant (AANAPISI). Currently the program is in its last year of its second grant.

ARISE!
Asian American Pacific Islander Program & Service

Here are a few facts about the program:

Students Served
1,997

835 students completed applications during the first grant.

1,160 new students completed applications during the second grant.

Gender
48% Female   **50%** Male   **2%** Unknown

Race/Ethnicity

- Asian 31%
- Hispanic/Latinx 31%
- Filipino 20%
- Black/African American 17%
- White 14%
- Pacific Islander 12%
- Native American /Alaskan Native 3%
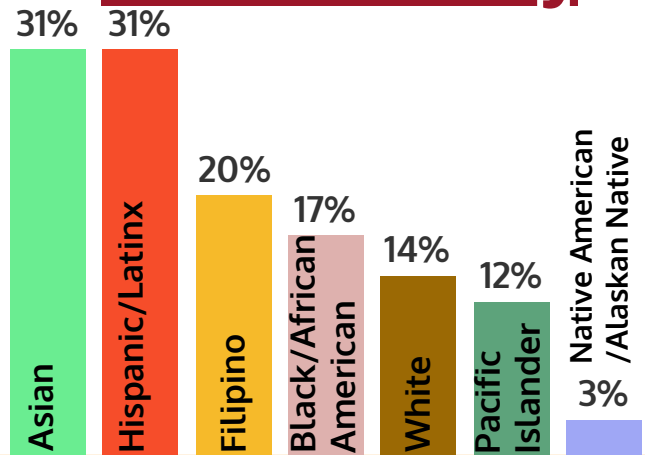
Graduation and Transfer

39% have earned a degree or certificate (n=776).

30% have transferred to a 4 year university (n=602)

Number of Students Completing Awards

Bar chart values:
- Certificate: 64
- Associate's Degree: 499
- Bachelor's Degree: 269
- Master's Degree: 11
- Doctorate Degree: 1

(Y-axis: 0, 250, 500)
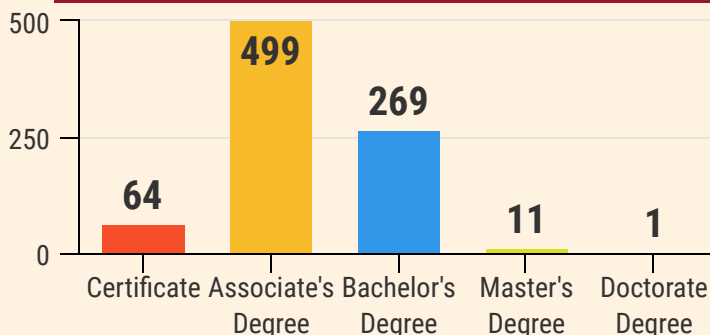
- 64 students a certificate
- 499 students an Associate's degrees
- 269 students a Bachelor's degrees
- 11 students a Master's degrees
- 1 student earned Doctorate degree

4

The Arise Program
Grant #2 Fall 2016 thru Summer 2020

ARISE!
Asian American Pacific Islander Program & Services

New Arise Students

358 | 632 | 890 | 1,133
1,250
0
Year 1 | Year 2 | Year 3 | Year 4
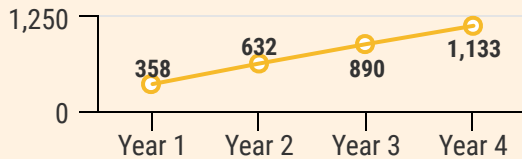
Average Number of New Students Annually = 283

Cumulative GPAs

- Below 1.0: 5%
- 1.0-1.99: 10%
- 2.0-2.99: 35%
- 3.0-3.99: 43%
- 4.0: 6%
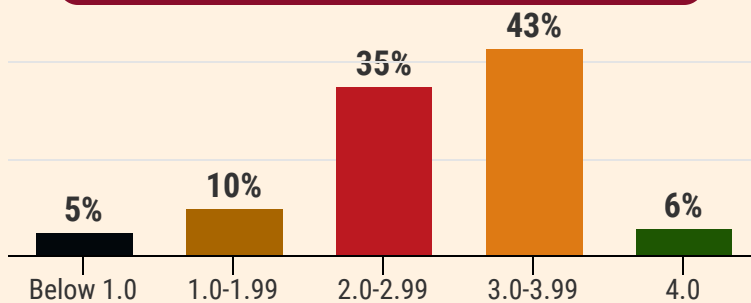
Educational Plans

90%   n=1,017

Completed Transfer Level Math

56%   n=632

Completed Transfer Level English

70%   n=797

Student Voices

Leadership Retreat

"A leader is humble, but still able to accept praise. Our experience on the ropes course brought this concept up because the people I was supporting and encouraging told me thank you after our experience together. I had a hard time genuinely accepting their thanks, but I realized that part of leadership is acknowledging your own strengths."

"I got emotional during the workshop because I put smoke everyday in front of others but inside I struggle a lot and go through too many things and tend to cry at times."

"Yes it improved my leadership skills by giving me tools to encourage me to talk more even when I do not feel comfortable. I will try not to be apprehensive about my accent and push myself to speak up in public settings, like conferences or workshops. This will help me when I am in class and feel reluctant to ask questions."

Pasifika Family Day

"I'm here to change the role in my family as a first generation college student. I'm doing this for my family. I'm doing this for future, and I'm doing this for myself."

"I want to break the stereotype. Because I feel like our people looked down upon like we're not smart enough."

"I wanna be there for someone who needs me. I'm doing this for me to be a better me. To show people that my past didn't hold me back once."

"I'm getting my education so I don't have to work a backbreaking job. My mom already works a backbreaking job, I wanna make life easier for myself and eventually for my mom too."

Talking Circles

"We speak our language, because when language dies, culture dies."

"What motivates me? My goal, to make my parents proud regardless of going through community college."

"My mom pulled me aside and told me to don't worry about her, go to school and get my future."

"I know I will pick my family over anything, even school. They sacrifice so much for me to be here."

Fale Fono

"We did an activity where we got to learn more about ourselves. It felt good because I realized there's a lot I need to change to be better."

"We followed up on goals and what we achieved. It's gonna help me set up a goal. I like to hear other's goals and I take ideas from that."

"It was nice that we can help each other from the bottom to the top. We have to support each other. If things go bad our community will help us be more positive."

Digital Stories

Click here to watch a digital story.

Arise Student Welcome and Commitment Fall 2019

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. The purpose of this event is to welcome new and returning students each term to our program, informing them of events and changes to our efforts. Additionally, students are grouped for a break out session that focuses on the needs of that student population.

Summary Results

- 100% of the respondents reported either strongly agreeing or agreeing that they felt more motivated academically by attending the Welcome Back Event.
- 69% of the students "Strongly Agreed" that they know more about setting goals by attending the Welcome Back Event. An additional 30% selected "Agree" to this statement.
- Among the Arise students attending the fall 2019 Welcome Back event, 97% agreed with the statement, "The Arise program has provided a place on campus I feel I belong".
- 97% of respondents agreed that the Arise program has helped them feel more self-confident about achieving their academic goals.

Arise Student Welcome and Commitment Fall 2019

87 of the 105 students (83%) in attendance completed surveys at the Fall 2019 Welcome Back Event. Their responses are reported below.

Students were asked to rank their level of agreement to a series of statements. The ranking choices were as follows: Strongly Agree, Agree, Disagree, and Strongly Disagree.

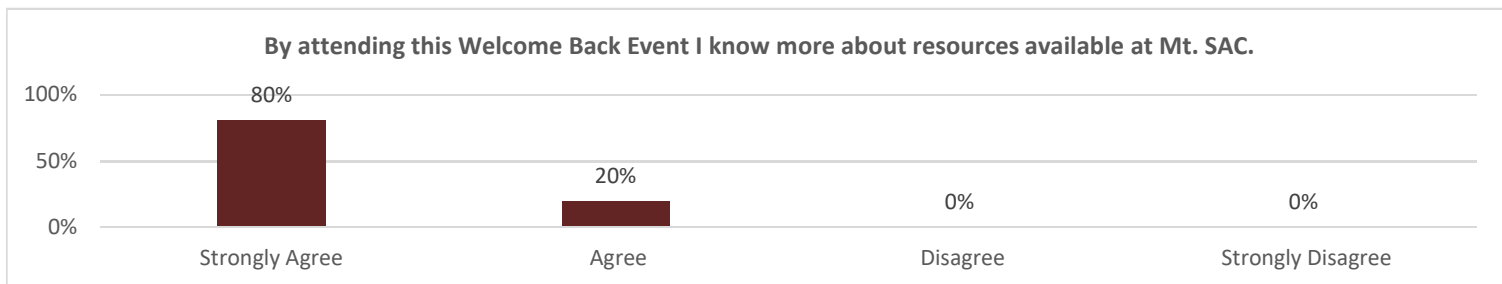## By attending this Welcome Back Event I feel more motivated academically.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Fall 2019 Responses	61	70%	26	30%	0	0%	0	0%	87
Total	**61**	**70%**	**26**	**30%**	**0**	**0%**	**0**	**0%**	**87**
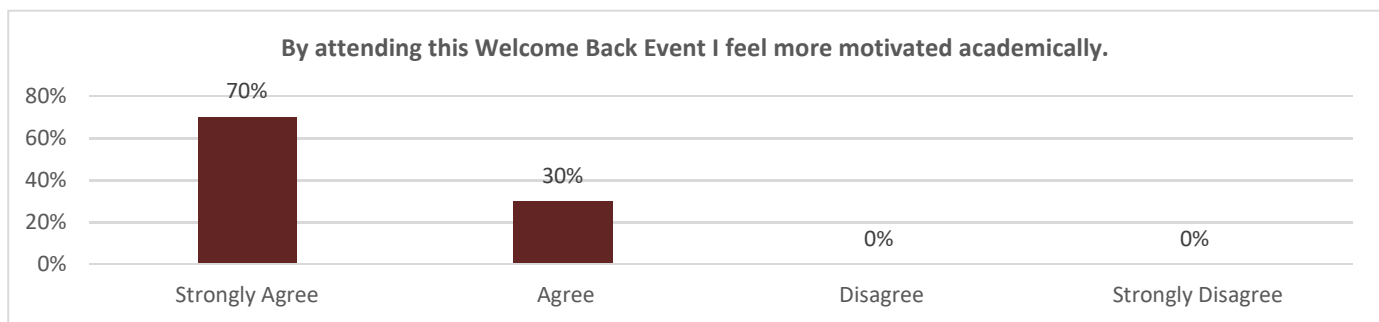
By attending this Welcome Back Event I feel more motivated academically.

100% of the respondents reported either strongly agreeing or agreeing that they felt more motivated academically by attending the Welcome Back Event.

By attending this Welcome Back Event I know more about resources available at Mt. SAC.
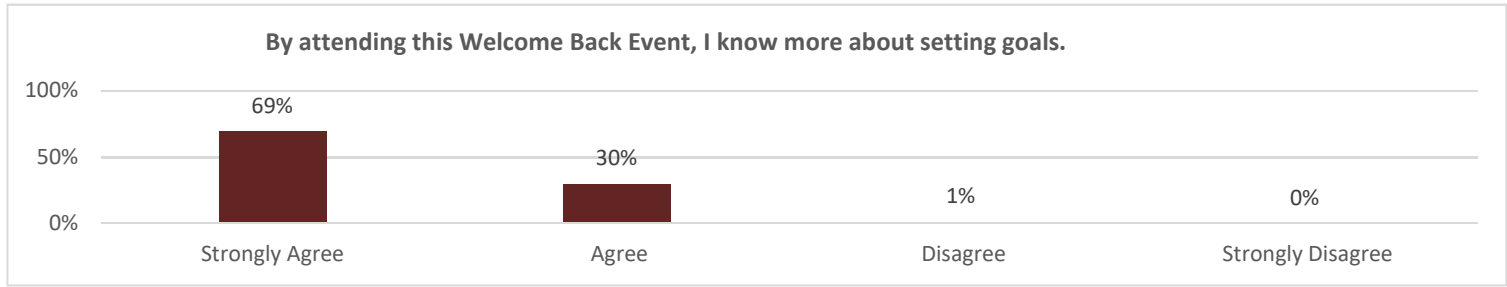
	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Fall 2019 Responses	70	80%	17	20%	0	0%	0	0%	87
Total	**70**	**80%**	**17**	**20%**	**0**	**0%**	**0**	**0%**	**87**

100% of the students selected either "Strongly Agree" or "Agree" in response to the statement, "By attending this Welcome Back Event, I know more about resources available at Mt. SAC."

By attending this Welcome Back Event I know more about resources available at Mt. SAC.

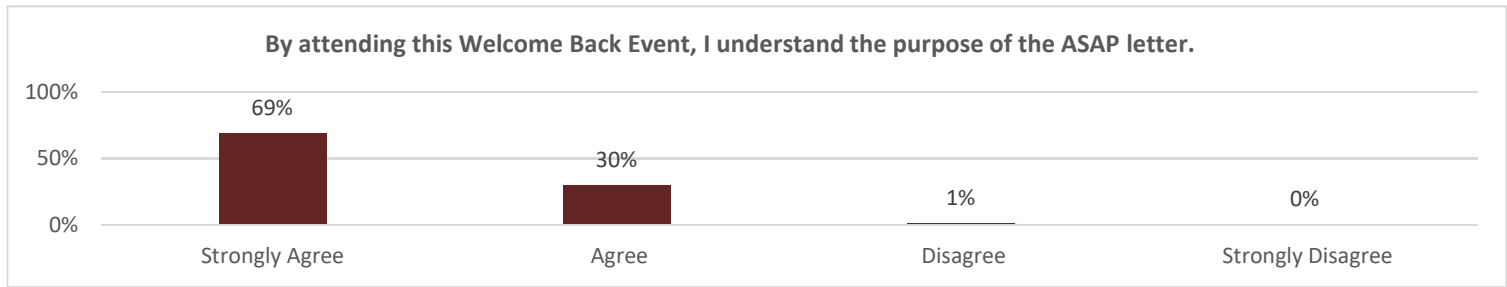## By attending this Welcome Back Event, I know more about setting goals.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Fall 2019 Responses	60	69%	26	30%	1	1%	0	0%	87
Total	**60**	**69%**	**26**	**30%**	**1**	**1%**	**0**	**0%**	**87**

By attending this Welcome Back Event, I know more about setting goals.

69% of the students "Strongly Agreed" that they know more about setting goals by attending the Welcome Back Event. An additional 30% selected "Agree" to this statement.

By attending this Welcome Back Event, I understand the purpose of the ASAP letter.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Fall 2019 Responses	67	77%	17	20%	3	3%	0	0%	87
Total	**67**	**77%**	**17**	**20%**	**3**	**3%**	**0**	**0%**	**87**

By attending this Welcome Back Event, I understand the purpose of the ASAP letter.

77% of the students "Strongly Agreed" that they understand the purpose of the ASAP letter by attending the Welcome Back Event. An additional 20% selected "Agree" to this statement.

The Arise program has helped me understand myself better.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Fall 2019 Responses	56	66%	26	31%	3	4%	0	0%	85
Total	**56**	**66%**	**26**	**31%**	**3**	**4%**	**0**	**0%**	**85**

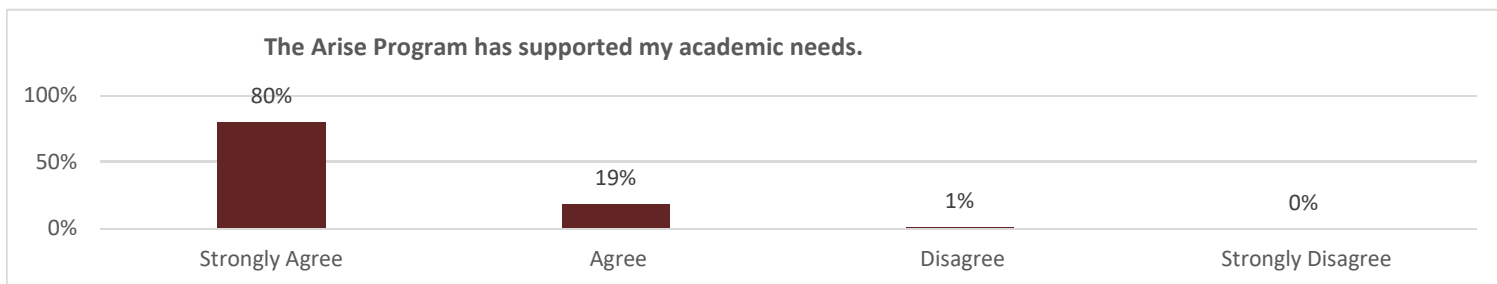**The Arise program has helped me understand myself better.**

97% of the returning Arise students agreed with the statement, "The Arise program has helped me understand myself better".
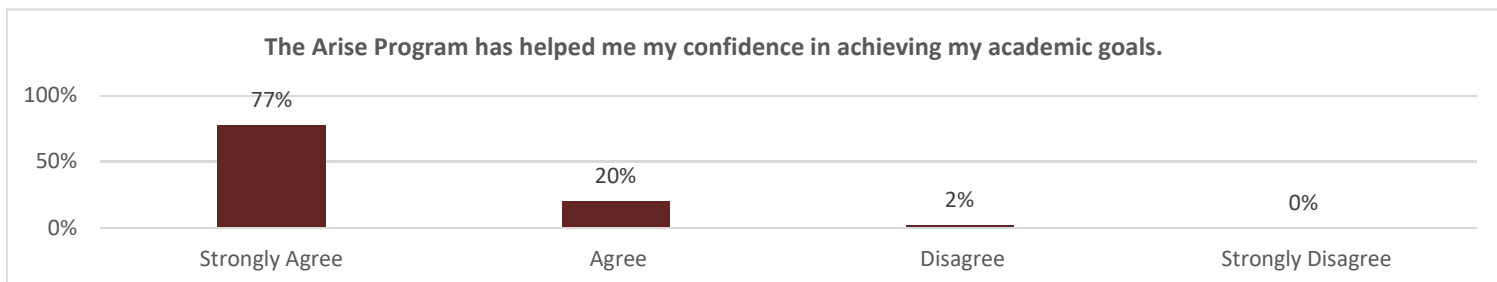
8

The Arise Program has provided a place on campus I feel I belong.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Fall 2019 Responses	66	78%	16	19%	3	4%	0	0%	85
Total	**66**	**78%**	**16**	**19%**	**3**	**4%**	**0**	**0%**	**85**

The Arise Program has provided a place on campus I feel I belong.

Among the Arise students attending the Fall 2019 Welcome Back event, 97% agreed with the statement, "The Arise program has provided a place on campus I feel I belong".

The Arise Program has supported my academic needs.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Fall 2019 Responses	69	80%	16	19%	1	1%	0	0%	86
Total	**69**	**80%**	**16**	**19%**	**1**	**1%**	**0**	**0%**	**86**

The Arise Program has supported my academic needs.

Strongly Agree	80%
Agree	19%
Disagree	1%
Strongly Disagree	0%

99% of the respondents selected either, "Strongly Agree" or "Agree" in response to the statement that the Arise program has supported my academic needs.

The Arise Program has helped me my confidence in achieving my academic goals.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Fall 2019 Responses	65	77%	17	20%	2	2%	0	0%	84
Total	**65**	**77%**	**17**	**20%**	**2**	**2%**	**0**	**0%**	**84**

The Arise Program has helped me my confidence in achieving my academic goals.

Strongly Agree	77%
Agree	20%
Disagree	2%
Strongly Disagree	0%

97% of the respondents agreed that the Arise program has helped them feel more confident about achieving their academic goals.

The Arise Program has helped me identify my academic goals.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Fall 2019 Responses	65	76%	20	23%	1	1%	0	0%	86
Total	**65**	**76%**	**20**	**23%**	**1**	**1%**	**0**	**0%**	**86**

The Arise Program has helped me identify my academic goals.

Strongly Agree	76%
Agree	23%
Disagree	1%
Strongly Disagree	0%

99% of the respondents agreed that the Arise program has helped them identify their academic goals.

10

The Arise Program has helped my leadership skills.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Fall 2019 Responses	53	62%	28	33%	3	4%	1	1%	85
Total	**53**	**62%**	**28**	**33%**	**3**	**4%**	**1**	**1%**	**85**

The Arise Program has helped my leadership skills.

95% of the respondents agreed that the Arise program has helped them with their leadership skills.

The Arise Program has helped my communication skills.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Fall 2019 Responses	55	65%	26	31%	4	5%	0	0%	85
Total	**55**	**65%**	**26**	**31%**	**4**	**5%**	**0**	**0%**	**85**

The Arise Program has helped my communication skills.

96% of the respondents agreed that the Arise program has helped them with their communication skills.

What is one thing you learned or found valuable from tonight's event?

A new community
A sense of belonging even if I'm from a different culture.
Arise friendly and love, helpful.
Arise is family
Arise is family
Arise is for everyone I belong here
Arise is lit
ASAP letter
ASAP Letter
ASAP letter seems very helpful to stay on track. This workshop made me feel like transferring officially started.
Being involved is essential for success
Community Building
Connection to your community is important to your individual journey.
everyone is nice and provides good information
everything was super informative!! I learned I could get free prints :)
FASFA
Financial aid
Friends and info
Getting FAFSA Done
graduation
how invested faculty is and supportive they are of students academic needs.
I am finally out this mug.
I found it valuable to have a group to be able to speak and share with.
I found out about the ASAP letter which seems important
I found out that Arise offers help with school supplies (Backpack) & textbook assistance.
I found out that the program gives out progress reports
I found that I felt very light and happy attending this event
I found the counselors very helpful.
I found the value of supportive people and resources.
I learned about ASAP to help me revise my progress
I learned how to obtain my financial aid refund
I learned more about the ASAP letter
I really like the SMART goals!
Keep preparing
Keep working
Learning more about the resources available. Also knowing there is goupr of people to motivate and encourage me.
Letter to Self
letter to self
Love the financial aid people.
Made new friends
made new friends
Make me confident to spink in crowd.
Meet more and new people. Found more out about the program.
Meeting new people
Motivation
One thing I learned is about common interests with new people I've met and also about how many incentives Arise creates for more opportunities.
reflection and friends
Resources
Sef-love & self-care is needed!
Setting goals, make friends

What is one thing you learned or found valuable from tonight's event?

SMART Goals

That a community is a place where you feel a positive vibe with.

That Aspire is a community that wants people to succeed.

That doing things on my own is okay but if I need help it's okay to ask.

that how much love and family oriented this program really is

That I can achieve my goals as long as I have support.

That there is a welcoming resource in campus.

That they will be getting a math tutor.

That we receive ASAP letters which will really be helpful.

The ability to be more out forward and the ability to make connections with my pep's.

The ASAP Letter. I didn't know much about it before. I got a better understanding about what Arise is all about.

The counceling here in Arise.

The New Stuff

The next 8 months are very important.

The reflection letter is a great idea in seeing the progress made at the end of the semester.

The relection fam

The resources available

The sense of community we can build

The SMART goal

The support you give.

There are a lot o f opportunities and help that I can receive from the program.

There are ASAP letters that can help you!

There are many helpful resources on campus.

There are many people participating in the Arise program.

There are so many resources I can look to for help with academics and financial needs...etc.

There's a big group of filipinos that I feel belong to. The vibe is cool :)

they offer food

To always be motivated!

to be flexible and improvise, to plan ahead, make use of my next 8 month

to expand my resources on campus

To put your academic first and push through

Unity & authenticity

What it takes to transfer & that U.C. want an IQ.

Where to go if I am unable to get necessary resouces for school.

What do you hope to gain by participating in the Arise program?

A better understanding of how to transfer a who I am.

A comfortable place to get help mentally and academically

A community where I can prosper.

A great support group!

A larger community and communal transfer process.

a new part to my support system

a support center

A support system and a sense of belonging

academic guidance, career advice, personl findings

An understanding of myself and other cultures as well as academic success.

Being involved with the community

better grades

Build a strong community

Community and support.

Community resources and guidance. :)

community support.

Community, support for my goals, and people to check in with me. A smiling face & hug go a long way!

Community, support, learning about other cultures.

Confidence more friends

Counseling info

family

feeling more comfortable at Mt. SAC.

Friends

friends and confidence?

Friends and food

Gain how to transfer. Grain support through this process.

gaining an improved communication skillset.

Get all A's

got know more cutters.

Guidance/Support

Help me to stay on track.

Hoping the Arise would help me when I'm in trouble preparing a paragraph for my English.

I hope I can gain a better understanding of myself and create connections :)

I hope to better my communication skills and meet new people more easily. I just need friends to help me understand everything I suppose.

I hope to build relationshiops that will help better my future.

I hope to experience a lot of new things. Also to meet people. While also believing in myself more. To help people.

I hope to gain a better understanding of my future.

I hope to gain a community and more friends.

I hope to gain a sense of community and support.

I hope to gain a transferred Abby.

I hope to gain friends and the help I need to succeed.

I hope to gain knowledge about my culture and I hope to gain motivation from fellow students.

I hope to gain more friends & strong relationships

I hope to gain more knowledge of the different culture.

I hope to gain self. motivation in myself.

I hope to keep on track and make more memories. Everything was good, it was great!

I hope to make great friends.

I hope to meet many new people and create a MAP timeline for the next semester.

I want to grow more as a person.

I want to learn more about the different cultures in the Arise programe.

What do you hope to gain by participating in the Arise program?

Just a place to belong and a support system.

Keeping focused!

Knowledge

Learning more about the Asian American Pacific Islander Culture. Making more friends, brothers & sisters<3!

learning more and

make friends

Making new connections and finding new cultures around campus.

Meeting new people and making new connections

More communication skills.

more confidence

More Confident in myself

More friends and get out of my comfort zone because I'm really shy.

more knowledge to continue on to the next level.

more opportunities and experiences

More oppurtumites

Never fall behind in Academics

New Friend.

New friends!

None

Not sure.

Stay motivated

Strength and Guidance

Support

Support group

To gain more knowledge and more new

To get more info into transferring.

to get motivation

To network and plan my schedule with a counselor, get out soon.

To use the resources that the program offers.

transfer

Transferring

Understanding myself

Understanding myself, building a community, and a space for me to do my work.

Arise Pasifika Family Day
Fall 2019

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students.

Summary Results

- 68% of the survey respondents identified themselves as family.

- All of the respondents either selected "Agree" or "Strongly Agree" in response to the statement, "I appreciated this event.".

- 100% of the respondents agreed they would recommend this event to other Pacific Islander families.

- 95% of those that completed a survey selected either, "Strongly Agree" in response to the statement, "I felt this event was educational." The remaining 5% selected, "Agree".

- 100% of the respondents agreed that the case studies helped them better understand the student experience.

To view the video shown at Pasifika Family Day go to:
https://www.mtsac.edu/arise/videopage.html

Arise Student Pasifika Family Day

22 of the 85 participants (26%) completed surveys at the Pasifika Family Day Event.
Their responses are reported below.

Please mark the category that best describes you

	Count	Percent
Family	15	68%
Friend	1	5%
Mt. SAC Employee	2	9%
Other	1	5%
Student	3	14%
Total	**22**	**100%**
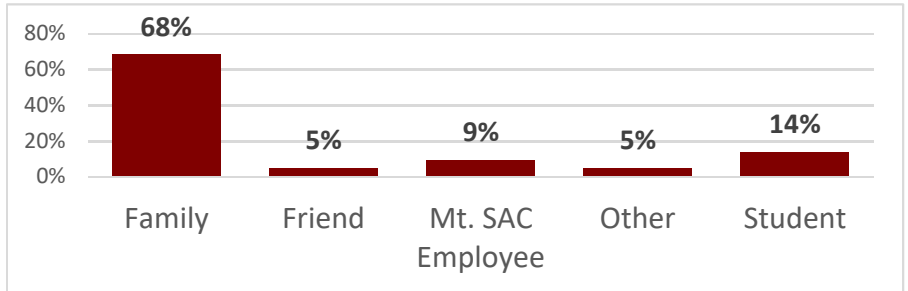
68% of the survey respondents identified themselves as family.

Respondents were asked to rank their level of agreement to a series of statements. The ranking choices were as follows: Strongly Agree, Agree, Disagree, and Strongly Disagree.

I appreciated this event.

	Count	Percent
Strongly Agree	20	91%
Agree	2	9%
Disagree	0	0%
Strongly Disagree	0	0%
Total	**22**	**100%**
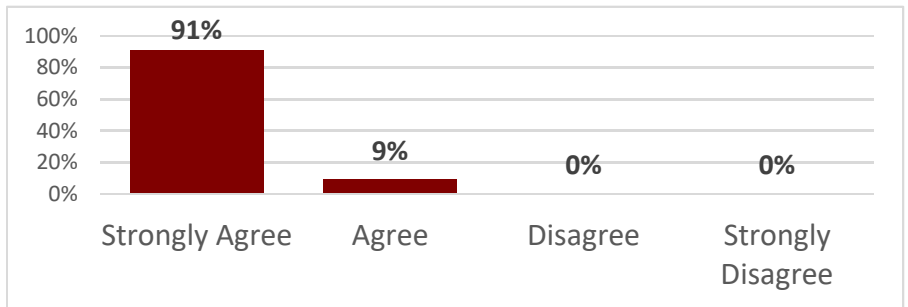
All of the respondents either selected "Agree" or "Strongly Agree" in response to the statement, "I appreciated this event.".

I would recommend this event to other Pacific Islander Families.

	Count	Percent
Strongly Agree	20	95%
Agree	1	5%
Disagree	0	0%
Strongly Disagree	0	0%
Total	**21**	**100%**

100% of the respondents agreed they would recommend this event to other Pacific Islander families.

I felt this event was educational.

	Count	Percent
Strongly Agree	20	95%
Agree	1	5%
Disagree	0	0%
Strongly Disagree	0	0%
Total	**21**	**100%**

95% of those that completed a survey, selected either, "Strongly Agree" in response to the statement, "I felt this event was educational." The remaining 5% selected, "Agree".

The case studies helped me better understand the student experience.

	Count	Percent
Strongly Agree	20	95%
Agree	1	5%
Disagree	0	0%
Strongly Disagree	0	0%
Total	**21**	**100%**

100% of the respondents agreed that the case studies helped them better understand the student experience.

Prepared by Lisa DiDonato, Educational Reseach Assessment Analyst (RIE). Completed on 3/28/2021.

What did you like best about this event?

I liked the question & asking
Good Program for the Poly People. :)
Food
Simple explanations of "College Education" HOW, WHERE, What?
The 3 Feedback Panel.
It was very educational.
I liked the panel and learning about each person's journey through higher education.
I was open about things about my son.
I like for student
The discussions. Polynesians have many question but don't normally ask because big groups but discussion put things into perspective so even silen questions are answered.
Panel Discussion. View in the student lives
The amazing stories!
1) Food 2) Variety of Discussion Topics 3) Panel Board.
Opportunities to share the programs & services to support student & student athletes.
All of it.
How they explain about school.
The Support for our students.
Q&A All's very important for family & friends to truly understand that there's a lot of opportunity out there for their child.
The flow & food acknowleding our students.
Idea & Food. Lol
It was very inclusive.

Is there anything you would change?

No.
N/A
nope
No, loved it!
There Are Many P.I. out there Familys Need to Comeout and learned More About your Program. Thanks.
Nothing everyone was on point.
nope!
N/A
No is fine
It might have been a little long.
0
Not a thing everything was beautiful.
0
More outreach to local high schools, so they are a part of recognizing other successful students & student athletes.
No
No
No
Maybe start with the education part first and lunch after, so people can really hear the message.
Students being on time.
No
Shorter panels

What is something new you learned today?

That they can help you finish schooling if you need help.
togetherness! 100%
Grey Shirt, Financial Options
Bless to have Scholarship. Programs learned more about Life.
How the inside of college education actually works in detail.
I learned how important it is to reach out to others to help get to my goal.
Financial Aid
Work to help other
I learned more possible ways to help myself even though I don't attend Mt. SAC to continue to work hard.
Different Resources Available
How FASFA is so important.
Resources available to the Young People.
ARISE Program, Promise Plus, Summer Transition, Bridge Program, Counseling Course
everything.
I learn where I can get help for my son school.
It was a great refresher.
Malo-Ayato for everything.
The importance of education ourselves with knowledge of what's out there for our students.
Loved the support from panel.
Support for our children.
How much the arise program.

Do you have any additional comments?

Keep up the Good Work! :)

Education is powerful. Thank you ARISE!

Very great program.

Love You All!!

X

N/A

No thank you

Thank you for an amazing event.

0

Absolutely love & Appreciate All of You!

0

Loved it- Maybe use the video you created to share on all social media. Mt. SAC Football, Instagram, Twitter, Facebook (Parents)

Thank you.

We should invite all the Islanders. It will help all of us.

No

Thank you for your hard/heart work!!!

All was very well organized, but maybe not so lengthy. but beautifully done.

Great first Paskifika family.

Talk more with our students.

Keep up the good work.

Arise Fale Fono Surveys
Fall 2019

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. The purpose of this event is to welcome new and returning students each term to our program, informing them of events and changes to our efforts. Additionally, students are grouped for a break out session that focuses on the needs of that student population.

Summary Results

- At the Transfer Fale Fono, 100% of the respondents strongly agreed they learned something new. At all five fall Fale Fono events the respondents either "Strongly Agreed", "Agreed", or "Neither Agreed nor Disagreed" with the statement, "I learned something new tonight."

- 91% of the respondents who attended the Career Planning Fale Fono strongly agreed they learned something new about themselves at the Fale Fono.

- 100% of the respondents who attended the Transfer Fale Fono selected "Strongly Agree" or "Agree" in response to the statement, "My confidence regarding tonight's topic was improved".

- 88% of all the students surveyed strongly agreed with the statement, "I feel the Fale Fonos are imporving my sense of belonging." An additional 3% selected "Somewhat Agree".

- 98% of all the students surveyed strongly agreed or agreed with the statement, "I feel the Fale Fonos are helping to motivate me to succeed."

- 90% of all the students surveyed strongly agreed or agreed with the statement, "I feel the Fale Fonos are improving my ability to achieve my academic goals."
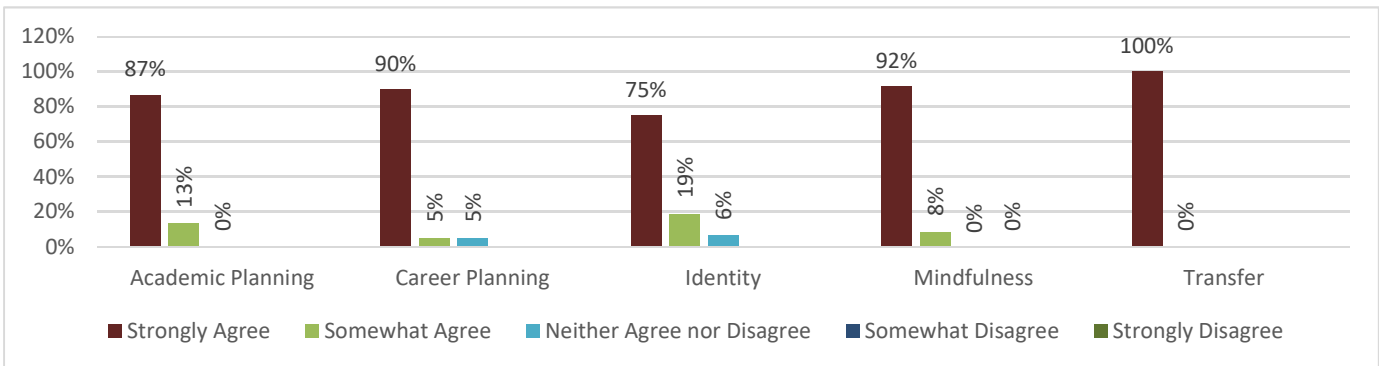
- 100% of the respondents who attended the Transfer Fale Fono selected "Strongly Agree" or "Agree" in response to the statement, "The information I received tonight will help me achieve my academic goals".

Fall 2019 Arise Fale Fono Survey Results

Students were asked to rank their level of agreement to a series of statements. The ranking choices were as follows: Strongly Agree, Somewhat Agree, Neither Agree nor Disagree, Somewhat Disagree, and Strongly Disagree.

I learned something new tonight.

		%	Count	%	Count	%	Count	%	Count	%	Count
Academic Planning	16	84%	1	5%	2	11%	0	0%	0	0%	19
Career Planning	22	88%	2	8%	1	4%	0	0%	0	0%	25
Identity	18	78%	4	17%	1	4%	0	0%	0	0%	23
Mindfulness	15	83%	2	11%	1	6%	0	0%	0	0%	18
Transfer	14	100%	0	0%	0	0%	0	0%	0	0%	14
Total	**85**	**86%**	**9**	**9%**	**5**	**5%**	**0**	**0%**	**0**	**0%**	**99**
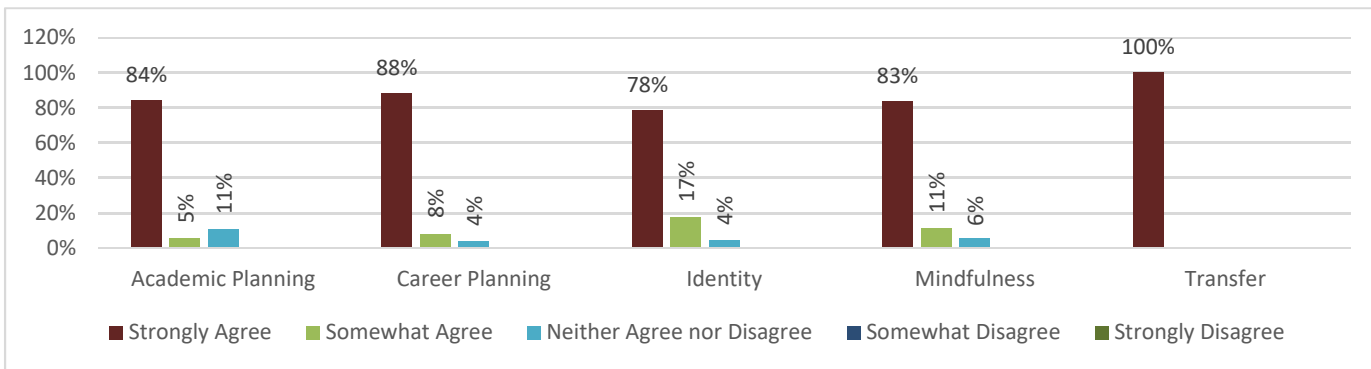
At the Transfer Fale Fono, 100% of the respondents strongly agreed they learned something new. At all five fall Fale Fono events the respondents either "Strongly Agreed", "Agreed", or "Neither Agreed nor Disagreed" with the statement, "I learned something new tonight."

I realized something new about myself tonight.

Fale Fono Topic	Strongly Agree		Somewhat Agree		Neither Agree nor Disagree		Somewhat Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Academic Planning	14	78%	1	6%	3	17%	0	0%	0	0%	18
Career Planning	21	91%	1	4%	1	4%	0	0%	0	0%	23
Identity	17	77%	5	23%	0	0%	0	0%	0	0%	22
Mindfulness	13	81%	2	13%	1	6%	0	0%	0	0%	16
Transfer	11	85%	2	15%	0	0%	0	0%	0	0%	13
Total	**76**	**83%**	**11**	**12%**	**5**	**5%**	**0**	**0%**	**0**	**0%**	**92**
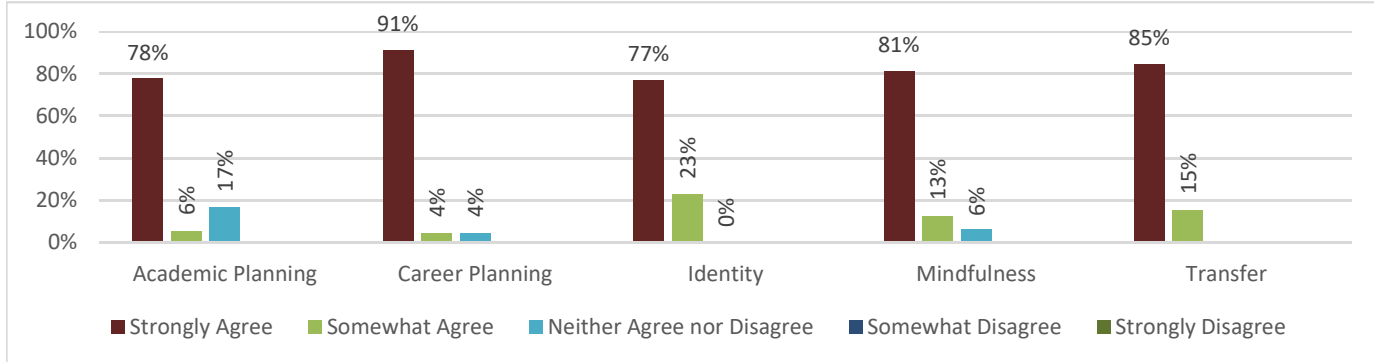
At all five fall Fale Fono events the respondents either "Strongly Agreed", "Agreed", or "Neither Agreed nor Disagreed" with the statement, "I learned something new about myself tonight." 91% of the respondents who attended the Career Planning Fale Fono strongly agreed they learned something new about themselves at the Fale Fono.

My confidence regarding tonight's topic was improved.

Fale Fono Topic	Strongly Agree		Somewhat Agree		Neither Agree nor Disagree		Somewhat Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Academic Planning	16	84%	2	11%	1	5%	0	0%	0	0%	19
Career Planning	21	88%	2	8%	1	4%	0	0%	0	0%	24
Identity	14	61%	8	35%	1	4%	0	0%	0	0%	23
Mindfulness	15	83%	1	6%	1	6%	1	6%	0	0%	18
Transfer	13	93%	1	7%	0	0%	0	0%	0	0%	14
Total	**79**	**81%**	**14**	**14%**	**4**	**4%**	**1**	**1%**	**0**	**0%**	**98**

100% of the respondents who attended the Transfer Fale Fono selected "Strongly Agree" or "Agree" in response to the statement, "My confidence regarding tonight's topic was improved".

25

The information I received tonight will help me achieve my academic goals.

Fale Fono Topic	Strongly Agree		Somewhat Agree		Neither Agree nor Disagree		Somewhat Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Academic Planning	17	89%	1	5%	1	5%	0	0%	0	0%	19
Career Planning	20	80%	3	12%	2	8%	0	0%	0	0%	25
Identity	16	70%	4	17%	3	13%	0	0%	0	0%	23
Mindfulness	16	89%	1	6%	1	6%	0	0%	0	0%	18
Transfer	14	100%	0	0%	0	0%	0	0%	0	0%	14
Total	**83**	**84%**	**9**	**9%**	**7**	**7%**	**0**	**0%**	**0**	**0%**	**99**
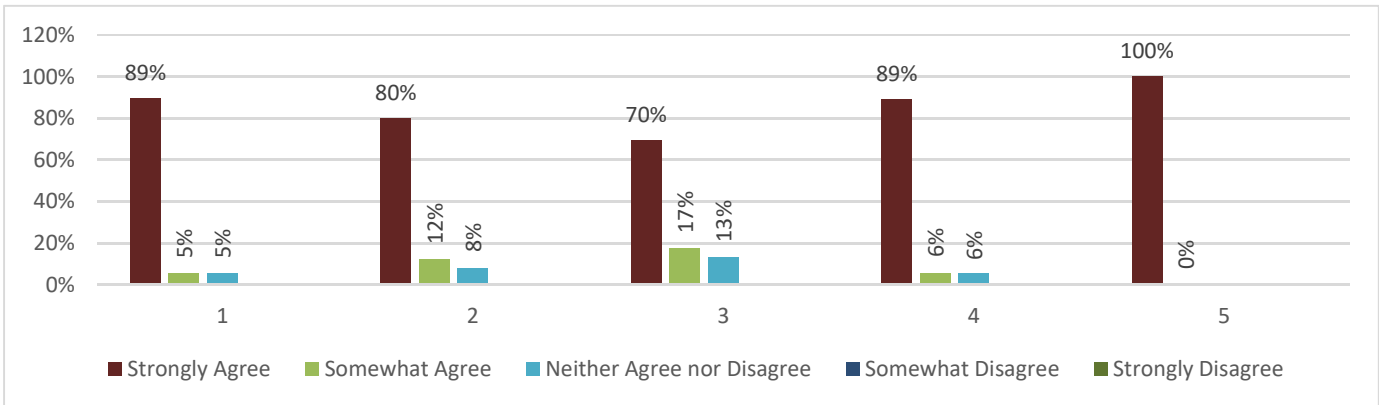
100% of the respondents who attended the Transfer Fale Fono selected "Strongly Agree" or "Agree" in response to the statement, "The information I received tonight will help me achieve my academic goals".

26

I feel the Fale Fonos are improving my sense of belonging.

Fale Fono Topic	Strongly Agree		Somewhat Agree		Neither Agree nor Disagree		Somewhat Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Academic Planning	13	87%	2	13%	0	0%	0	0%	0	0%	15
Career Planning	18	90%	1	5%	1	5%	0	0%	0	0%	20
Identity	12	75%	3	19%	1	6%	0	0%	0	0%	16
Mindfulness	11	92%	1	8%	0	0%	0	0%	0	0%	12
Transfer	9	100%	0	0%	0	0%	0	0%	0	0%	9
Total	**63**	**88%**	**7**	**10%**	**2**	**3%**	**0**	**0%**	**0**	**0%**	**72**

88% of all the students surveyed strongly agreed with the statement, "I feel the Fale Fonos are imporving my sense of belonging." An additional 3% selected "Somewhat Agree".

I feel the Fale Fonos are helping to motivate me to succeed.

Fale Fono Topic	Strongly Agree		Somewhat Agree		Neither Agree nor Disagree		Somewhat Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Academic Planning	13	87%	2	13%	0	0%	0	0%	0	0%	15
Career Planning	18	95%	0	0%	1	5%	0	0%	0	0%	19
Identity	13	81%	3	19%	0	0%	0	0%	0	0%	16
Mindfulness	11	92%	1	8%	0	0%	0	0%	0	0%	12
Transfer	9	100%	0	0%	0	0%	0	0%	0	0%	9
Total	**64**	**90%**	**6**	**8%**	**1**	**1%**	**0**	**0%**	**0**	**0%**	**71**

98% of all the students surveyed strongly agreed or agreed with the statement, "I feel the Fale Fonos are helping to motivate me to succeed."

I feel the Fale Fonos are improving my ability to achieve my academic goals.

Fale Fono Topic	Strongly Agree		Somewhat Agree		Neither Agree nor Disagree		Somewhat Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Academic Planning	13	87%	2	13%	0	0%	0	0%	0	0%	15
Career Planning	18	95%	0	0%	1	5%	0	0%	0	0%	19
Identity	13	81%	3	19%	0	0%	0	0%	0	0%	16
Mindfulness	11	92%	1	8%	0	0%	0	0%	0	0%	12
Transfer	9	100%	0	0%	0	0%	0	0%	0	0%	9
Total	**64**	**90%**	**6**	**8%**	**1**	**1%**	**0**	**0%**	**0**	**0%**	**71**

90% of all the students surveyed strongly agreed or agreed with the statement, "I feel the Fale Fonos are improving my ability to achieve my academic goals."

28
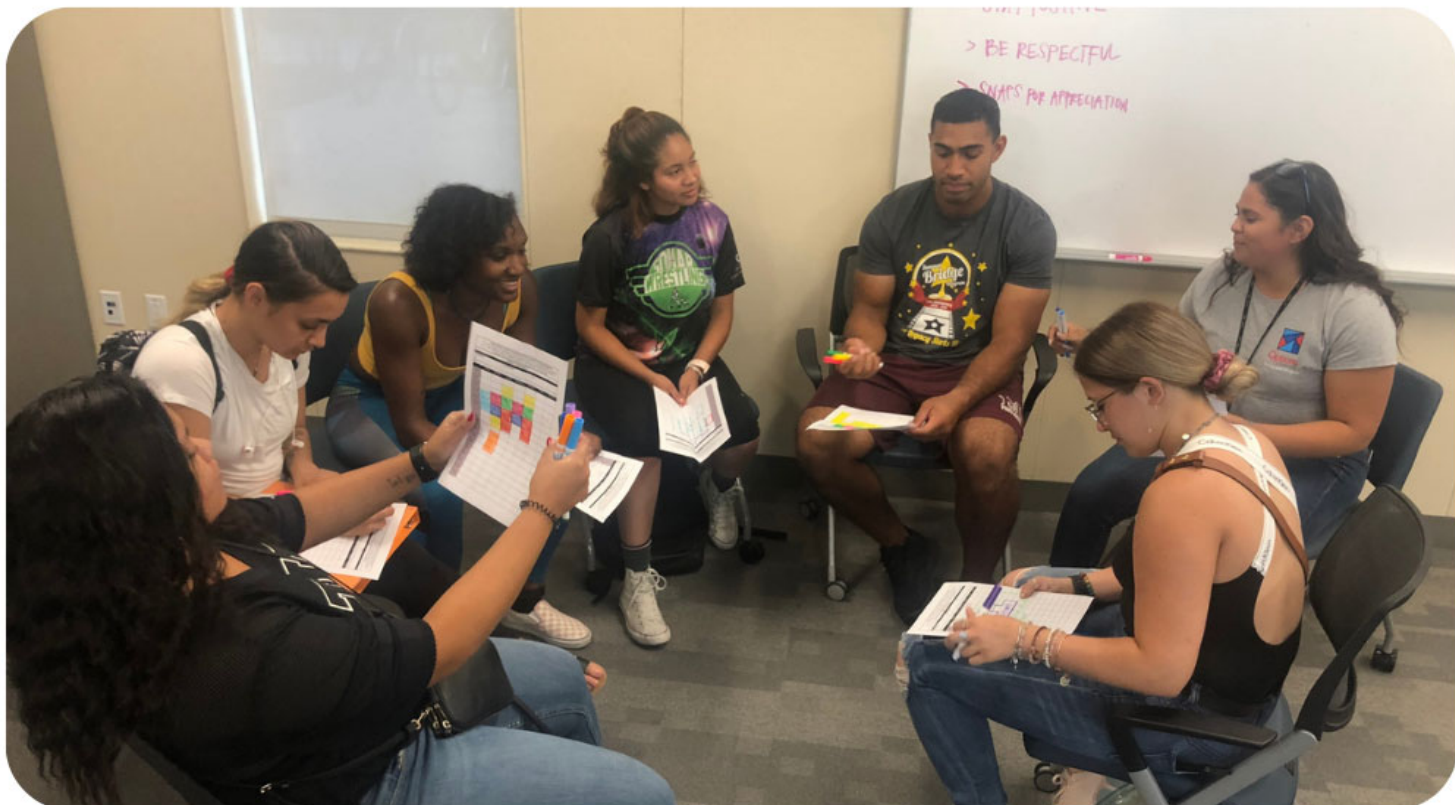
Do you have any comments or suggestions about the Fale Fono?

Organize chairs

It really helped me shape out my future and also want to be a better student than I was when I first started college. Truly appreciate the lesson and love I've got from last night falefono.

I enjoy the space, meeting new people, having dinner provided. Thankful! Iâ€™m always learning new information about my identity, and other cultures!

Nah cuhz

Yayyy

Thanks for being great ya' all!

I left the fale fono early because it was my ading's birthday. I left after the icebreakers

Nice Food guys

It was very helpful and inspiring! Thank you to everyone who contributed

More Fale Fonos

I am known not to talk, but every time I attend Fale Fono and I am within conversations that I believe I can add in on or discuss more about, I would love to talk and join in but I am still trying to get more comfortable. But, I believe that we, and every

Ask the crowd more questions rather than just going off questions on the paper

SACDAWGS YA HEARD

I always feel welcomed and motivated when attending a Fale Fono. I really enjoy all the activities and presentations that go on throughout the meetings.

N/A

None

Very informative and helpful in making connections and growing as a person!

Love it!

:)

Really enjoyed the discussion and learning about cultures and practices other than the ones I know.

N/A

Love ya'all

Work habits or greatfulness

I enjoy socializing with new people

I like how laid back it is.

N/A

Thanks for all the Fale Fono

well i am learning to socialize more and i love that fale fono's have been giving me the chance to do that and learn about important life skills. all these skills in which help me improve my life style and own self awareness.

No

No

Thank you.

Very good job at encouraging conversations.

I love vibin

Good Job

Nope, ya' all are great

None

I enjoy the in-depth questions about each other and allowing us to delve into ourselves! I also really liked the group discussion :)

I love fale fono

Great job to my sister Arbie ! & the rest of the team

Having a little bit more open discussions as a group. But I do like the small groups!

No

It was AMAZING!!!

Amazing

N/A

Nope

Do you have any comments or suggestions about the Fale Fono?

I love it, it's a great environment and I will definitely be back to attend!
N/A
One mic
N/A
Keep doing what ya' all doing and I'm going to keep coming.
Great!
Its super fun and i recommend!
N/A
Amazing learned a lot of transferring

Arise Student ASAP Summary Report
Fall 2019

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. At the begining of the fall 2019 term , Arise students who were enrolled in classes during the fall 2019 term, received via US mail a personal letter updating them on the progress they are making on key success items. An example of this letter as well as summaries of all 544 students are included in this report.

Summary Results

- 60% of the fall 2019 Arise students earned 100% of the units they attempted that term.
- 92% of the fall 2019 students have earned over 50 units at Mt. SAC.
- 76% of the fall 2019 Arise students had an overall GPA of 2.5 or above for the classes they have taken at Mt. SAC.

This report is only possible because of the insight and assistance provided by IT, Audrey Yamagat-Nogi, Aida Cuenza-Uvas, and the Arise grant staff. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 3/26/2021.

Obtaining and maintaining a grade point average (GPA) of 2.5 or more is an important part of academic success. As seen in the charts and graphs below, 76% of the fall 2019 Arise students have maintained a GPA of 2.5 or above for all the classes they have taken at Mt. SAC. 67% of the students earned a 2.5 or higher GPA for the fall 2019 term.

Overall Mt. SAC GPA

	Count	Percent
Below 2.5	128	24%
2.5 or Above	416	76%
Total	**544**	**100%**

Mean Overall GPA	*2.88*
Median Overall GPA	*2.92*

Fall 2019 Term Mt. SAC GPA

	Count	Percent
Below 2.5	177	33%
2.5 or Above	367	67%
Total	**544**	**100%**

Mean Overall GPA	*2.60*
Median Overall GPA	*2.82*

32
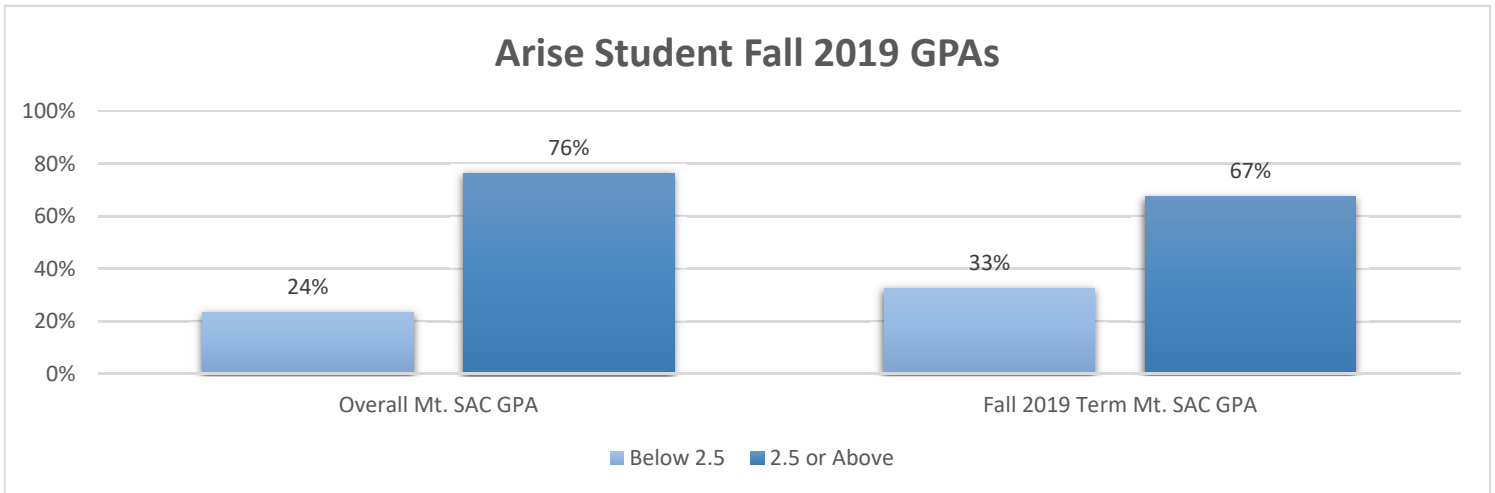
65% of the Spring 2019 ASAP Arise students earned 8 or more units during the term. Overall, 43% of the fall 2019 students have earned 48 units or more at Mt. SAC.

Overall Mt. SAC Units Earned

	Count	Percent
Below 12	60	11%
12-23.5	114	21%
24-35.5	57	10%
36-47.5	79	15%
48+	234	43%
Total	**544**	**100%**

Term Mt. SAC Units Earned

	Count	Percent
Less than 1	40	7%
1-4	40	7%
4.1-7.9	112	21%
8-11.9	136	25%
12+	216	40%
Total	**544**	**100%**

Overall Units Earned
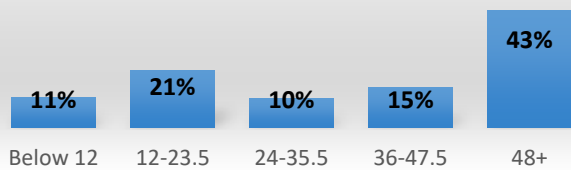
Below 12	12-23.5	24-35.5	36-47.5	48+
11%	21%	10%	15%	43%

Fall 2019 Units Earned

Less than 1	1-4	4.1-7.9	8-11.9	12+
7%	7%	21%	25%	40%
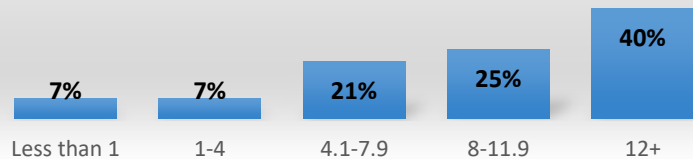
60% of the fall 2019 Arise students earned 100% of the units they attempted during that term. Overall, 28% of the fall 2019 ASAP students have earned 100% of the units they have attempted at Mt. SAC.

Percentage of Overall Mt. SAC Units Earned

	Count	Percent
0%	4	1%
1%-25%	6	1%
26%-50%	36	7%
51%-75%	156	29%
76%-99%	189	35%
100%	153	28%
Total	**544**	**100%**

Percentage of Term Mt. SAC Units Earned

	Count	Percent
0%	39	7%
1%-25%	8	1%
26%-50%	54	10%
51%-75%	85	16%
76%-99%	34	6%
100%	324	60%
Total	**544**	**100%**

Percentage of Overall Units Earned

0%	1%-25%	26%-50%	51%-75%	76%-99%	100%
1%	1%	7%	29%	35%	28%
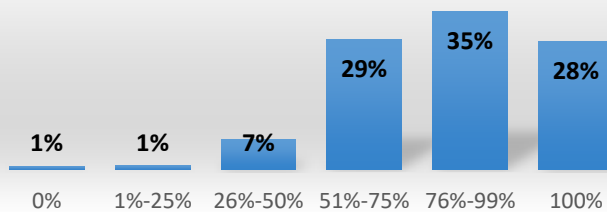
Percentage of Spring 2019 Units Earned

0%	1%-25%	26%-50%	51%-75%	76%-99%	100%
7%	1%	10%	16%	6%	60%
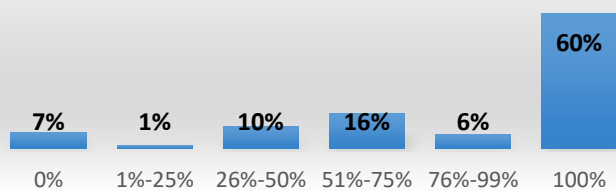
English Writing Requirements

	Count	Percent
Taken English Placement	530	97%
Taken English Class	461	85%
Successfully Completed English 1A	372	68%
Successfully Completed English 1C	176	32%

97% of the 544 students have taken their English Placement exam or AQ. 68% have successfully completed English 1A and 85% have attempted an English class.
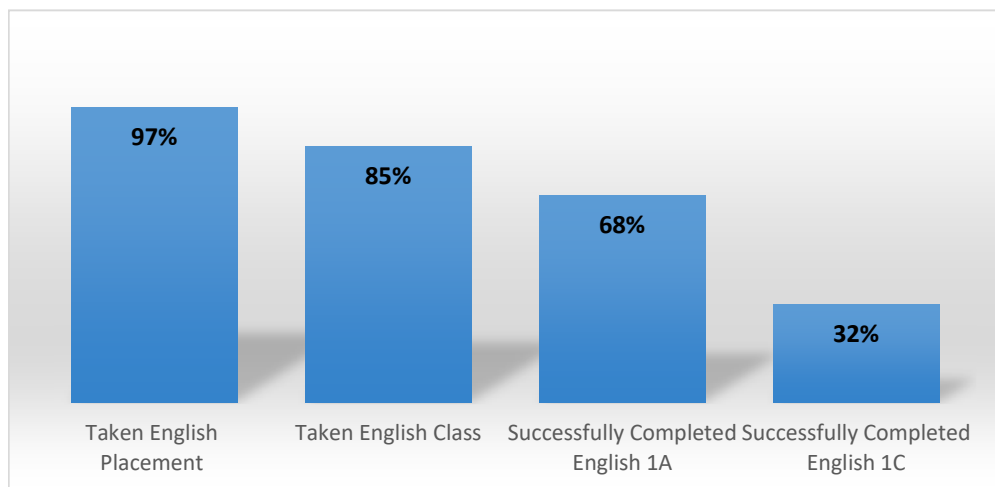
Math Requirements

	Count	Percent
Taken Math Placement	368	68%
Taken a Math Class	448	82%
Successfully Completed Math 71	125	23%
Successfully Completed Math 100+	265	49%

68% of the students have completed at least one math placement exam or the AQ. 82% have attempted a math class and 49% have successfully completed Math 100 or higher.
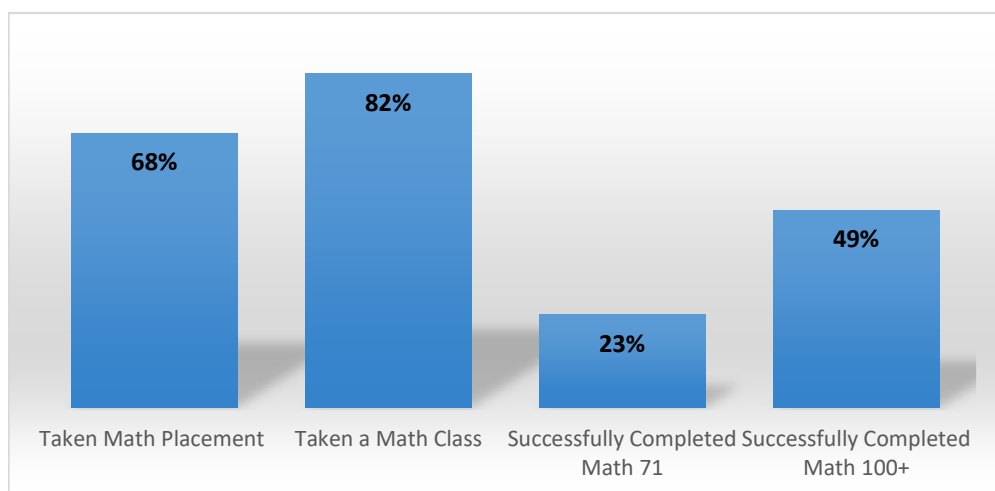
What activities/topics would you like to see offered in the future?

Yes
Motivation video
More interactive activities
Comfort zone, leadership
Self-love self-care
How to behave...mannerism...how to talk to people...
BBQ
More group activities
A topic I'd like to see in the future is a topic relating to our major(s)
Stereotypes
feminism throughout the world
N/A
More open floor time and having people to help encourage conversation!
Unsure, but I like how things are currently going
Decolonization
Empowering women of all cultures and backgrounds
N/A
Continue more opportunities to speak out and get to know eachother
mental health
It's fun as it is
How to socialize
I am fine with the topics being offered.
Friendly conversations
Stress relief
Hopefully field trips, sporting events & school events
N/A
Fun ice breakers
Nah I'm okay
I don't know, more meditation
Spiritually
I'd love to discuss going to a campus with a diverse community and the feeling of belonging!
Culture
Self love self care
More personal growth and team growth exercises would be nice!
Kindness
Continued group activities
More
Nothing in particular.
N/A
More meditation
More on cultural identy
N/A
Surprise Us
n/a
Keeping the same energy!
sports night
No

Friday, March 13, 2020

Theodore Thomas
1900 Ton Rd Apt
Rowland Heights, CA
91748-3320

Hi Theodore,

Great job in completing your Fall 2019 semester. We like to follow-up after every full semester with an Arise Student Action Plan (ASAP!). This is our way of checking in with you and helping you towards your academic goals.
ASAP! is your checklist towards your goal. Whether that goal is to build skills, obtain a degree, transfer, etc. we're here to help!

On the reverse side of this letter is your personalize ASAP! I want to commend you on your progress. Remember, progress, not perfection. Please review and make sure your information is accurate.

Also pay special attention to 'Your Actions' column. If it should state 'See an Arise Counselor or Advisor', then please come in, meet with our team, and bring this document with you. We'll give you a treat.
Whatever goal you have in mind, Arise is always available to assist you. We encourage you to meet with a Counselor every semester to stay on track. Also, take advantage of Arise events and program activities. They are always free and lots of fun. For more information on upcoming events, please stop by our office.

Visit us in The Equity Center (Building 16E)!

Sincerely,
Kare'l Lokeni
Your Educational Advisor

Staff

Tutasi Asuega-Matavao   Kare'l Lokeni
Program Specialist   Educational Advisor

Aida Cuenza-Uvas   Lisa DiDonato
Program Director   Researcher

Counselors

Bernadette Flameno   Chan Ton

Maria Rodriguez Vargas

Student Staff

Richa Ahir   Brandon Raganit   Arbie Fradejas

Uale Togotogo   Virginia Noval   KJ Siufanua

36

Personalized ASAP! Report for Theodore Thomas

Your Arise Peer Mentor is KJ Siufanua

Student ID: A011111111 Your declared major is: Transfer - Biology

Keep moving towards graduation and/or transfer ASAP!

Report after posting of Fall 2019 grades.

Student Progress Marker	Recommended Target	Your Profile Status	Your Actions
Mt. SAC Overall GPA*	2.50	3.50	Keep up the good work!
Mt. SAC Overall Units Enrolled/Completed	70% earned	91.5/91.5	Keep up the good work!
		100%	
Fall 2019 term GPA	2.50	4.00	Keep up the good work!
Fall 2019 term units Enrolled/Completed	70% earned	3/3	Keep up the good work!
		100%	
English Writing Requirements	English Placement	Expired English Score.	Expired score, retake may be necessary.
	English Class Taken	Attempted an English Class	You're on your way to finishing!
	Passed English 1A	Passed English 1A	You're on your way to finishing!
	Passed English 1C	Passed English 1C	You're on your way to finishing!
Congratulations! Your English Requirements for Transfer are Complete!			
Math Requirements	Math Placement	Expired Math Score	Expired score, retake may be necessary.
	Math Class Taken	Attempted a Math Class	You're on your way to finishing!
	Passed Math 71		
	Passed Math 100+	Passed Math 100 or Higher	You're on your way to finishing!
Congratulations! Your Math Requirements for Transfer are Complete!			
Ed Plan (Mountie Academic Plan-MAP)	Have an active ed plan on file	Has an Ed Plan	Update your ed plan every semester.

**Mt. SAC GPA is based exclusively on units earned at Mt. SAC.

If you have questions regarding your ASAP! Please come to the Arise Program office to meet with program staff.
Call (909) 274-6622 or stop by the Equity Center, Bldg. 16E.

All About Arise Students Fall 2019
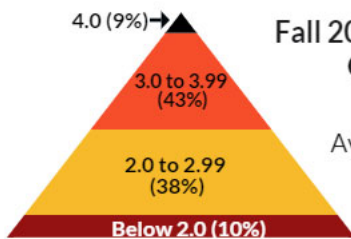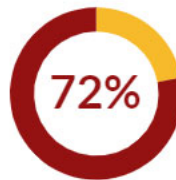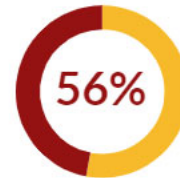
Arise Student Welcome and Commitment Spring 2020

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. The purpose of this event is to welcome new and returning students each term to our program, informing them of events and changes to our efforts. Additionally, students are grouped for a break out session that focuses on the needs of that student population.

Summary Results

- 99% of the respondents reported either strongly agreeing or agreeing that they felt more motivated academically by attending the Welcome Back Event.
- 62% of the students "Strongly Agreed" that they know more about setting goals by attending the Welcome Back Event. An additional 33% selected "Agree" to this statement.
- Among the Arise students attending the fall 2019 Welcome Back event, 100% agreed with the statement, "The Arise program has provided a place on campus I feel I belong".
- 99% of all respondents agreed that the Arise program has helped them feel more self-confident about achieving their academic goals.

Arise Student Welcome and Commitment Spring 2020

72 of the 80 students (90%) in attendance completed surveys at the Spring 2020 Welcome Back Event. Their responses are reported below.

Students were asked to rank their level of agreement to a series of statements. The ranking choices were as follows: Strongly Agree, Agree, Disagree, and Strongly Disagree.

By attending this Welcome Back Event I feel more motivated academically.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Spring 2020 Respondents	44	61%	27	38%	1	1%	0	0%	72
Total	**44**	**61%**	**27**	**38%**	**1**	**1%**	**0**	**0%**	**72**

By attending this Welcome Back Event I feel more motivated academically.

99% of the respondents reported either strongly agreeing or agreeing that they felt more motivated academically by attending the Welcome Back Event.

By attending this Welcome Back Event, I know more about setting goals.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Spring 2020 Respondents	43	62%	23	33%	3	4%	0	0%	69
Total	**43**	**62%**	**23**	**33%**	**3**	**4%**	**0**	**0%**	**69**

By attending this Welcome Back Event, I know more about setting goals.

62% of the students "Strongly Agreed" that they know more about setting goals by attending the Welcome Back Event. An additional 33% selected "Agree" to this statement.

The Arise program has helped me understand myself better.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Spring 2020 Respondents	42	59%	27	38%	2	3%	0	0%	71
Total	**42**	**59%**	**27**	**38%**	**2**	**3%**	**0**	**0%**	**71**
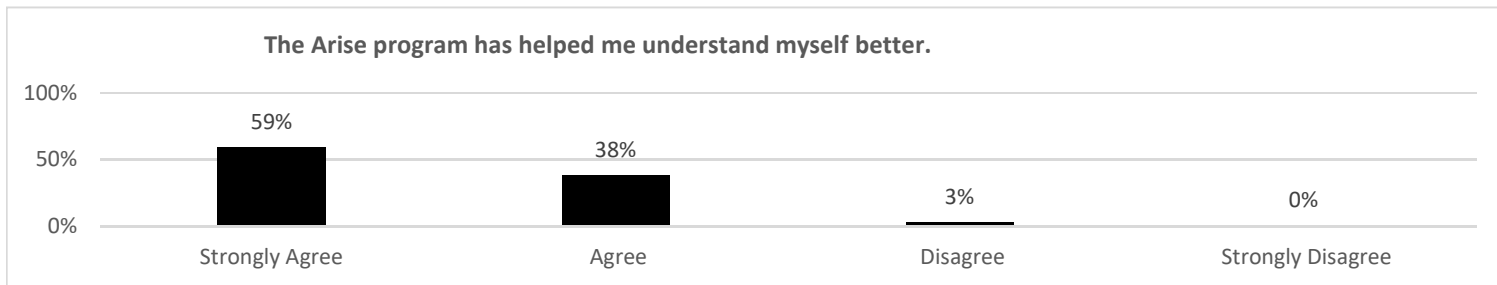
The Arise program has helped me understand myself better.

```
100%
            59%
 50%
                              38%
  0%                                          3%              0%
      Strongly Agree      Agree          Disagree    Strongly Disagree
```

97% of the returning Arise students agreed with the statement, "The Arise program has helped me understand myself better".

The Arise Program has provided a place on campus I feel I belong.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Spring 2020 Respondents	52	73%	19	27%	0	0%	0	0%	71
Total	**52**	**73%**	**19**	**27%**	**0**	**0%**	**0**	**0%**	**71**

The Arise Program has provided a place on campus I feel I belong.

```
100%
            73%
 50%
                              27%
  0%                                          0%              0%
      Strongly Agree      Agree          Disagree    Strongly Disagree
```
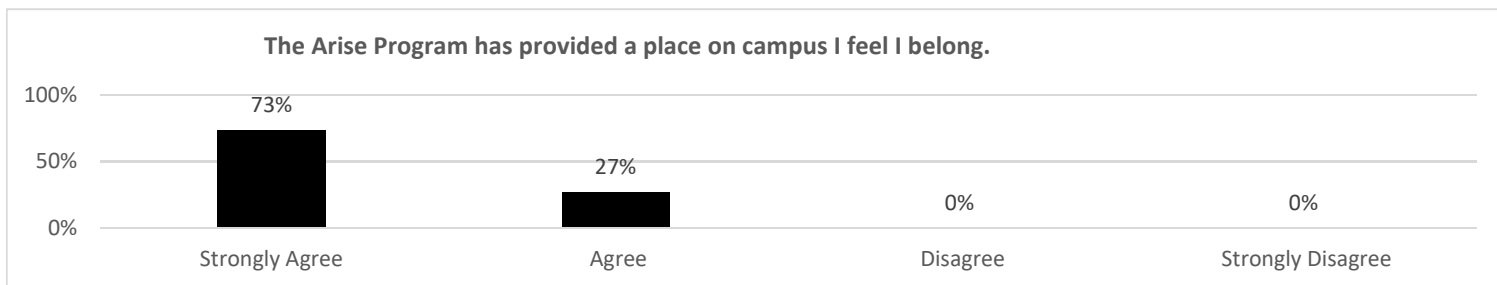
Among the Arise students attending the Spring 2020 Welcome Back event, 100% agreed with the statement, "The Arise program has provided a place on campus I feel I belong".

The Arise Program has helped me identify my academic goals.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Spring 2020 Respondents	50	69%	21	29%	1	1%	0	0%	72
Total	**50**	**69%**	**21**	**29%**	**1**	**1%**	**0**	**0%**	**72**

The Arise Program has helped me identify my academic goals.

99% of the respondents selected either, "Strongly Agree" or "Agree" in response to the statement that the Arise program has helped them identify their academic goals.

The Arise Program has supported my academic goals.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Spring 2020 Respondents	49	68%	22	31%	1	1%	0	0%	72
Total	**49**	**68%**	**22**	**31%**	**1**	**1%**	**0**	**0%**	**72**

The Arise Program has supported my academic goals.
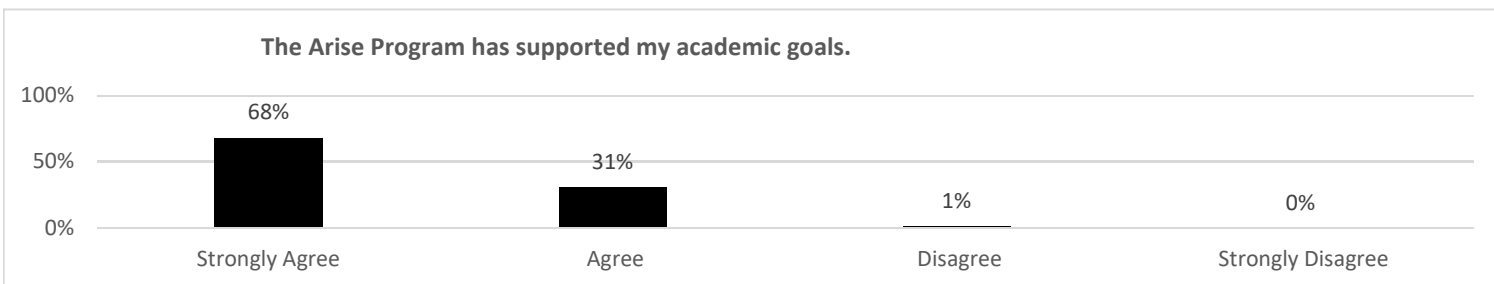
99% of the respondents agreed that the Arise program supported their academic goals.

The Arise Program has helped my confidence in achieving my academic goals.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Spring 2020 Respondents	53	74%	18	25%	1	1%	0	0%	72
Total	**53**	**74%**	**18**	**25%**	**1**	**1%**	**0**	**0%**	**72**

The Arise Program has helped my confidence in achieving my academic goals.
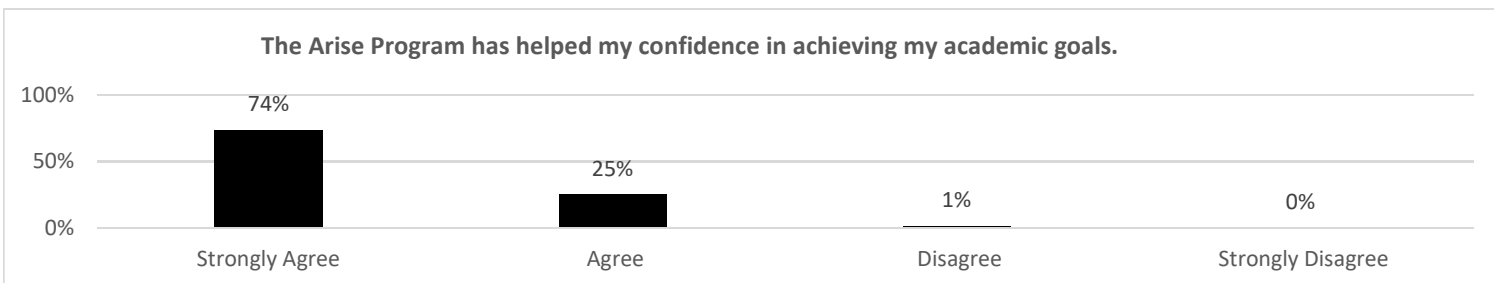
99% of the respondents agreed that the Arise program has helped their confidence in achieving their academic goals.

Prepared by Lisa DiDonato, Educational Reseach Assessment Analyst (RIE). Completed on 3/23/2021.

The Arise Program has helped my leadership skills.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Spring 2020 Respondents	42	58%	26	36%	4	6%	0	0%	72
Total	**42**	**58%**	**26**	**36%**	**4**	**6%**	**0**	**0%**	**72**

The Arise Program has helped my leadership skills.

Category	Value
Strongly Agree	58%
Agree	36%
Disagree	6%
Strongly Disagree	0%

96% of the respondents agreed that the Arise program has helped them with their leadership skills.

The Arise Program has helped my communication skills.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Count	%	Count	%	Count	%	Count	%	Count
Spring 2020 Respondents	43	62%	25	36%	1	1%	0	0%	69
Total	**43**	**62%**	**25**	**36%**	**1**	**1%**	**0**	**0%**	**69**
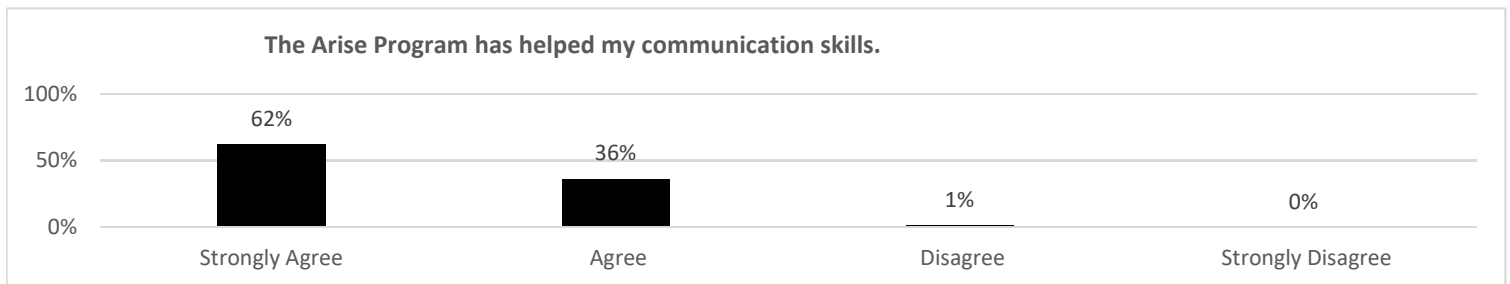
The Arise Program has helped my communication skills.

Category	Value
Strongly Agree	62%
Agree	36%
Disagree	1%
Strongly Disagree	0%

99% of the respondents agreed that the Arise program has helped them with their communication skills.

Prepared by Lisa DiDonato, Educational Reseach Assessment Analyst (RIE). Completed on 3/23/2021.

What one word would you use to describe the Arise program?	Why did you select that word?
Aid	This program provides social, mental, & food aid.
Aiga	Because I feel comfortable and my family makes me fee that way.
Amazing	BC its amazing
Beneficial	It benefits you if your not familiar around campus.
Blessing	Just red it
Blessing	Bless to have people to help you and make your student life easier.
brothershood	We are united
Clutch	They provide many assests to my studying and success in school.
Comfortable	Chill Vibe
Comfoting	I feel most comfortable at school at arise.
Determined	I used this word becaue everyone helps each other be the best they can be.
Dope	
ENJOYABLE	1st which arrived in my memory.
Enlightened	Because all the info provided made me feel enlightened.
Excellent	A+
Facilitators	Arise facilitates a lot of positivity.
Family	
Family	When I walked in I was having the conversation about family.
Family	Arise has become my family at Mt. SAC ful of support and love.
family	Thats what it feels like
family	feel belong and close
family	They're all family oriented and make you fee like family.
Family	Feels welcomed, Safe, Understanding
FAMILY	There is a sense of love you can only get from being around family.
Family	It feels like family in there.
Family	Filipinos are always accepting
family	
Family	Everyone help each other. Classes, supplies, bookds, even computers. We have everything.
Fantastic	Starts with the letter F
Fobalishous	
Football	A lot of football players.
Goat	They the Goats
Good	cause its good
Great	because they're great
Helpful	Arise has been a helpful resource in people, computers, books, etc.
Helpful	They provide all the accessories I need to be succssful.
Helpful	Everybody wants to help
Helpful	Made things easier
Helpful	My academic goals were easier to achieve because of the resources.
Helpful	It honesty
Helpful	Helps keep me on track.
Helpful	Always helps needy
Helpful	They're helpful
Helpful	Keeps me on track
Home	It's essentially a second home where I can focus on homework and get away from my actual hours. I have some friends.

What one word would you use to describe the Arise program?	Why did you select that word?
Home	It's home away from home.
Human	Engaging, social, connection.
Kasama	Arise is full of my Kasamas.
Life changing	
LOVE	I feel like I belong and welcomed
Motivated	I feel motivated to be better.
Motivating	Because I went inside not as motivated as I could be, but when I spoke with counselors at Arise it made me want to be motivated like their family.
Motivating	Everyone is very encouraging
Motivating	Everyone is very encouraging
Nice	Cuz all of the workers are nice
'Ofa	
Outgoing	When I go into the program no one is really shy they are very social.
Productive	They are always there working hard to give us waht we need.
Progression	I selected that word because the Arise Program is all about Progression Academically.
Safehouse	It's home I feel ok
Strong	It's strong in many ways.
Structured	because its structured for student to success
Succeed	helps everyone succeed
Successful	Because I have seen failure before...
Support System	b/c they're there no matter what.
Supportive	Because I have fun wth you guys
Supportive	
Warm/friendly	It feels like a family
Welcoming	They are welcoming to everyone and allows for a place to relax.
Welcoming	B/C everytime I come in, I can talk to anyone.

April 24, 2020 Zoom Fale Fono Survey Results

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. The first virtual Fale Fono was held on April 24, 2020. The students were asked to complete an online survey regarding this event. The results of that survey are contained within this report.

Zoom Fale Fono April 24,2020

I learned something new today.

	Count	Percent
Strongly agree	11	69%
Somewhat agree	4	25%
Neither agree or disagree	1	6%
Somewhat disagree	0	0%
Strongly disagree	0	0%
Total	**16**	**100%**

69% of the respondents strongly agreed with the statement,' I learned something new today.' 25% of the respondents selected somewhat agree as their answer choice.
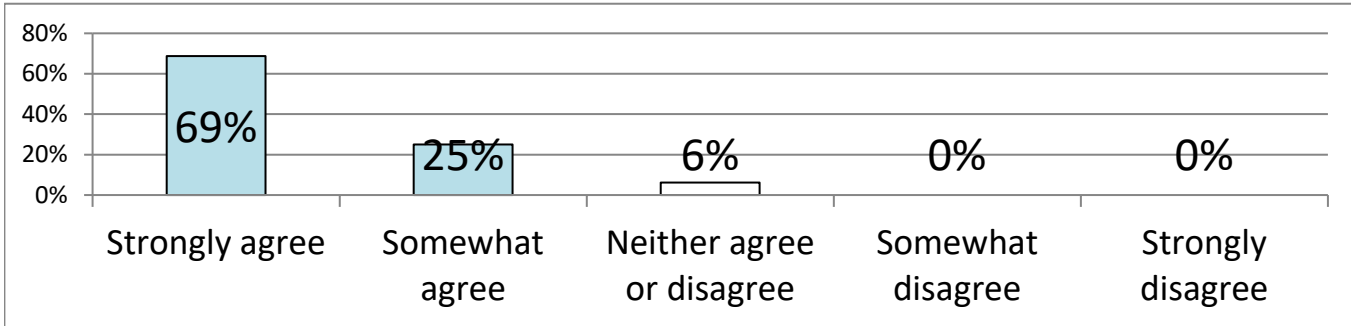
I realized something new about myself today.

	Count	Percent
Strongly agree	6	38%
Somewhat agree	6	38%
Neither agree or disagree	3	19%
Somewhat disagree	0	0%
Strongly disagree	1	6%
Total	**16**	**100%**

38% of the respondents strongly agreed with the statement,' I realized something new about myself today.' 38% of the respondents selected somewhat agree as their answer choice.
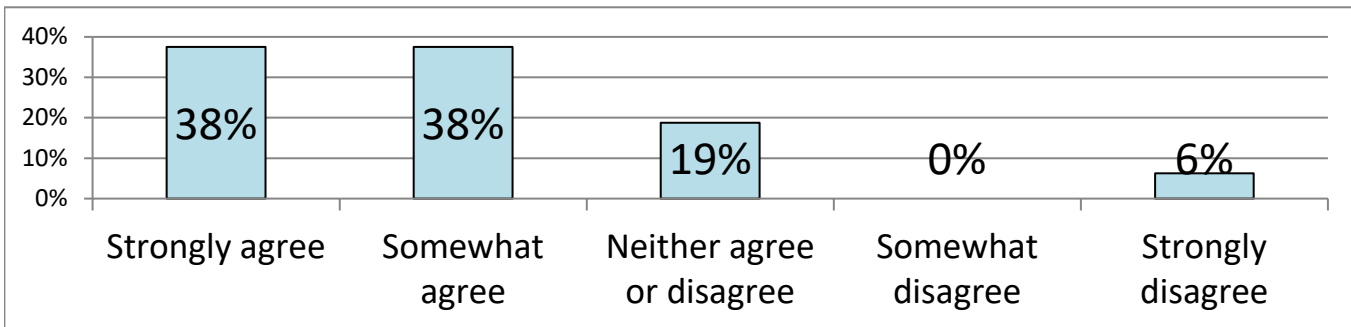
I better understand the mental health issues disscussed today.

	Count	Percent
Strongly agree	10	63%
Somewhat agree	4	25%
Neither agree or disagree	2	13%
Somewhat disagree	0	0%
Strongly disagree	0	0%
Total	**16**	**100%**

63% of the respondents strongly agreed that they better understand the mental health issues that were discussed at the Fale Fono. 25% of the respondents selected somewhat agree as their answer choice.
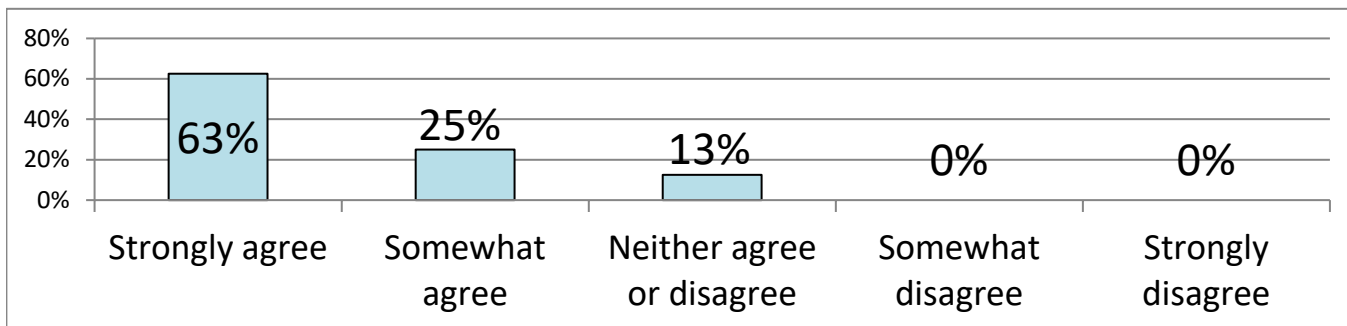
The Fale Fonos have helped my sense of belonging.

	Count	Percent
Strongly agree	12	75%
Somewhat agree	3	19%
Neither agree or disagree	0	0%
Somewhat disagree	0	0%
Strongly disagree	1	6%
Total	**16**	**100%**

94% of the respondents agreed with the statement, 'The Fale Fonos have helped my sense of belonging.'
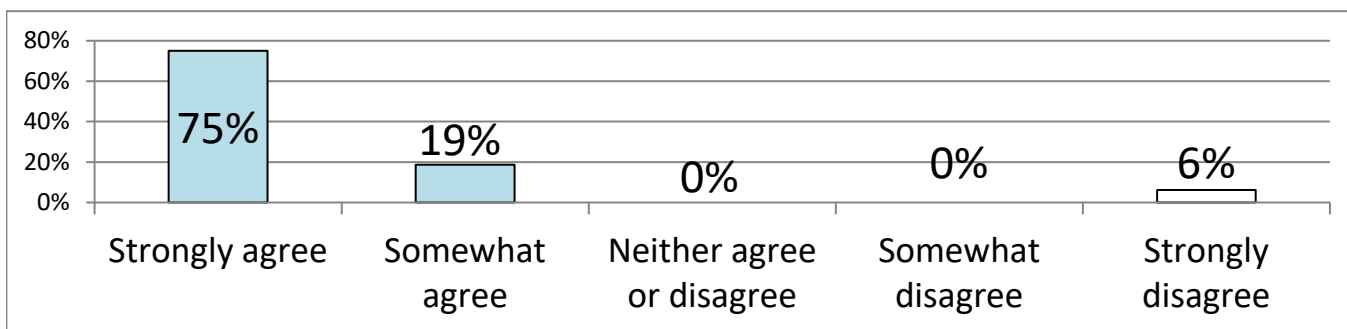
The Fale Fonos have helped motivate me to keeping working towards my academic goals.

	Count	Percent
Strongly agree	11	69%
Somewhat agree	3	19%
Neither agree or disagree	2	13%
Somewhat disagree	0	0%
Strongly disagree	0	0%
Total	**16**	**100%**

88% of the respondents agreed with the statement, 'The Fale Fonos have helped motivate me to keeping working towards my academic goals.'
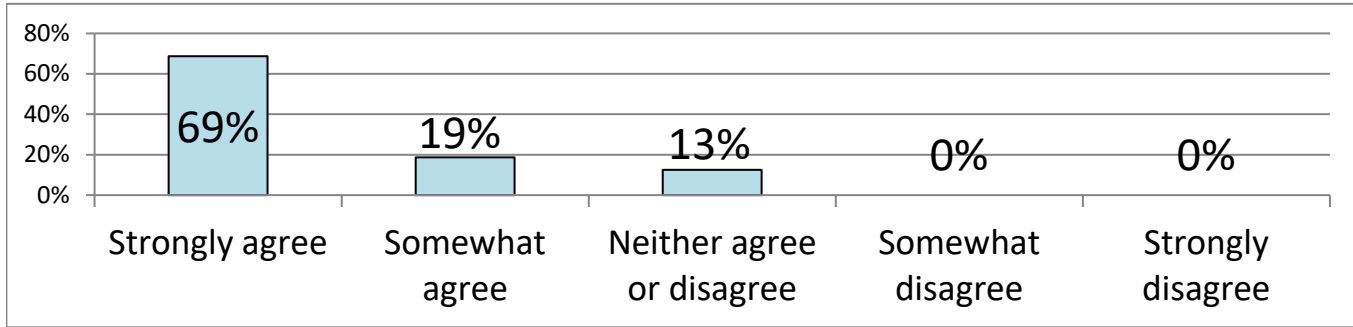
The Fale Fonos have helped my mental health.

	Count	Percent
Strongly agree	9	56%
Somewhat agree	6	38%
Neither agree or disagree	1	6%
Somewhat disagree	0	0%
Strongly disagree	0	0%
Total	**16**	**100%**

94% of the respondents agreed with the statement, 'The Fale Fonos have helped my mental health.'
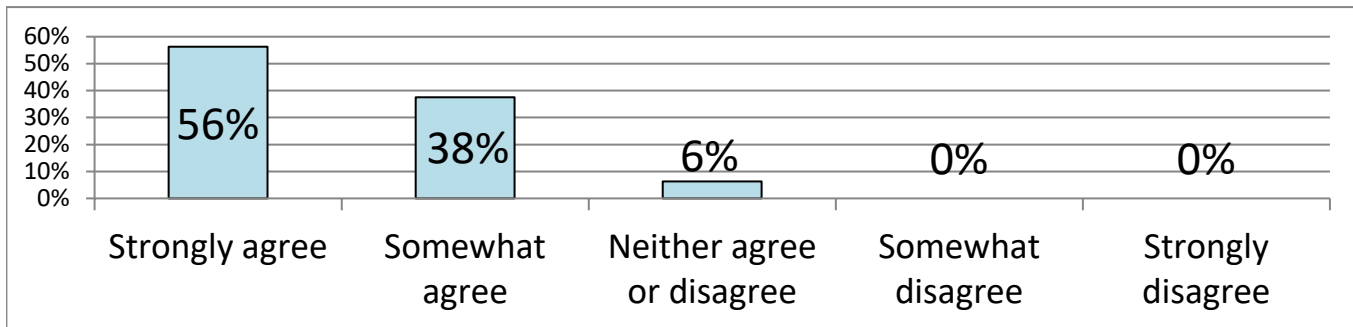
Do you feel you know more about mental health after participating in this Fale Fono?
I get to learn about other mental health strategies that really helped me
I learned that just getting some air can be very beneficial and it's easy!
I learned that taking up new hobbies/activities during this pandemic can help us understand ourselves and our health.
I liked learning about everyone's different ways of coping during this time.
It help me realize I need to wake myself up more and go outside as well as being active.
It was a refreshing look on concepts I've learned before.
It was nice to hear how everyone is coping with the isolation and seeing that we all do similar activities. Also learned some new healthy time killing activities.
Kind of. Feel like it was rushed. Wasn't too engaging. But still appreciative of the efforts and time put in.
Mental health is just as important as your physical health. Even five minutes to stimulate the mind.
Yes
Yes
Yes. I was able to get a better understanding as to how I can cope during this time and that it is okay how I am feeling.

Do you have any comments or suggestions about the Fale Fono?
I love all the different topics for each Fale Fono.
I think it was a great experience!
I think that because this is my first Fale Fono, i'm not very familiar with the people and with this event, so I think that if we were able to introduce ourselves and speak about our interests/hobbies, we can create better connections!
It was a little short.
No
No
No, you guys are like the most amazing program ever.
YOU GUYS ARE AWESOME ! Really enjoyed our Friday Group Chat

What activities/topics would you like to see offered in the future?
Anything really! This was my first Fale Fono and I loved it.
balance of school, work, social
FItness, Dancing and food
FOSTERING POSITIVE RELATIONSHIPS
More mental health activities and group breakouts.
More mental health related topics
Movie Night.
Services still open and offered to students right now. Things like food pantry, book store, library resources like tutoring ect.
Sure
We have a dance, yoga, exercise sessions! I think we should also do a "new hobby" idea where we all try to take 5-10 minutes to try out a new activity (drawing, dancing, learn languages, etc).
What else to do during quarantine.

What is one thing you leearned or found valuable from tonight's event?

Learned
You'll give everything.
winning mindset
What I need to do to transfer.
Understand what you're problem is before you try to solve it.
Tutoring that is provided and dates.
Transfer/graduation information.
Transfer process and important dates.
Transfer info
To safty we health
To finish strong in the semesters.
Time management is key.
time management
Time management
This semester overall seems to have a theme of goals and habits. Tonight is continuing that theme.
There is more love than I thought.
the struggle
The Rock's Philosophy.
The beauty in being blessed with talent is rising above doubters to creat a beautiful moment. RIP Kobe.
The arise got free computers.
That the arise is family away from family.
take school serious
Staying on track
Staying on track
Stay strong and connected.
Setting goals.
Set yourself apart.
Resources available in Arise.
Priorities
People are on the same grind as me.
Pay fees before registering.
Money is more important than I thougt.
MAMBA MENTALITY
mamba mentality
Knowing we all have a voice!
Knowing info about the milestone and commencement
It's a place for poly's to get help with school.
Importance of prioritizing.
I learned where all the help was located on campus.
I learned to identify my goals & lock in.
I learned to become myself when I'm surrounded to a good support system in Arise Program.
I learned there is a place I can go when I need something.
I found it very helpful going over our goals.
I can talk to a counselor at ARISE.
I am not alone.
I am not alone in the struggle.
I am not alone
How to transfer and graduate.
How connected we are.

Cultural Night 2020 Survey Results
Spring 2020

Summary Results

- 37% of the survey respondents identified themselves as students.

- 58% of the respondents reported attending the event four or more times.

- All of the respondents either selected "Strongly Agree" in response to the statement, "I enjoyed this event."

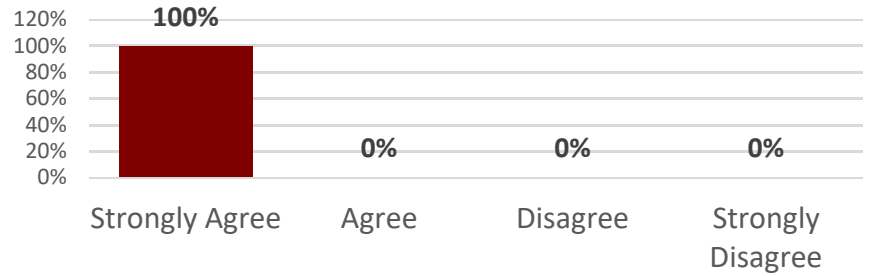- 100% of the respondents strongly agreed they would recommend this event to others.

- 84% of those that completed a survey, selected "Strongly Agree" in response to the statement, "I felt this event was educational." The remaining 16% selected, "Agree".

- 100% of the respondents strongly agreed that they have a deeper appreciation for the cultures represented during the cultural night event.

  To view the cultural night go to:
  https://www.mtsac.edu/arise/videopage.html

Arise Cultural Night Spring 2020 Survey Responses

19 participants at the Cultural Night Event completed an online survey about their experiences.
Their responses are reported below.

Please mark the category that best describes you

	Count	Percent
Administrator	2	11%
Faculty	5	26%
Guest	1	5%
Staff	4	21%
Student	7	37%
Total	**19**	**100%**
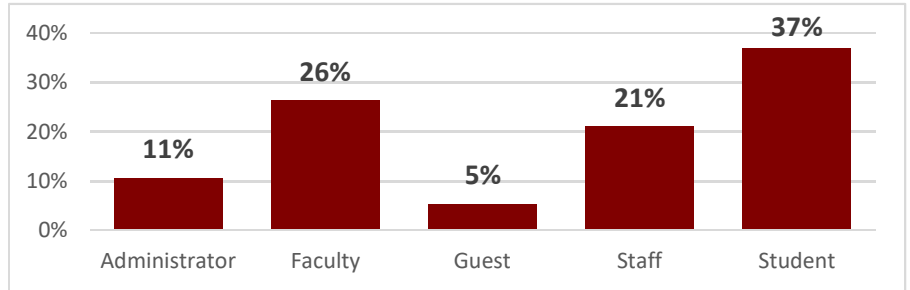
37% of the survey respondents identified themselves as students.

How many times have you attended this event?

	Count	Percent
1 (this is the first time)	2	11%
2	5	26%
3	1	5%
4	4	21%
5+	7	37%
Total	**19**	**100%**
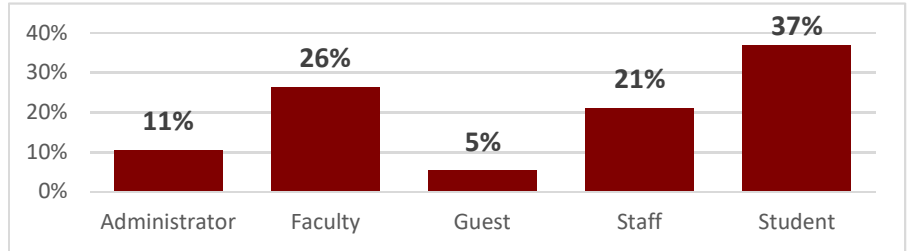
58% of the respondents reported attending the event four or more times.

Respondents were asked to rank their level of agreement to a series of statements. The ranking choices were as follows: Strongly Agree, Agree, Disagree, and Strongly Disagree.

I enjoyed this event.

	Count	Percent
Strongly Agree	19	100%
Agree	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	**19**	**100%**
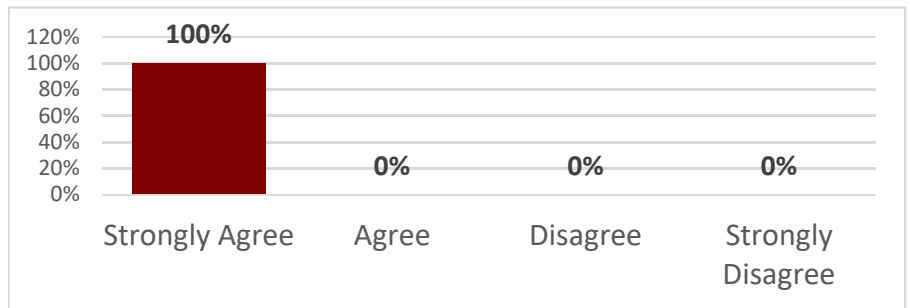
All of the respondents either selected "Strongly Agree" in response to the statement, "I enjoyed this event.".

I would recommend this event to others.

	Count	Percent
Strongly Agree	19	100%
Agree	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	**19**	**100%**

100% of the respondents strongly agreed they would recommend this event to others.

I felt this event was educational.

	Count	Percent
Strongly Agree	16	84%
Agree	3	16%
Disagree	0	0%
Strongly Disagree	0	0%
Total	**19**	**100%**
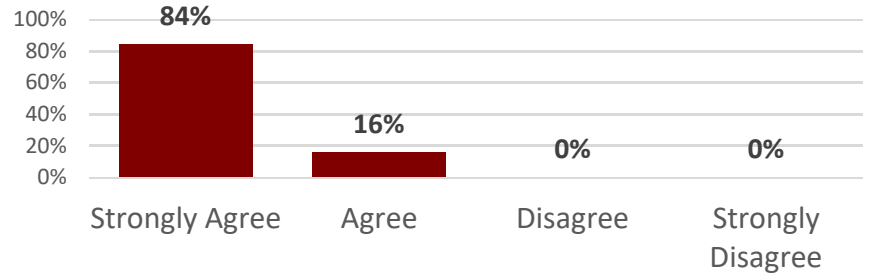
84% of those that completed a survey, selected "Strongly Agree" in response to the statement, "I felt this event was educational." The remaining 16% selected, "Agree".

I have a deeper appreciation for the cultures represented this evening.

	Count	Percent
Strongly Agree	19	100%
Agree	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	**19**	**100%**

100% of the respondents strongly agreed that they have a deeper appreciation for the cultures represented during the cultural night event.

Prepared by Lisa DiDonato, Educational Reseach Assessment Analyst (RIE). Completed on 3/28/2021.
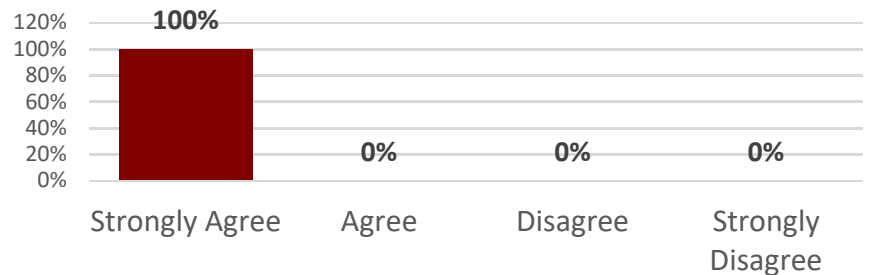
What did you like best about this event?

All of it!! It's one I look forward to every Spring semester

How so many families were involved. SO much love

The sharing of cultures was powerful, informative, engaging, and incredibly special.

It was amazing! I appreciate so much that even though we are on not on campus, Arise still held this event. Its one of the events I look forward to every year.

Coming together as a community - even if it's virtually

The variety of cultures

This pandemic can't stop the ARISE FAMILY!!!!!!!

The last song was just incredible.

I loved seeing everyone come together!

People sharing their digital stories about their cultures.

The way everyone is experiencing their cultural.

I loved how the performers related their talent to their culture, as they showcased the enormous talent they possessed. I also enjoyed how diverse the group of performers.

The history and cultural narratives, especially personal family stories. In addition, the sense of community despite the event being online. Students and staff were cheering each other on and had such incredibly positive energy.

Everyone's energy. The support, the love.

It was so wonderful that the space was created for students to connect and share, especially amidst all the COVID concerns going on at this time.

It was very inclusive.
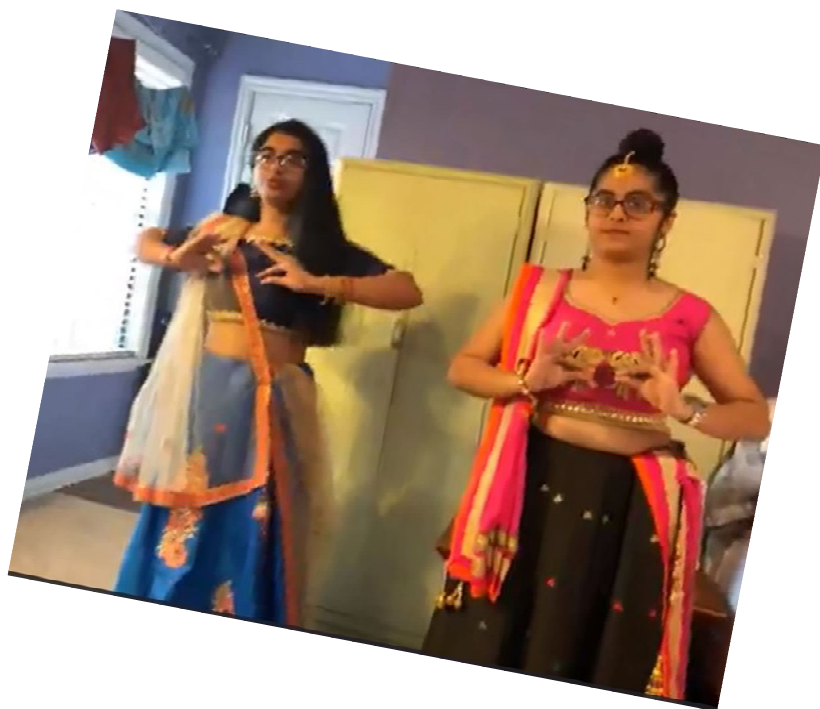
Is there anything you would change?

No
not at all
Of course, I'd prefer the event to be in person, as the audience's energy and reaction contributes to making the event special. But, the current situation would not allow for that so I am so grateful that the team pulled together a virtual event!
none
Represent represent represent
Nah
No
nothing
No
I wouldn't change anything.
no
No
Please include students from Native American backgrounds.
Maybe in the begining screen share the "line-up" of the performers and the countries and cultures that they are representing.
GO BACK TO CAMPUS :(
N/A
Shorter panels

Prepared by Lisa DiDonato, Educational Reseach Assessment Analyst (RIE). Completed on 3/28/2021.
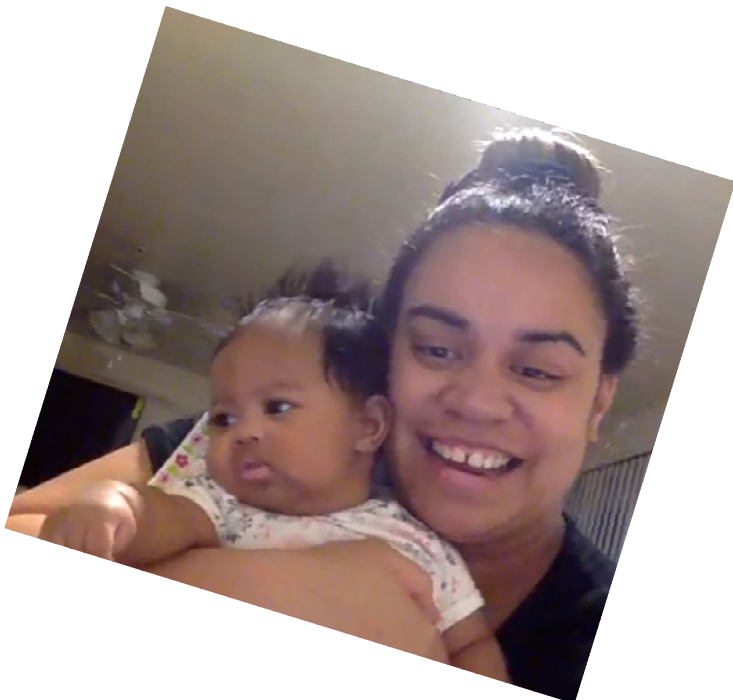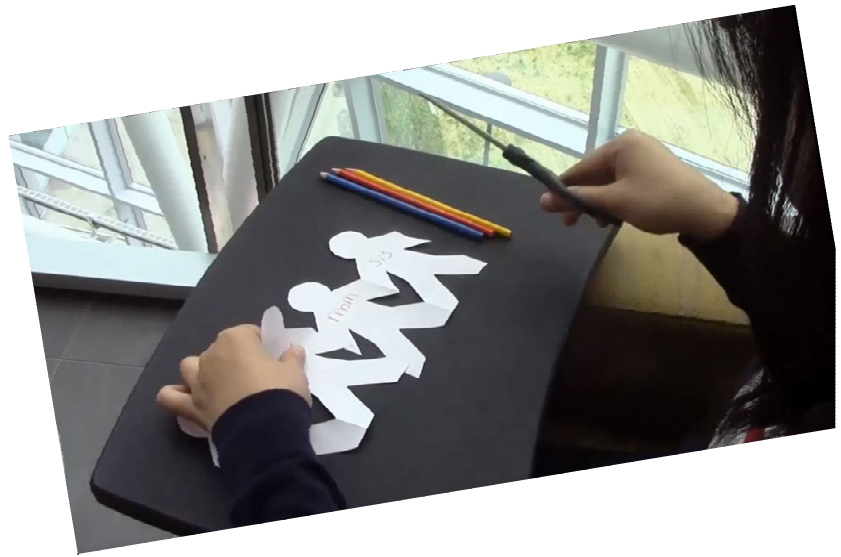
What is something new you learned today?

That Vietnam was colonized by the French.
About the different cultures of API nations
That sign language is different across cultures
I was thrilled to learn a little bit of KSL Korean Sign Language!
more appreciation for the Asian Pacific Islander population
N/A
I learned a little bit of Tagalog
The family is always growing
different cultures
Some Korean Sign Language
I learned about India culture and dance from Richa.
korean sign language
That we don't need perfection
How the types of dress from Vietnam have changed over the years and the example of them from Chan Ton's girls that modeled them during the performance.
I already knew that sign language differs based on country or region just like spoken language. However, I had never thought that there was a possibility that sign language in one language can mean something so different in another language. I don't
ZOOM IS OKAY.
Yes! I learned about a traditional Chinese instrument and heard: "The Children of the Grassland"; I discovered my new favorite song:"Thank you" by: Johnny Suite. I had the opportunity to enjoy instruction on the beautiful clothing options available from
How much the arise program.
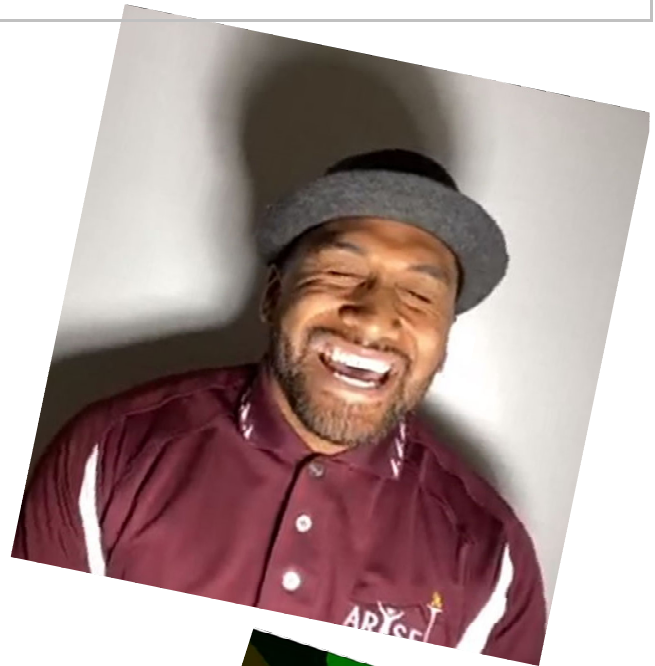
Do you have any additional comments?

Thank you, beautiful event

Amazing event. A huge thanks to Arise and all of the performers!

Amazing and Thank you for hosting this meaningful event.

N/A

Nah

Thank you ARISE!!

no just thank you!

I'm so happy to have seen everyone together!

no

I think the ARISE Program did an EXCELLENT job of putting on this event. It was an organized event that showcased not only student talent, but also allowed for the audience to learn about different cultures and the arts within that culture. I loved how

Thank you to the Arise team for creating a space where learning, teaching, kindness, history, and culture can intertwine to build a strong and united community.

I appreciated that Tasi would request performers to type in the chat some of the key names/phrases/instruments being shown, this made it easier to refer back to, understand & make notes if needed.

Prepared by Lisa DiDonato, Educational Reseach Assessment Analyst (RIE). Completed on 3/28/2021.

What is one thing you leearned or found valuable from tonight's event?

helps with books.
Help me realize the importance of scheduling
Hava a scheduel
Got Good Recourses
Goals
Goals
goal setting
Getting valuable information from different people.
Free food.
Financial aid workshop
Creating goals and positive attitude.
Be consistent in everything I put my hands to no matter how hard or simple it may be.
Be consisenet
Arise taught me about the graduation process and commencement works. I had no idea what to expect before today.
"Mamba Mentality"

Spring 2020 Arise Milestones Virtual Event

The full recording can be found at:

https://www.mtsac.edu/arise/videopage.html

Our Ancestors'
Wildest Dreams
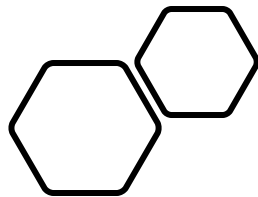
Richa Ahir

Cal Poly Pomona

"You just do your part with your whole heart, and God will take care of the rest."

63

University of California, Riverside

"They tried to drown us. They did not know we were the sea."
-Joy Enamoto

Abigail Ativalu

Raijon Baines

University of California, Santa Cruz

"Are you a different animal, and the same beast?"
-Kobe Bryant
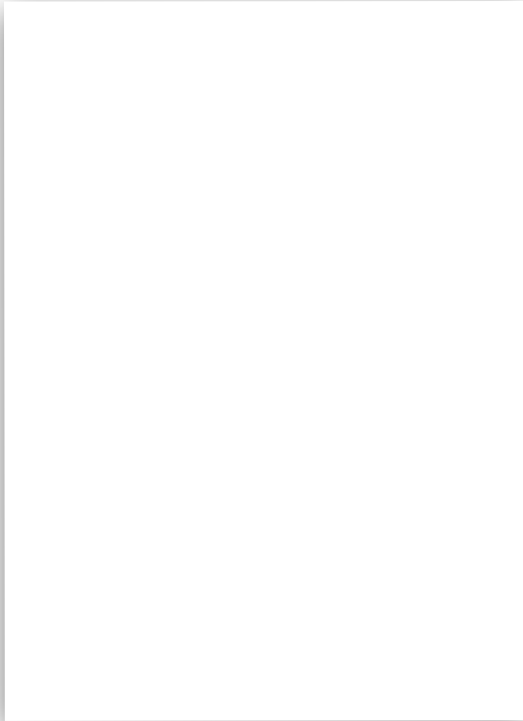
Mt. SAC

"Winners are not people who never fail, but people who never quit."

Mary Baylosis

"When fun gets deep enough, it can heal the world"
— the Oaqui

California State University, Los Angeles

Camille Cortes

"If you're trying to achieve, there will be roadblocks. I've had them; everybody has had them. But obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it." -Michael Jordan

Cal Poly Pomona

"No matter how your heart is grieving, if you keep on believing, the dream that you wish will come true."
— Cinderella

Mt. SAC

Arbie Grace Fradejas

"I had a choice, to stand still or move forward. To let things happen or to make things happen. Everyday I wake up I make a choice not to let the world decide for me, I decide for me. I decide to get going."

University of California, Riverside

Star Kang

"Even when the dark comes crashing through, when you need a friend to carry you and when you're broken on the ground, you will be found."
-Dear Evan Hansen

California State University, Fullerton

Colin Keanu

"My thing is that I don't give no person that much power over my path that I'm walking. Not one person can make or break what I'm doing, except me or God." Nipsey Hussle

Mt. SAC

Stephanie Lo

"Dreams do come true, if only we wish hard enough. You can have anything in life if you will sacrifice everything else for it."
-J.M. Barrie, Peter Pan

Cal Poly Pomona

San Francisco
State University

"Keep moving
forward and
don't look back."

Nathan Ma

NEW MEXICO
ARTES SCIENTIAE
1893
HUMANITATES
HIGHLANDS UNIVERSITY

University of New Mexico, Highlands

"There are three ways to ultimate success: The first way is to be kind. The second way is to be kind. The third way is to be kind."
-Mr. Rogers

Tevita Moana

Kiana
Montchaikul

"Don't cry because it's over, smile because it happened." -Dr. Seuss

Cal PolyPomona

Samantha Moreira

"Trust the process."
Anonymous

University of California, Riverside

California State University, San Bernardino

"Success to me is just being able to do what you love to do and support yourself all through."
-Nipsey Hussle

Kathy Ngo

University of California, Riverside

"Be joyful in hope, patient in affliction, faithful in prayer."
-Romans 7:7

Virginia Noval

79

Mt. SAC
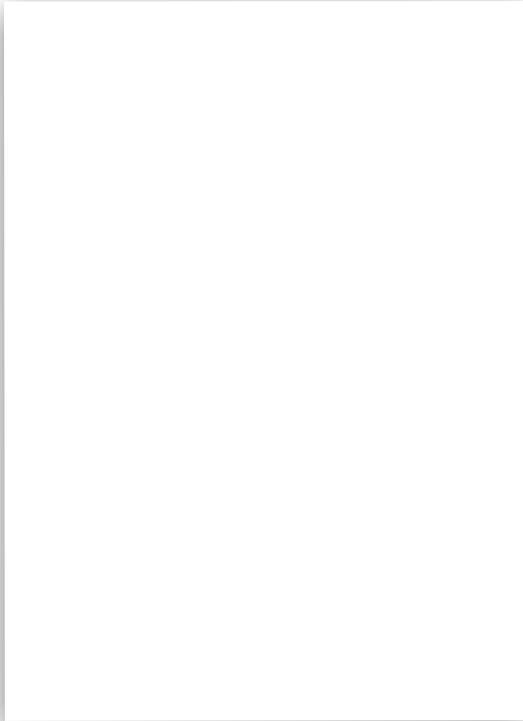
Gloria Perez

"To have courage for whatever comes in life - everything lies in that." - Saint Teresa of Avila

Cal Poly Pomona

BRONCOS

Brandon Raganit

California State University, Los Angeles

"Aspire to inspire before you expire."

82
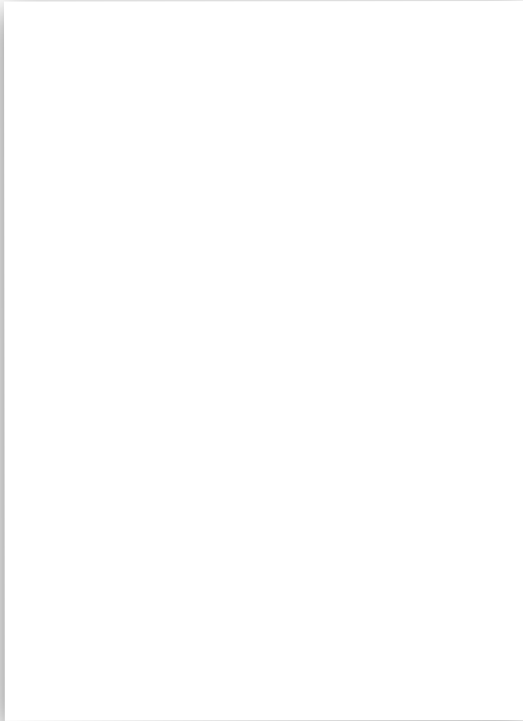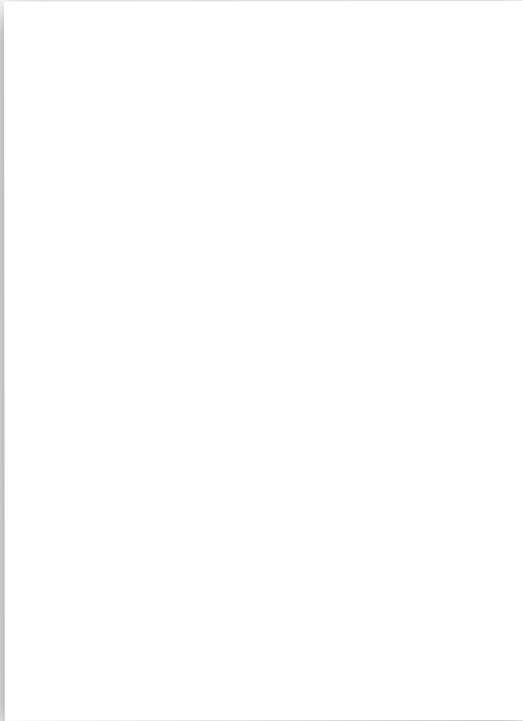
Mt. SAC

Mt. SAC

"I've failed over and over and over again in my life and that is why I succeed."
-Michael Jordan

Kansas State University

Tyrone Taleni

"E leai se mea e maua ma le filemu." (Nothing is earned peacefully, you have to sweat for it)

University of California, Davis

We have to continue to learn. We have to be open. And we have to be ready to release our knowledge in order to come to a higher understanding of reality.
-Thich Nhat Hanh

Amy Truong

Bruce Tukuafu

University of San Diego

"A comfort zone is a beautiful place, but nothing ever grows there."

Congratulations Arise Class of 2020!

Stand proud! You carry the hope of your ancestors . . .

Arise Student Scholarship Application Support

Resulted in 45 scholarships for

20 Arise Students

Totaling

$31,000

Equity Center Presents:

Mt. SAC Scholarship Marathon

Monday, April 27th 4pm-Midnight

All students welcome

Help available from:
- Equity Center Staff
- Writing tutors
- Scholarship specialists

ZOOM ID: 987-782-43208

If you need disability-related accommodations or services such as sign language interpreter, note taker, captioning, etc., please contact the Equity Center at equitycenter@mtsac.edu or 909-784-5255

The scholarship marathon and individual appointments to assist students in completing their scholarship applications aided in this outcome.

90

Arise Student Hub Usage
Spring 2020

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. The sudden closure of our campus required the program to develop new methods of delivering services. One such method was utilizing Canvas software to develop the Arise Student Hub. This brief summary provides some information about usage and outcomes for the students who utilized this new platform.

Arise Hub Usage

The debut of the Arise Hub to Arise students began the week of April 5th, 2020. Over the course of the term, 550 Arise students were invited to join the Hub. 85% or 467 students accepted the invitation.

Hub Usage Spring 2020

Total Views	Count	Percent
0	103	22%
1-9	152	33%
10-20	73	16%
21-40	61	13%
41-100	50	11%
101+	28	6%
Total	**467**	**100%**

78% of the spring 2020 Arise students who accepted the invitation to join the Arise Hub viewed at least one page during the nine week period. 33% viewed 1-9 pages on the Hub during the spring term.

Total Arise Hub Page Views

Total Hub Page Views   11906

Average Views

	All	At Least One Page View
Mean Views	25.44	32.7
Median Views	7	13
Mode Views	0	2

The Arise Hub was available to students for nine of the 16 weeks of the spring 2020 term. During this time, the students logged 11,906 page views. The mean or average number of views by all of the students who accepted an invitation to the Hub was 25.44. However, among those who viewed 1 or more pages the average was 32.7.

Hub Page Views by GPA, Units Attempted and Earned

				Mean or Average		
Total Views	Count	Percent	Term GPA	Units Attempted	Units Earned	Percent Earned
0	101	22%	1.84	9.5	4.9	49%
Less than 10	151	33%	2.66	11.32	7.623	66%
10-20	70	15%	2.7	10.86	8.1	71%
21-40	60	13%	3.1	11.6	9.13	78%
41-100	50	11%	2.88	12.28	9.26	72%
101+	28	6%	3.14	11.07	8.32	71%
Total	460	100%	2.59	10.98	7.517	66%

Hub Page Views By Spring 2020 Term GPA

0	Less than 10	10-20	21-40	41-100	101+
1.84	2.66	2.7	3.1	2.88	3.14
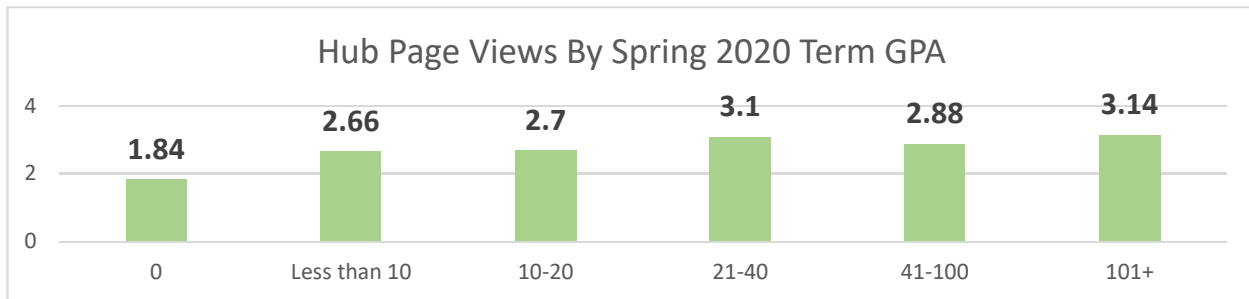
In general, the more page views a student logged the higher their term gpa. The exception to this was among the 50 students who logged 41-100 page views and had an average term GPA less than those who logged 21-40 page views.

Hub Page Views By Spring 2020 Units Earned and Attempted

	0	Less than 10	10-20	21-40	41-100	101+
Units Attempted	9.5	11.32	10.86	11.6	12.28	11.07
Units Earned	4.9	7.623	8.1	9.13	9.26	8.32
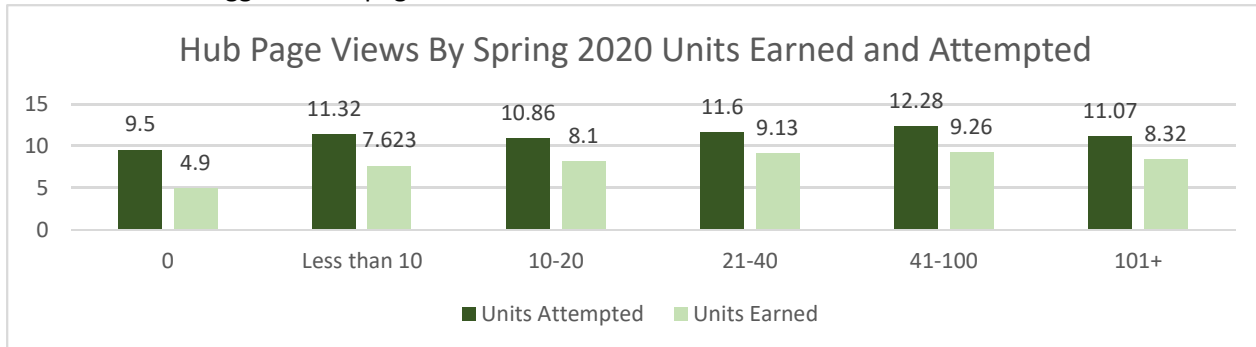
The average number of units attempted and the units earned was higher among the students who logged at least one page view than those who did not.

Hub Page Views By Spring 2020 Percentage of Units Earned

0	Less than 10	10-20	21-40	41-100	101+
49%	66%	71%	78%	72%	71%
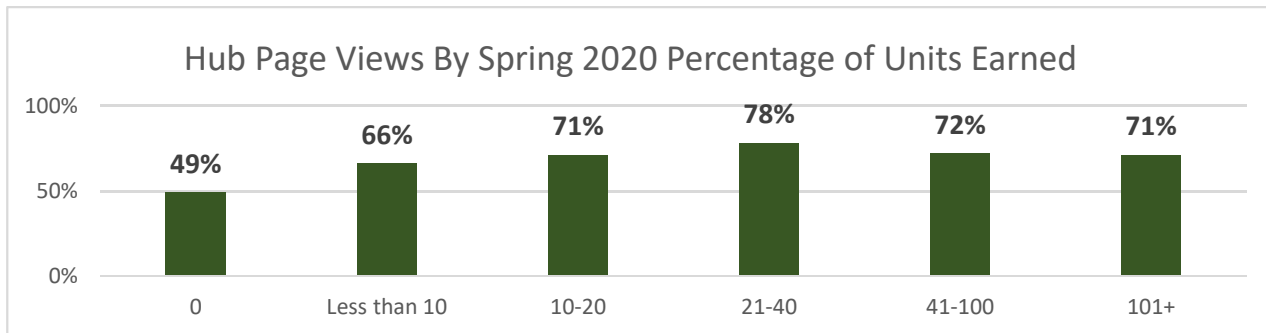
The average percentage of units earned to those that were attempted during the spring 2020 term was higher among the students who logged at 10 or more page views during the term than those who did not.

Creating Online Communities

ACF #7: MT. SAC'S ARISE PROGRAM

(RE)CREATING THE MEANING OF COMMUNITY

Presenters:
Kare'l Lokeni
Tutasi Asuega
Lisa DiDonato
Aida Cuenza-Uvas, Ed.D.

- CALIFORNIA COMMUNITY COLLEGE

- ARISE PROGRAM ESTABLISHED IN 2011

- AANAPISI-FUNDED (PART F IN 2011 & 2016)

- SUPPORT PROGRAM FOR AANAPI <u>AND</u> OTHER PARTICIPATING STUDENTS

MT. SAC ARISE PROGRAM

PEER MENTORS 2019-2020

(Re)creating our programming was based on our existing relationship with the students in our program.

ACTIVATING CULTURAL VALUES

TAUHI VA OR **TAUSI LE VA**=NURTURING RELATIONSHIPS IN OUR SPACES

FETOKONI'AKI=RESPONSIBILITY FOR OTHERS

INAFA'MAOLEK=COLLECTIVE RESPONSIBILITY

UTANG NA LOOB=DEBT OF GRATITUDE

ARISE PROGRAMMING

Academic Support

Study Spaces
Computer Lab
Tutoring
ASAP! Letter
*Fale Fono

Counseling Intervention

Counseling and Advisement
Drop-in time and appointments
ASAP! Letter
Course and Career Planning
*Fale Fono

Culturally Relevant Practice

*Fale Fono
Talking Circles
Filipinx-American History Month
Pasifika Family Education Day
AAPI Heritage Month
Educational Fieldtrips

Community Support and Recognition

*Fale Fono
Milestones Recognition
Scholarship Marathon
Finals Frenzy

Social Support, Student Development and Leadership

Arise Leadership Retreat
*Fale Fono
Talking Circles
Welcome Back

*"FALE FONO" (SAMOAN TERM FOR MEETING HOUSE) & HAS BEEN ADOPTED FOR OUR PROGRAM NEEDS.
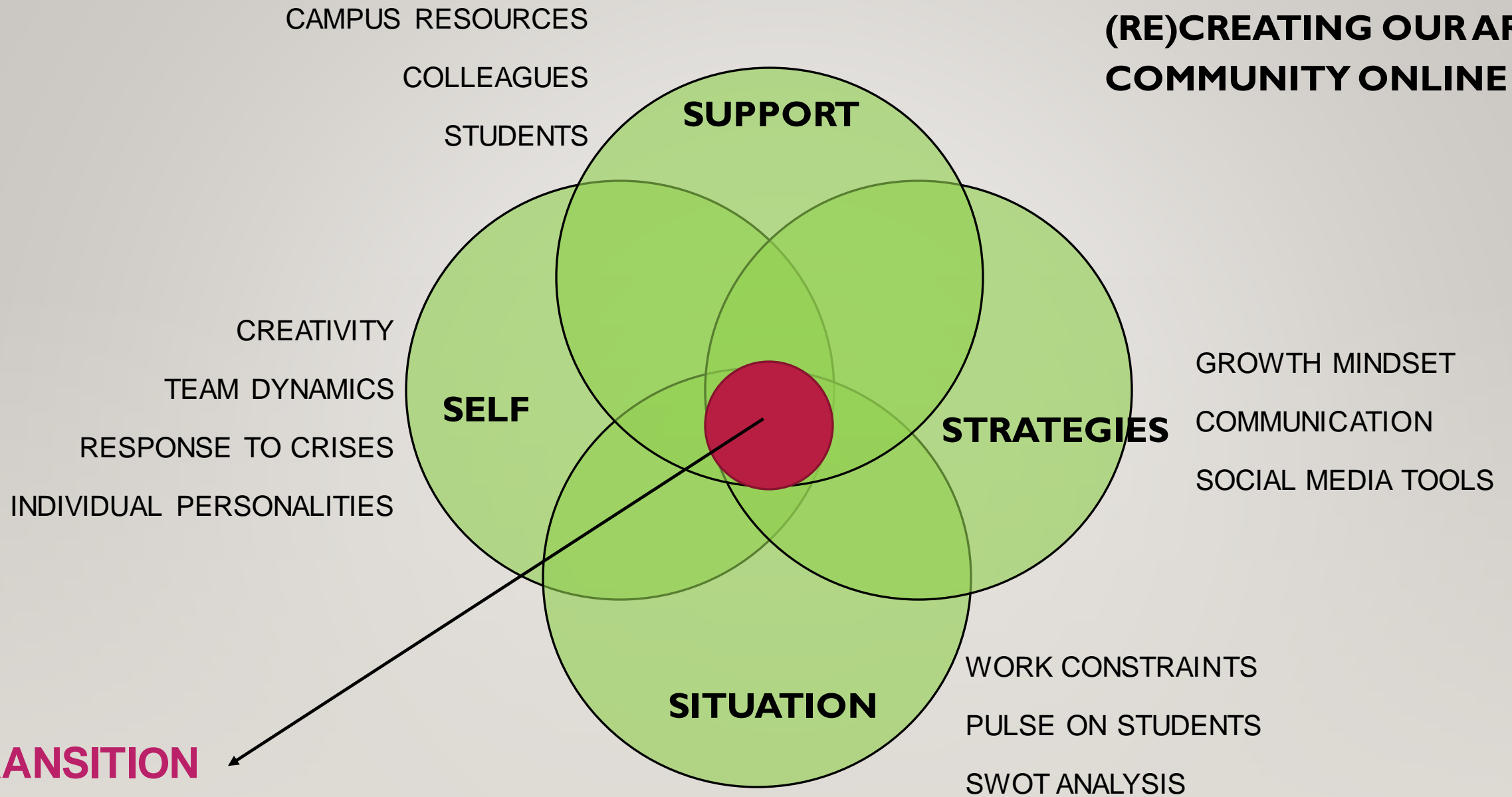
SITUATION	SELF	SUPPORT	STRATEGIES
What are your students' challenges and needs? How do you know? What are your immediate needs/challenges?	What is your team's approach to problem-solving (solutions-oriented or problem-focused)? What was your program like before COVID?	What tool(s) are at your disposal? How much time do you need to invest in training or learning? Who can support?	What are effective ways to engage our students? How do adapt to students' methods of communication?

QUESTIONS TO CONSIDER

SHIFTING OUR 2020 VISION TO AN ONLINE COMMUNITY

- Arise Canvas hub
- Student Check-ins
- Weekly Programming
- Key Events

- CANVAS SHELL

- DISSEMINATE INFORMATION

- ACCESSIBLE FOR ALL ARISE STUDENTS

- ONE-STOP SHOP

ARISE CANVAS HUB

- ARISE HUB DATA

ARISE CANVAS HUB

Arise Hub Usage

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Total Arise Hub Page Views

22%	33%	16%	13%	11%	6%
0	1-9	10-20	21-40	41-100	101+

Total Hub Page Views   11906

ARISE CANVAS HUB DATA

- STUDENT VOICES

- OPEN LOUNGE

- WHAT'S UP WEDNESDAY

- COLLEGE NIGHT THURSDAY

WEEKLY
PROGRAMMING

COLLEGE NIGHT THURSDAY

WHEN	ZOOM
THURSDAY MAY 14, 2020 5PM - 6PM	ZOOM 984 9999 7008 PASSWORD 00000

JOIN US

FOR A WORKOUT WITH MT. SAC COUNSELOR & PERSONAL TRAINER, LYSETTE TREJO

ARISE PROGRAM
WEEKLY VIRTUAL ACTIVITIES

Asian Pacific Islander Heritage Month

Week 12

MAY 11
MOTIVATION MONDAY

API GUEST SPEAKER TRIXIE CORDOVA
5 PM

ZOOM:
956 9292 7440
PASSWORD:
051120

MAY 12
TALK STORY TUESDAY

"I'VE LEARNED THAT IT'S NOT WHAT I HAVE IN MY LIFE, BUT WHO I HAVE IN MY LIFE THAT COUNTS."

CALL OR TEXT A LOVED ONE

MAY 13
WHAT'S UP WEDNESDAY

SHARE A MYTH, LEGEND OR CHILDHOOD STORY FROM YOUR CULTURE

3PM - 4:30PM
ZOOM: 977 9217 4507
PASSWORD: 12345

MAY 14
COLLEGE NIGHT THURSDAY

TRAINING WITH L
5-6
ZOOM
984 9999
PASS
000

MAY 15
FALE FONO FRIDAY

NO FALE FONO

ARISE

TO REQUEST DISABILITY RELATED ACCOMMODATIONS. PLEASE CONTACT US AT LEAST 5 DAYS IN ADVANCE. TUTASI ASUEGA, PASUEGA@MTSAC.EDU

WHAT'S UP?!
WEDNESDAY

HEY ARISE FAMILY!

ZOOM in with us this week and participate in our Check-in by sharing a myth, legend or childhood story from your Culture.

May 13th @ 3PM

ZOOM ID:
97792174507
PASSWORD:
12345

To request disability related accommodations. Please contact us at least 5 days in advance. Tutasi Asuega, pasuega@mtsac.edu

ARISE PROGRAM
WEEKLY VIRTUAL ACTIVITIES

Summer Week 4

JULY 13 — MONDAY:
MOTIVATION: "STAND UP STRAIGHT AND REALIZE WHO YOU ARE, THAT YOU TOWER OVER YOUR CIRCUMSTANCES."
-MAYA ANGELOU

JULY 14 — TUESDAY:
OPEN LOUNGE AT 3PM-4:30PM
ZOOM: 972 4730 2967

JULY 15 — WEDNESDAY:
WHAT'S UP WEDNESDAY AT 3PM-4:30PM
ZOOM: 968 7587 9753
PASSWORD: 12345

JULY 16 — THURSDAY:
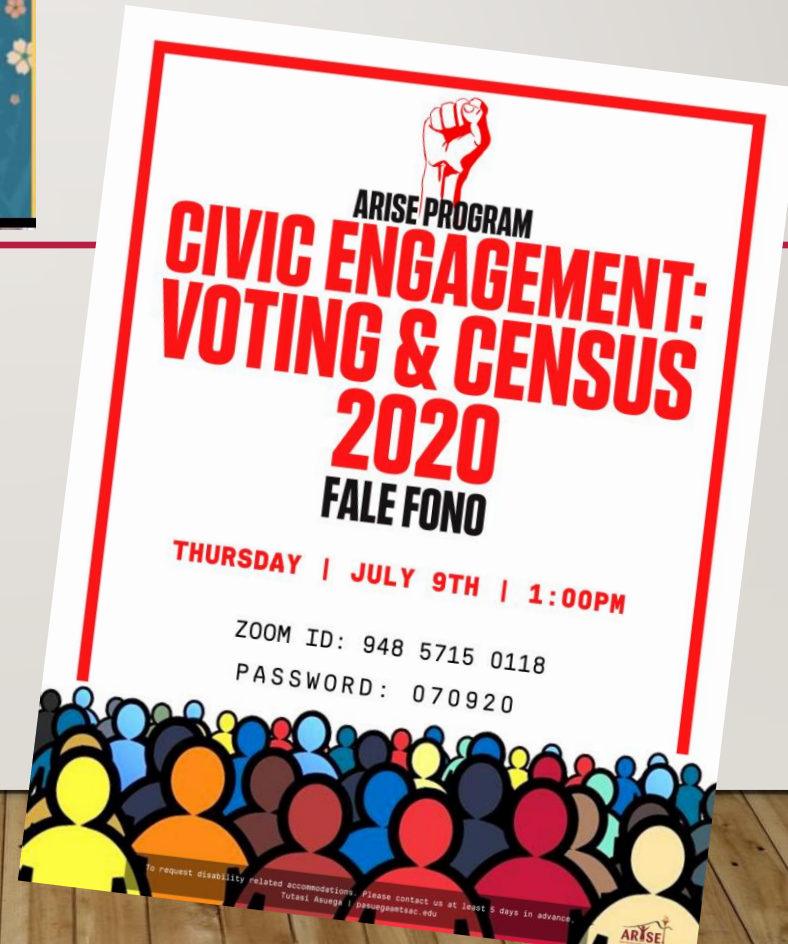REMINDER: 2 MORE WEEKS LEFT IN THE SEMESTER. MAKE SURE YOU'VE REGISTERED FOR FALL

MAKE SURE TO VISIT THE ARISE HUB ON CANVAS FOR MORE INFORMATION

ARISE

TO REQUEST DISABILITY RELATED ACCOMMODATIONS, PLEASE CONTACT US AT LEAST 5 DAYS IN ADVANCE. TUTASI ASUEGA, PASUEGA@MTSAC.EDU

104

FALE FONO "HOUSE MEETING"

- KEEPING COMMUNITY

- IMPORTANT TOPICS

- SAME GROUND RULES AS ON CAMPUS

- COUNSELING AND STAFF SUPPORT

EVENT HIGHLIGHTS

1. WHAT TYPE OF PROGRAMMING HAVE YOU IMPLEMENTED VIRTUALLY?

2. WHAT CHALLENGES HAVE YOU FACED AND/OR RESOLVED?

3. ARE THERE EXAMPLES FROM OTHERS IN YOUR GROUP THAT YOU WOULD CONSIDER ADOPTING?

Small Group Talking Circle

GROUP SHARE

PARTICIPANT QUESTIONS

A FINAL WORD:

REFLECTIONS OF PRACTICE, LESSONS LEARNED, SILVER LINING

THANKS FOR JOINING IN!

CONTACT US: *WWW.MTSAC.EDU/ARISE*

OUR EMAILS SHARED IN CHAT.

How we responded to providing services during the pandemic

Watch our video about it!

https://www.mtsac.edu/arise/videopage.html

https://www.instagram.com/ariseprogram/

BUILDING BRIDGES,
CREATING CONNECTIONS
NASPA WESTERN REGIONAL CONFERENCE
PORTLAND, OREGON - NOVEMBER 2-5, 2019

NASPA
Student Affairs Administrators
in Higher Education

Digital Stories: Humanizing our Professional Relationships with Students

112

Digital Story 1
"I'm going to dance on that ice . . ."

BUILDING BRIDGES,
CREATING CONNECTIONS
NASPA WESTERN REGIONAL CONFERENCE

Introduction, Background and Overview

- AANAPISI grant-funded project
- 8-9 month process in multiple phases
- Four cohorts 21 videos and counting . . .
- Counselor weekly meetings (Winter) and SOC 99 (Spring)
- Apple iMovie, Adobe Premier, Camtasia (closed captioining)
- Screening: Faculty Flex, Classified staff, campus-wide, conferences (regional, national, international)

BUILDING BRIDGES, CREATING CONNECTIONS
NASPA WESTERN REGIONAL CONFERENCE

Project Timeline

2017-2018

Digital Stories Cohort 3 Timeline

Application & Cohort Selection

October 30: Online Application

November 17: Close Application

November 22: Application Committee Decision Student Notification

November 30: Applicant Acceptance & Confirmation

Phase 1

Day 1, December 18 (M), 1:00 pm – 5:00 pm (4 hours)
Cohort-DS Overview & Meet the Faculty

Day 2, December 19 (T), 10:00 am – 6:00 pm (8 hours)
Storytelling Introduction

Day 3, December 20 (W), 10:00 am – 6:00 pm (8 hours)
researching, script writing, artifact collection

Phase 2

Day 1, February 8 (Th), 1:00 pm – 5:00 pm (4 hours)
Story Development & Faculty Check-In/Transitions

Day 2, February 9 (F), 10:00 am – 6:00 pm (8 hours)
Digital Storytelling Technical Resources (part 1)

Day 3, February 10 (S), 10:00 am – 6:00 pm (8 hours)
Digital Storytelling Technical Resources (part 2)

Phase 3

June 18-20 (M-W)
Retreat (off-site)
Project Completion & Debriefing

June 21 (On-campus TBD)
Private Screening

Other Commitments

Courses

Winter 2018: COUN 99 (1.0 Units)

T, 1:30-3 pm plus arranged hours

Spring 2018: SOC 99 (2.0 Units)

Group or one-on-one meetings (TBA)

TH, 1-4 pm

February 21

Manzanar Relocation Camp Fieldtrip

April 11-13

APAHE Conference

Independent work (on-going): project consultation, story development, artifact collection, script writing, time-on-task.

115

BUILDING BRIDGES, CREATING CONNECTIONS
NASPA WESTERN REGIONAL CONFERENCE

Storytelling activity: Vulnerable Spaces

I am from . . .

Digital Story 2

"O le tele o sulu e maua ai se figota, e mama se auega pe a ta amo fa'atasi."

"My strength does not come from me alone, but from many."

Abi

BUILDING BRIDGES, CREATING CONNECTIONS
NASPA WESTERN REGIONAL CONFERENCE

A conversation with Abi

Please tell us about your encounters with faculty or staff?

What does "humanizing our professional relationships" mean to you?

THEMES

- **Family separation**
- Family Expectations
- Health Issues
- Family struggles
- Individual disability
- Immigration
- Migration
- Persistence
- Resilience
- Strength
- Humility
- Gratitude
- Forgiveness
- Courage
- Values

Photo: 1st Digital Story in partnership with UM Boston (SU 2015)

118

THANK YOU

Abigail Ativalu (she, her, hers)

Arise Student and In-Reach Ambassador

Kare'l Lokeni (she, her, hers)

Educational Advisor

Aida Cuenza-Uvas (she, her, hers)

Director, Arise Program

MT. SAN ANTONIO COLLEGE

119

#NASPAWRC

NATIVE HAWAIIANS AND PACIFIC ISLANDERS IN **HIGHER EDUCATION**

A CALL TO ACTION

UC SAN DIEGO

Division of Biological Sciences

CLASS of 2019

APIA SCHOLARS
Educate. Elevate. Empower.

Photo Courtesy of Bryson Kim.

Fafaga fānau a manu i fugālā'au, 'ae fafaga fānau a tagata i 'upu.

The offspring of birds are fed with flower nectar, but the children of [wo]men are nourished with words.

Samoan Proverb

INTRODUCTION

Native Hawaiians and Pacific Islanders (NHPIs)—whose ancestors skillfully navigated islands and oceans while building communities across the Pacific Islands before European colonization—are ethnically diverse and a growing population in the United States (U.S.).[1] Although NHPIs have been federally recognized as a separate racial category due to advocacy from the NHPI community, an underlying barrier to the study of the NHPI population has been data that aggregates NHPIs with Asian Americans.[2] Thus, conflating this community's reality within an Asian American and Pacific Islander (AAPI) narrative and providing an inaccurate statistical portrait of a unique and highly diverse population.[3] As a result, NHPIs have been largely invisible in policy considerations at the federal, state, and local levels, and in the development of campus services and programs. Simply put, the needs, challenges, and experiences of NHPI students—particularly with regard to the wide range of social and institutional contexts in which they pursue their educational aspirations—are still inadequately represented in higher education.

> In 1997, the Office of Management and Budget announced revisions to Statistical Policy Directive No. 15, Race and Ethnic Standards for Federal Statistics and Administrative Reporting, requiring the "Asian or Pacific Islander" category to be separated into two categories: "Asian" and "Native Hawaiian or Other Pacific Islander."[4]

Disaggregated data on AAPI populations have helped researchers illuminate key distinctions between Asian Americans, Native Hawaiians, and Pacific Islanders communities.[5] This data is creating new opportunities for a more nuanced perspective on postsecondary access and success for the NHPI population, which is a necessary step toward mitigating disparities in educational outcomes and improving support for the most marginalized populations. Accordingly, this report is a response to a dearth of knowledge about the demography of NHPI students, their educational trajectory, and their postsecondary outcomes. Furthermore, we build on an existing body of literature that has pointed to the following issues facing NHPI students in higher education:

Access, persistence, and degree attainment for NHPI students. In alignment with higher education research,

NHPI students' persistence to degree completion is influenced by a sense of belonging on campus, financial assistance, and type of high school.[6] Family remains a consistent influential factor in students' educational trajectories across K-12 and postsecondary education literature. While NHPI students may feel an obligation to fulfill responsibilities at home and meet multiple expectations for their family members, these feelings are not perceived as negative; parents and grandparents serve as motivating factors for students to persist through daily challenges.[7]

The college experience for NHPI students. Literature speaks to the experiences of college students managing a cultural duality. This means NHPI students may be constantly trying to find a balance in their identity at home and educational settings, where values are often conflicting with one another. The cultural duality speaks to a larger issue of NHPI students and their relationship to educational institutions that often have their roots in colonialism and imperialism.[8] Thus, the type of institution matters for NHPI students. Specifically, how different institutions cultivate NHPI students' sense of belonging, self-determination, and sovereignty, especially for Indigenous communities, needs to be explored in future research.[9] Additionally, there is a current gap in the literature regarding the types of institutions NHPI students access in postsecondary education, such as private for-profit and private not-for-profit.[10]

Geography and NHPI students. Most of the current research on NHPI students focus on populations in Hawai'i and the Pacific.[11] When NHPI student populations are discussed on the continental U.S., the geographic focus has been on the west coast in states like California and Washington.[12] While conducting research on the west coast for NHPI populations makes sense due to the high concentration in specific states and cities, we also need to understand the broader demographic landscape of NHPI communities throughout and beyond the U.S.

There are more than 20 ethnic groups recognized by the U.S. Census Bureau in the NHPI community.[13] Polynesians include individuals who identify as Native Hawaiian, Samoan, Tahitian, Tongan, and Tokelauan. Micronesians include individuals who identify as Guamanian or Chamorro, Mariana Islander, Saipanese, Palauan, Carolinian, Kosraean, Pohnpeian, Chuukese, Yapese, Marshallese, and I-Kiribati. Melanesians include individuals who identify as Fijian, Papua New Guinean, Solomon Islander, and Ni-Vanuatu.

PURPOSE OF THE REPORT

We build on prior research by providing a portrait of NHPI students in American higher education in the continental U.S. and the U.S. affiliated islands throughout the Pacific region. Specifically, we explore the following research questions:

1. What are the trends in college participation and degree attainment for NHPI students?

2. How does NHPI college participation and degree attainment vary by different institutional sectors (e.g., two-year or four-year; public or private) and types (e.g., Asian American and Native American Pacific Islander Serving Institutions [AANAPISIs])?

3. In what ways, if at all, is geography (e.g., Pacific Islands vs. continental U.S.) a factor in understanding the distribution of NHPI postsecondary enrollment?

The purpose of this report is to synthesize demographic and descriptive data on the current landscape of NHPI students in higher education in the Pacific Islands and the continental U.S. While this report contributes to filling a gap in understanding the national trends in postsecondary education for NHPI students, it is beyond the scope of this report to fully contextualize their complex relationship to education within broader sociohistorical, political forces. Thus, this report should serve as a launching point to future research and other efforts to address the unique needs and challenges of NHPI students.

DATA SOURCE AND METHODOLOGY

Data from this report relied on two main sources: the U.S. Census Bureau American Community Survey (ACS) and Integrated Postsecondary Education Data System (IPEDS).

To inform our understanding of the population's educational attainment rates, we used the ACS, which provides one-, three-, and five-year estimates for the U.S., Washington D.C., and Puerto Rico. Although this survey contains detailed demographic statistics from larger sample sizes on disaggregated racial and ethnic groups, it does not include the U.S. territories or freely associated states. For reporting on trends in bachelor's degree attainment, we utilized three-year estimates from 2005—2007, 2007—2009, 2009—2011, and 2011—2013. For reporting more detailed levels of educational attainment, we utilized ACS three-year estimates from 2006—2008 because more recent data conflated information on individuals with some college with those who received an associate's degree—a distinction we believed was important to make in our analysis.

Institutional and student level enrollment data were obtained through IPEDS, which includes information on over 7,000 postsecondary institutions, including universities, colleges, and technical and vocational education beyond the high school level. To get specific data on NHPI student enrollment trends, we examined 12-month enrollment data, disaggregated by race and ethnicity, for all Title IV degree granting institutions located in the 50 states, Washington D.C., Puerto Rico, U.S. territories, and freely associated states (i.e., the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau).
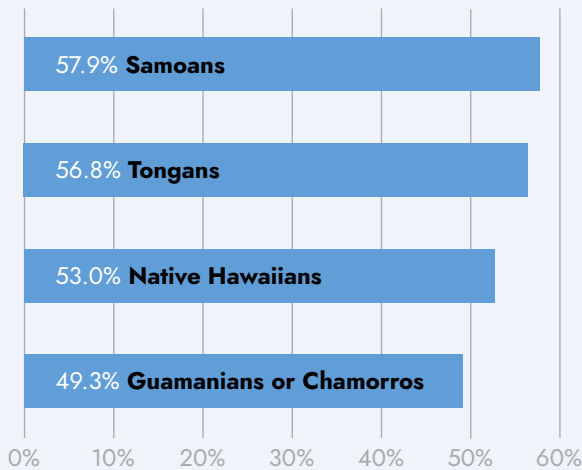
As with any quantitative analysis, this report was limited to the data provided by the surveys and their methods used to obtain their data. One example of how this creates limitations for the study of NHPI enrollment is the difference between how institutions collect racial or ethnic groups and how they are reported in IPEDS. This is a particular issue for NHPI students who identify as "more than one race." For example, the University of California (UC) acknowledges that the current IPEDS definitions do not match historical UC definitions due to changes introduced in 2010, such as collecting Hispanic ethnicity as a separate question and introducing the concept of "two or more races."[14]

TRENDS IN NHPI COLLEGE PARTICIPATION AND DEGREE ATTAINMENT

College participation remains a persistent challenge for the NHPI community. Data from the U.S. Census Bureau shows that while the proportion of total U.S. population that has attended college is 54.9%, it is 47.0% for the NHPI population. Additionally, the proportion of NHPI adults who have not enrolled in any postsecondary education is particularly high for NHPI ethnic sub-groups, including 57.9% of Samoans, 56.8% of Tongans, 53.0% of Native Hawaiians, and 49.3% of Guamanians or Chamorros[a] (Figure 1).

Among NHPI students who do attend college, persistence and degree attainment are also relatively low. NHPI college students have the highest attrition rates of any ethnic sub-group in the AAPI community. Figure 2 demonstrates that a significant proportion of Samoans (58.1%), Tongans (54.2%), Native Hawaiians (50.0%), and Guamanians or Chamorros (47.0%) who begin college leave without earning a college degree.

Figure 2: Proportion of NHPI College Attendees Who Left College Without a Degree

Group	Percentage
Samoans	58.1%
Tongans	54.2%
Native Hawaiians	50.0%
Guamanians or Chamorros	47.0%

Source: American Community Survey, 3-Year Estimates, 2006–2008.

Figure 1: Proportion of NHPI Adults Who Have Not Attended College

Group	Percentage
Samoans	57.9%
Tongans	56.8%
Native Hawaiians	53.0%
Guamanians or Chamorros	49.3%
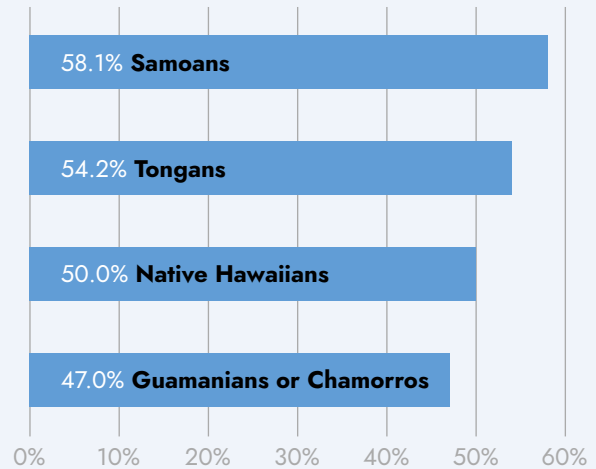
Source: American Community Survey, 3-Year Estimates, 2006–2008.

Photo Courtesy of Bryson Kim.

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a. The U.S. Census Bureau uses the label "Guamanians or Chamorros" to include individuals who identify as Chamorro and individuals from Guam who are not Chamorro.

Militarization has played a key role in the relationship between the United States and Pacific Islands. As a result, the Pacific Islands have had a tumultuous and complex relationship with the U.S., which has affected migration, residency, citizenship, and legal status for NHPIs from the region. Through the Compacts of Free Association, for example, people from the Federated States of Micronesia, Republic of the Marshall Islands, and Republic of Palau are allowed to live and work in the United States without citizenship.[15] Individuals born in Guam and Northern Marianas are citizens, but do not have voting rights unless they relocate to the continental U.S. and register to vote in a specific state. U.S. territories (i.e., American Samoa, Guam, and Northern Mariana Islands) do not have voting representation in Congress—only a non-voting delegate. In the context of higher education, citizenship and residency status matters for college access and enrollment. Legal status, or lack thereof, determines various levels of access to financial aid, health care, and employment. Citizens of the Republic of Palau, for example, are eligible for Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, and Federal Work-Study. Citizens of the Federal States of Micronesia and the Republic of the Marshall Islands, however, are only eligible for Federal Pell Grants.

The lower college-going and high attrition rates have implications for degree attainment rates in the NHPI population. For example, in three-year ACS data (2011–2013), the national bachelor's degree attainment rate was 29.1%, which was greater than the bachelor's degree attainment rate for Native Hawaiians (20.5%), Guamanians or Chamorros (18.6%), Samoans (13.4%), and Tongans (12.3%) (Figure 3). The disparities in bachelor's degree attainment rate between the NHPI and total population has been consistent for at least the past decade.

Figure 3: Educational Attainment for NHPI Sub-Groups Compared to the National Average

Source: American Community Survey, 3-Year Estimates.

INSTITUTIONAL REPRESENTATION OF NHPI STUDENTS

The total enrollment of NHPI students in U.S. higher education has been declining. In the 2016−2017 academic year, total NHPI enrollment was 67,845, which is a 17.2% decline compared to 2012−2013 (n = 81,956). The distribution of NHPI enrollment in different institutional sectors (e.g., two-year or four-year; public or private) and types (e.g., AANAPISIs) is also revealing and provides context for understanding the enrollment and educational trajectory of NHPI students. One counterintuitive finding in our analysis is that while NHPI enrollment has been declining in both two- and four-year institutions, it has declined more at two-year institutions (Table 1).

NHPI enrollment is also declining in public institutions, which decreased by 22.3% from 2012−2013 and 2016−2017. Data on NHPI enrollment in private institutions tells a different story. One notable finding is that among the top 25 institutions with regard to NHPI enrollment, more than half (n = 13) are private institutions (see Appendix A). Among these private institutions, more than half (n = 7) are private for-profit institutions, which is the only sector of higher education experiencing an increase in enrollment at 40.3% from 2012−2013 to 2016−2017. This is an important finding considering private for-profit institutions have been scrutinized for their low degree completion rates, high tuition, and high proportion of students who are carrying high levels of debt.[16] Research has also found that students of color and low-income students are often disproportionately impacted by predatory practices of for-profit institutions.[17] This enrollment trend warrants more attention to NHPI college access and participation in private, for-profit institutions.

Table 1. NHPI Undergraduate Enrollment by Institution Type

	2012−2013	2014−2015	2016−2017	CHANGE 2012−2013 to 2016−2017
2-Year Institutions	41,210 50.2%	36,867 49.6%	28,870 42.6%	-29.9%
4-Year Institutions	40,746 49.7%	37,471 50.4%	38,975 57.4%	-4.3%
Total (All Institutions)	81,956 100.0%	74,338 100.0%	67,845 100.0%	-17.2%

Table 2. NHPI Undergraduate Enrollment by Institutional Control

	2012−2013	2014−2015	2016−2017	CHANGE 2012−2013 to 2016−2017
Public	69,393 84.7%	58,913 81.0%	53,885 79.4%	-22.3%
Private not-for-profit	8,471 10.3%	7,734 10.6%	8,220 12.1%	-3.0%
Private for-profit	4,092 5.0%	6,093 8.4%	5,740 8.5%	40.3%
Total	81,956 100.0%	72,740 100.0%	67,845 100.0%	-17.2%

Source: Integrated Postsecondary Education Data System.

126

One possible explanation for the significant decline in NHPI student enrollment can be that many NHPI students identify as multiracial and multiethnic.[18] With 50% of the NHPI population identifying as multiracial in the 2010 Census, the new "two or more races" data category in IPEDS can be disrupting racial and ethnic trend analysis, which can impact how enrollment trends are being understood by researchers and policymakers.[19] This is evident in the significant increase in enrollment for the "two or more races" category, which increased by 34.9% between 2012—2013 and 2015—2016.

Research demonstrates the significant role AANAPISIs play in serving a critical mass of low-income AAPI students.[20] While the majority of research on AANAPISIs focus on Asian Americans, our findings show a high concentration of NHPI enrollment, which make these institutions critical sites for serving the NHPI community. Significantly, while AANAPISIs enroll 14.1% of all undergraduates nationally (Figure 4), they enroll 38.1% of the total NHPI students (Figure 5).

AANAPISIs also confer a disproportionately high concentration of associate's and bachelor's degrees to NHPI students. While 12.7% of all associate's degrees nationally were from AANAPISI institutions (Figure 6), these institutions conferred 43.6% of all associate's degrees to NHPI students (Figure 7).

Similarly, AANAPISIs conferred a disproportionately high concentration of bachelor's degrees to NHPI students. While 11.4% of all bachelor's degrees nationally were from AANAPISI institutions (Figure 8), these institutions conferred 27.1% of all bachelor's degrees to NHPI students (Figure 9).

The high enrollment of and degrees conferred to NHPI students at AANAPISIs signal the potential these institutions have to support the access and persistence of NHPI students. Elsewhere, the National Commission on Asian Americans and Pacific Islander Research in Education (CARE) has written extensively on the importance of AANAPISIs to serve the needs of Asian American and NHPI students.[21]

Figure 4. Proportion of Total U.S. Undergraduate Enrollment in AANAPISIs

14.1%
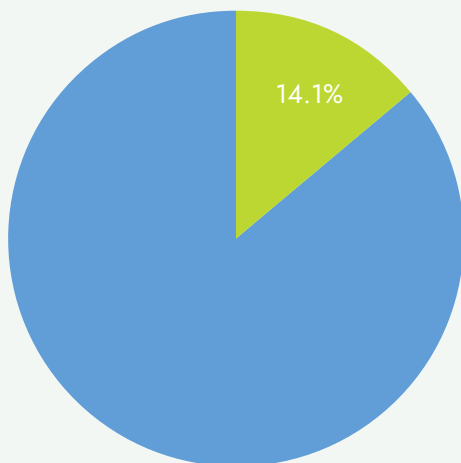
Figure 5. Proportion of Total NHPI Undergraduate Enrollment in AANAPISIs

38.1%
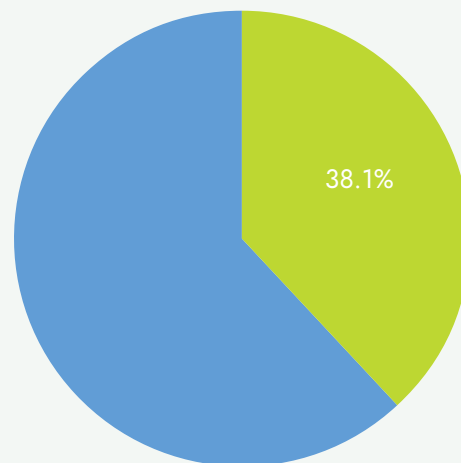
Source: Integrated Postsecondary Education Data System, 2016—2017.

127

Figure 6. Proportion of All Associate's Degrees Conferred Nationally by AANAPISIs

12.7%
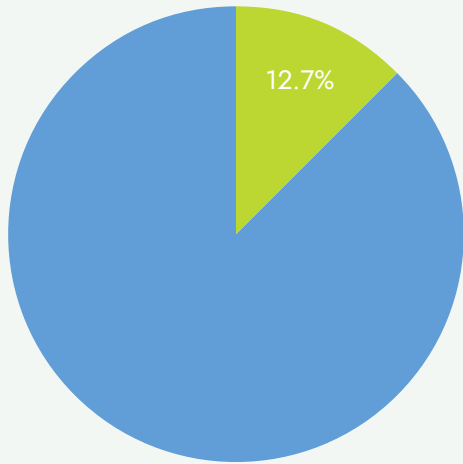
Figure 7. Proportion of All Associate's Degrees Conferred to NHPIs by AANAPISIs

43.6%
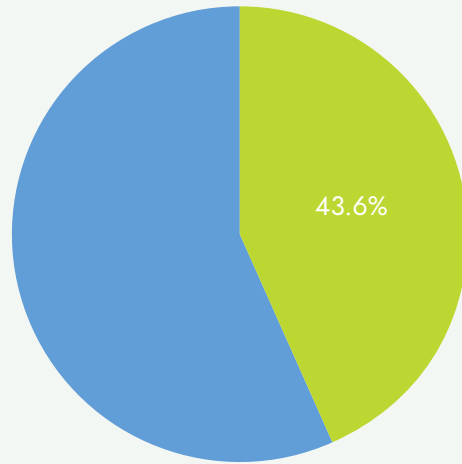
Figure 8. Proportion of All Bachelor's Degrees Conferred Nationally by AANAPISIs

11.4%

Figure 9. Proportion of All Bachelor's Degrees Conferred to NHPIs by AANAPISIs

27.1%

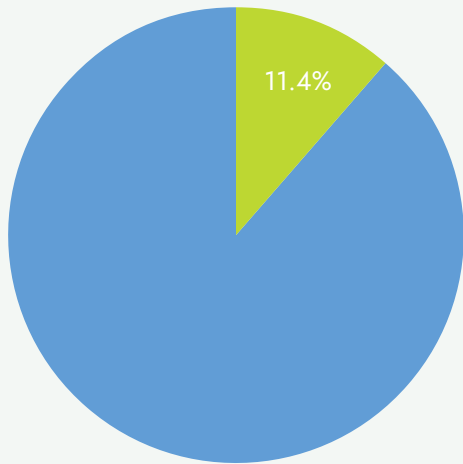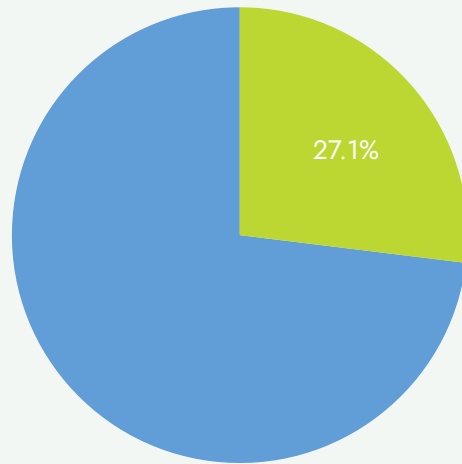Source: Integrated Postsecondary Education Data System, 2016–2017.

Photos Courtesy of Bryson Kim.

With the help from an AANAPISI grant, Mt. San Antonio College (Mt. SAC) established the ARiSE program in 2011.[22] A place of belonging and healing, ARiSE currently serves 52% (*n* = 61) of Mt. SAC's NHPI students annually, engaging them in multiple ways: *fale fono* (Samoan for house meetings), talking circles, Asian Pacific Americans in Higher Education (APAHE) conference, digital stories, and student leadership retreats. Through these activities, NHPI students are able to engage in meaningful conversations about issues and concerns that are relevant to the Pacific Islander community, create safe and vulnerable spaces for self-reflection and transformative experiences, and attend to the building of a community in the community college environment.

Photo Courtesy of The Highline AANAPISI Program.

Highline College, in Des Moines, WA, is utilizing their AANAPISI grant to improve and increase academic participation and attainment of low-income AAPI college students. Their efforts as an AANAPISI has a particular focus on NHPI students by infusing NHPI content in course syllabi and engaging in other activities to increase campus dialogue to support a holistic approach to NHPI student success. One initiative—the Highline Asian Pacific Islander Student Ambassadors (HAPISA)—is focused on promoting student leadership to engage and inform the college, local high schools, and community regarding the needs of NHPI students. They are also hosting and co-sponsoring community engagement and other workshops on Pacific Islanders, such as the UPRISE Education Conference, the Samoan Arts and Academics Competition (SAAC), a Pacific Islander family night, and an Indigenous Film series.

Photo Courtesy of ARiSE Program.

REGIONAL REPRESENTATION OF NHPI STUDENTS

Regional analysis of NHPI enrollment in higher education also point to the importance of geography for understanding college access and success. There is a particular need to learn more about and distinguish college access and success for NHPI students on the continental U.S. compared to the Pacific Islands. Perhaps not surprising is that the top five institutions in terms of total NHPI enrollment are all located in the Pacific Islands (Table 3), enrolling nearly 1-in-5 NHPI college students in the nation.

Perhaps a more surprising finding from our regional analysis is there are more NHPI students enrolled in higher education in the continental U.S. than in institutions in Hawai'i or the Pacific Islands. NHPI undergraduate enrollment on the continental U.S. (*n* = 53,066) was nearly *four times* greater than NHPI undergraduate enrollment in Hawai'i or the Pacific (*n* = 14,748) (Table 4). This is being driven, in part, by a decline in NHPI enrollment in Hawai'i and the Pacific Islands at a faster rate than the decline in NHPI enrollment in institutions on the continental U.S. It may also be representative of the sharp increase in NHPI enrollment in private, for-profit institutions—in person or via distance education—which have the continental U.S. as their location. With that said, it is important to consider the impact of migration trends within the NHPI population, which is discussed below.

Table 3. Top Five Institutions with NHPI Enrollment

Rank	Institution	Location	Sector	Total NHPI Enrollment
1	College of Micronesia-FSM	FM	Public, Two-Year	2,690
2	University of Guam	GU	Public, Four-Year	1,976
3	Guam Community College	GU	Public, Two-Year	1,537
4	American Samoa Community College	AS	Public, Four-Year	1,401
5	College of the Marshall Islands	MH	Public, Two-Year	1,326

Source: Integrated Postsecondary Education Data System, 2016–2017.

Table 4. NHPI Undergraduate Enrollment in Institutions in the Continental U.S., Hawai'i, or the Pacific Islands

	2012–2013	2014–2015	2016–2017	CHANGE 2012–2013 to 2016–2017
Continental U.S.	60,044 73.3%	55,727 76.6%	53,066 78.2%	-11.6%
Hawai'i	7,237 8.8%	5,334 7.3%	4,386 6.5%	-39.4%
Pacific Islands[b]	14,669 17.9%	11,665 16.0%	10,362 15.3%	-29.4%
Total	81,950 100.0%	72,726 100.0%	67,814 100.0%	-17.2%

Source: Integrated Postsecondary Education Data System, 2012–2017.

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b. Pacific Islands include U.S. territories and freely associated states.

College participation and educational attainment among young adults should be considered in a larger context. For example, Native Hawaiians and Pacific Islanders in Hawai'i are disproportionately in jails and prisons, compared to other racial and ethnic groups.[23] While Native Hawaiians make up 24% of the population in Hawai'i, they account for 39% of the incarcerated population.[24]

One factor that may be contributing to the gap between NHPI enrollment on the continental U.S. and in Hawai'i and the Pacific Islands is the demography of NHPI residents. The NHPI population on the continental U.S. is increasing at a faster rate than in Hawai'i or the Pacific. For example, while Hawai'i is home to the largest number of NHPI residents in the U.S., the five states with the fastest rate of growth between 2000 and 2010 were Arkansas (151%), Nevada (102%), Alaska (102%), Arizona (87%), and Alabama (87%) (Table 5).

There is a particular need for attention to NHPI youth in communities where there is a critical mass of NHPI residents. The NHPI bachelor's degree attainment rate is disproportionately low in Los Angeles (20%), Seattle (15%), Las Vegas (11%), and Salt Lake City (9%). With that said, there is also a high enrollment of NHPI students in institutions located in these cities, including institutions like Long Beach City College, University of Washington, College of Southern Nevada, and Salt Lake City Community College (see Appendix A and B).

Table 5: Top Five States with the Greatest Proportional Change in NHPI Population, 2000 to 2010

	2000	2010	CHANGE 2000 to 2010
Arkansas	3,129	7,849	151%
Nevada	16,234	32,848	102%
Alaska	5,515	11,154	102%
Arizona	13,415	25,106	87%
Alabama	3,169	5,914	87%

Source: Empowering Pacific Islander Communities, *A Community of Contrasts: Native Hawaiians and Pacific Islanders in the United States*, 2014.

Photo Courtesy of Bryson Kim.

Photo Courtesy of Charles Deloye.

CONCLUSION

The findings from this report should act as a call to action for researchers and policymakers. Through a preliminary analysis of higher education trends for NHPI students, this study fills a large gap in literature about the demography of NHPI students, their educational trajectory, and their postsecondary outcomes. Specifically, the findings reveal that access, persistence, and completion continue to be a challenge for NHPI students in higher education. In many respects, the educational trends of NHPI students are tied to broader social forces that were beyond the scope of investigation for this report but warrant inquiry for future studies. Nevertheless, this report can provide baseline information for future research on NHPI student access and success. The report also reveals that the type of institution students attend matters for contextualizing the experiences of NHPI students. Changes in the distribution of NHPI enrollment in different institutional sectors, along with factors causing these trends, are worth noting for future studies. Finally, although the top five institutions in total NHPI enrollment are located in the Pacific region, more NHPI students are enrolled in higher education on the continental U.S., which deserve more attention in scholarship. The findings of this report will hopefully serve as a point of departure to engage more research and policy attention to the NHPI community.

Photo Courtesy of Bryson Kim.

RECOMMENDATIONS

Future research should explore reasons why NHPI student enrollment trends exist for particular higher education sectors (e.g., community colleges where enrollment has declined at a particularly high rate, private for-profit institutions where enrollment has increased, etc.).

With a disproportionately high concentration of NHPI enrollment and degree conferrals at AANAPISIs, practices and services for NHPI students (e.g., as incubators for best practices, their ability to leverage status and funding to bring attention to NHPI students, etc.) should be explored at these institutions, as well as at Native Hawaiian Serving Institutions.

There are key institutions in the Pacific region with high concentrations of NHPI enrollment that are anchor sites for cross-enrollment, transferring, and other formal connections for other institutions in the region that need attention in research, policy, and in the development of campus services.

Data points to important regional sites on the continental U.S. (e.g., Long Beach, Las Vegas, Salt Lake City, Seattle, etc.) where there is a need for a deeper understanding of and attention to college access and success for NHPI students. More research should focus on the role of colleges and universities for being mindful of and responsive to migration patterns, displacement, religion, and familial commitments as considerations for regional access to education.

While this report disaggregated data for NHPI ethnic sub-groups, there is a need for further disaggregation of data to look at gender differences in higher education enrollment, degree attainment, and the overall educational trajectory of NHPI students.

More analysis of particular entry points for NHPI students in higher education and if these are factors in their educational trajectory (e.g., athletics, online programs, etc.) is needed in future scholarship.

Future research should critically examine the relationship of these educational trends within the lens of settler-colonialism, imperialism, militarism, etc. to further situate the experiences of NHPIs as it relates to postsecondary access, college choice, and academic success.

The military has provided access into tertiary schooling for NHPIs and introduced American football to Islanders. In 1890, the first football game on record with a Honolulu team was against sailors from the U.S.S. Charleston.[25] This idea grew into what would eventually become the more organized football "barefoot leagues" in Hawai'i and was the genesis of the "Polynesian Pipeline" that brought (and still brings) many Pacific Islanders to U.S. collegiate athletic programs.[26] Participation, as well as intent to participate, in athletic programs should be considered when looking at the Pacific Islander experience in higher education. These particular students might sometimes be the most visible Pacific Islanders in higher education institutions. Their experience, however, does not represent all Pacific Islander students.

Appendix A: Top 25 Four-Year Institutions of NHPI Enrollment

Rank	Institution	Enrollment	Sector	Location
1	University of Guam	1,976	Public	GU
2	American Samoa Community College	1,401	Public	AS
3	University of Phoenix-Arizona	803	Private for-profit	AZ
4	College of Southern Nevada	802	Public	NV
5	American Public University System	725	Private for-profit	WV
6	Ashford University	682	Private for-profit	CA
7	University of Maryland-University College	627	Public	MD
8	Northern Marianas College	615	Public	MP
9	Western Governors University	531	Private not-for-profit	UT
10	University of Hawai'i at Manoa	470	Public	HI
11	Grand Canyon University	432	Private for-profit	AZ
12	Utah Valley University	393	Public	UT
13	Argosy University-Hawai'i	386	Private for-profit	HI
14	Chaminade University of Honolulu	385	Private not-for-profit	HI
15	University of Hawai'i at Hilo	368	Public	HI
16	Brigham Young University-Hawai'i	334	Private not-for-profit	HI
17	Brigham Young University-Idaho	323	Private not-for-profit	ID
18	Modesto Junior College	293	Public	CA
19	University of Nevada-Las Vegas	289	Public	NV
20	Southern New Hampshire University	282	Private not-for-profit	NH
21	University of Hawai'i Maui College	277	Public	HI
22	Kaplan University-Davenport Campus	273	Private for-profit	IA
23	Brigham Young University-Provo	252	Private not-for-profit	UT
24	Charter College	249	Private for-profit	WA
25	Valencia College	240	Public	FL

Appendix B: Top 25 Two-Year Institutions of NHPI Enrollment

Rank	Institution	Enrollment	Sector	Location
1	College of Micronesia-FSM	2,690	Public	FM
2	Guam Community College	1,537	Public	GU
3	College of the Marshall Islands	1,326	Public	MH
4	Palau Community College	745	Public	PW
5	Salt Lake Community College	558	Public	UT
6	Leeward Community College	508	Public	HI
7	Central Texas College	468	Public	TX
8	Sacramento City College	416	Public	CA
9	American River College	409	Public	CA
10	Cosumnes River College	353	Public	CA
11	Honolulu Community College	334	Public	HI
12	Northern Virginia Community College	330	Public	VA
13	Chabot College	328	Public	CA
14	Portland Community College	323	Public	OR
15	Kapiolani Community College	317	Public	HI
16	Hawai'i Community College	300	Public	HI
17	College of San Mateo	278	Public	CA
18	Long Beach City College	239	Public	CA
19	Ivy Tech Community College	236	Public	IN
20	City College of San Francisco	224	Public	CA
21	Windward Community College	209	Public	HI
22	San Diego Miramar College	207	Public	CA
23	Hawai'i Medical College	192	Private for-profit	HI
24	Palomar College	188	Public	CA
25	CUNY Queensborough Community College	173	Public	NY

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Photo Courtesy of Bryson Kim.

Year 4 Arise Activities

Created by

Tutasi Asuega
Program Specialist

Fall 2019
Welcome Back
9/12/2019

![ARISE! Asian American Pacific Islander Program & Services]

Fale Fono
Academic Planning
9/17/2019

Fall 2019
AANAPISI Week
September2019

ARISE!
Asian American Pacific Islander Program & Services

Fale Fono
Identity
10/1/2019

Fale Fono
Mindfulness
10/15/2019

ARISE!

Asian American Pacific Islander Program & Services

Fale Fono
Career Planning
10/29/2019

Fale Fono
Transfer
11/12/2019

ARISE!
Asian American Pacific Islander Program & Services
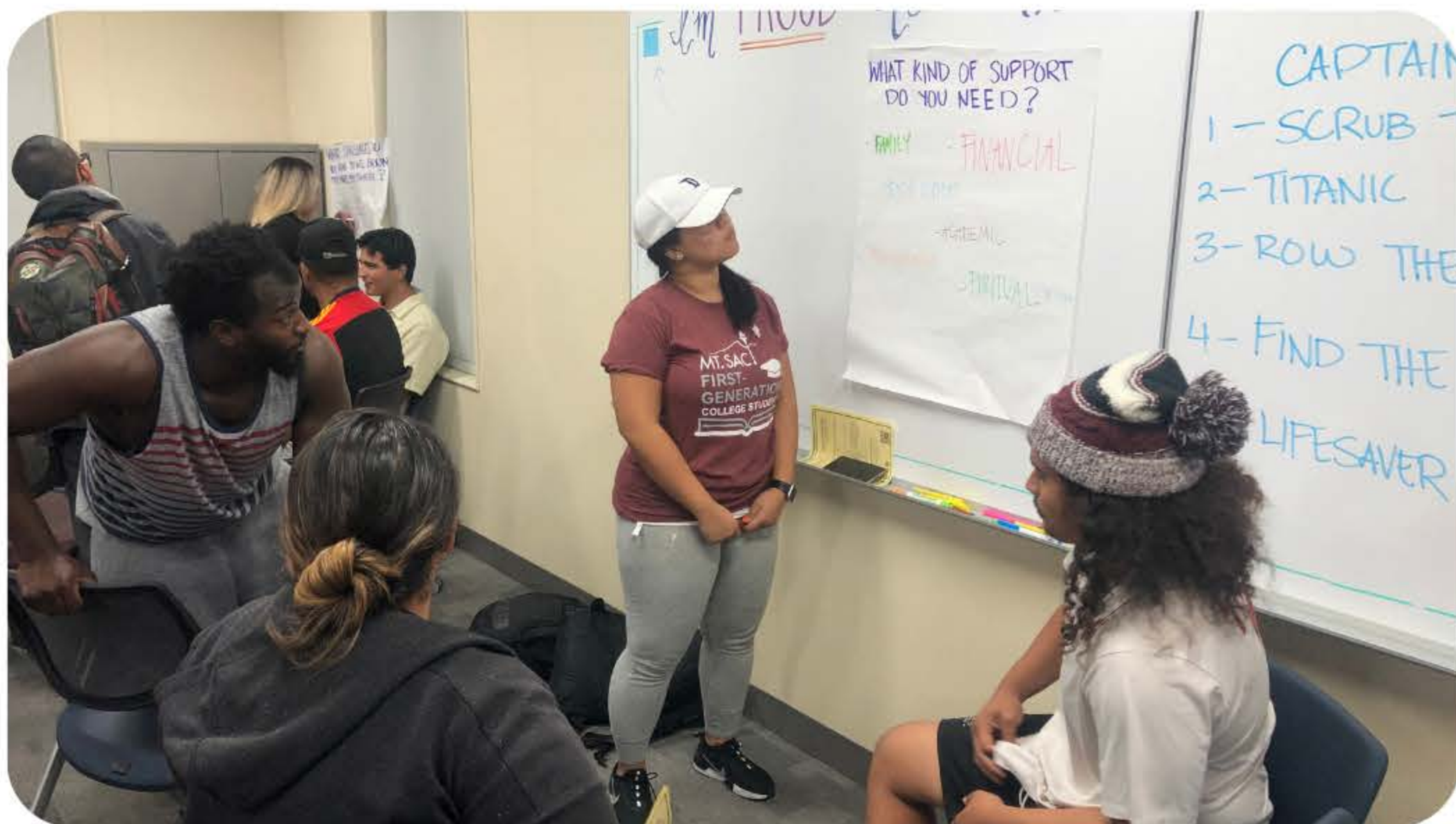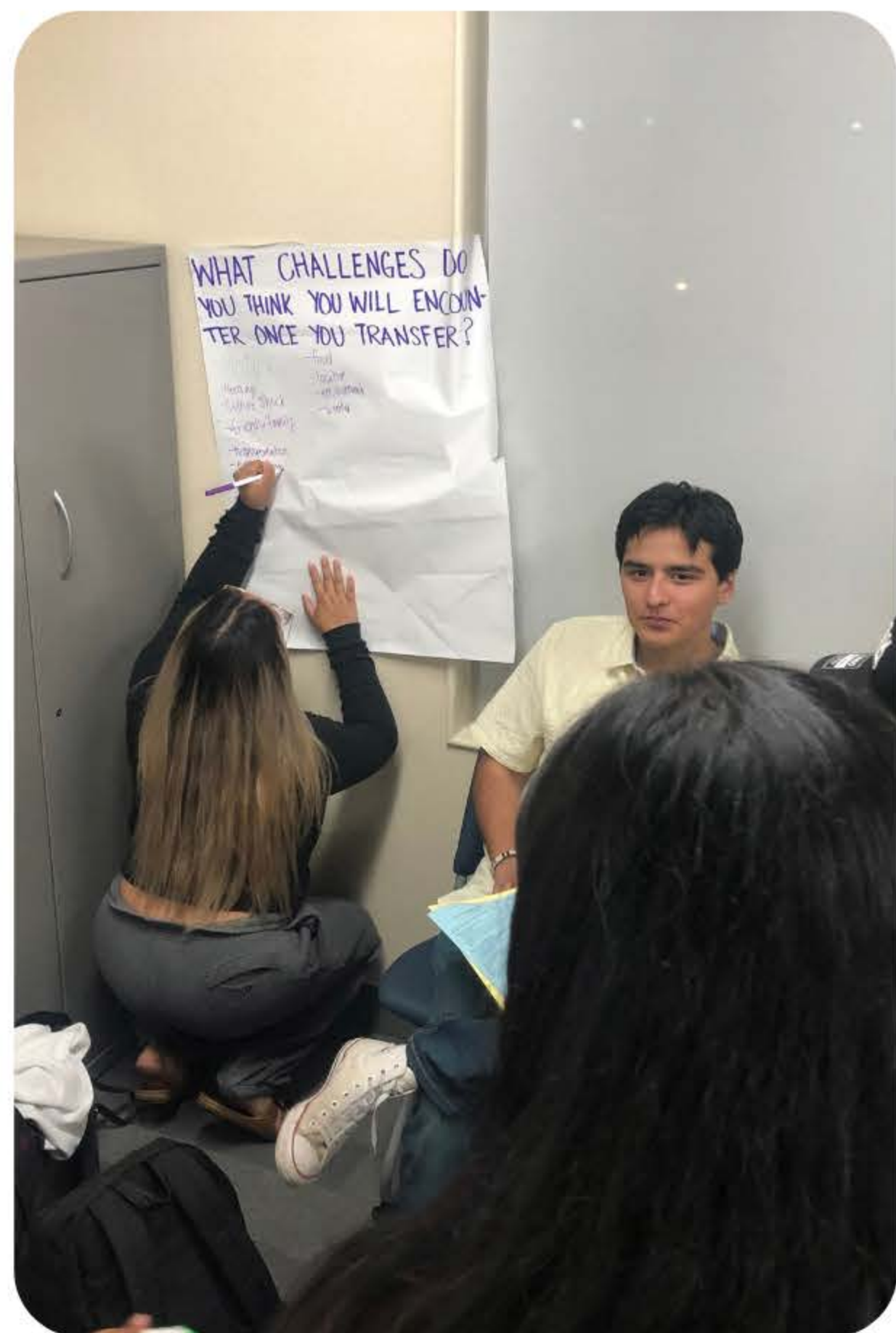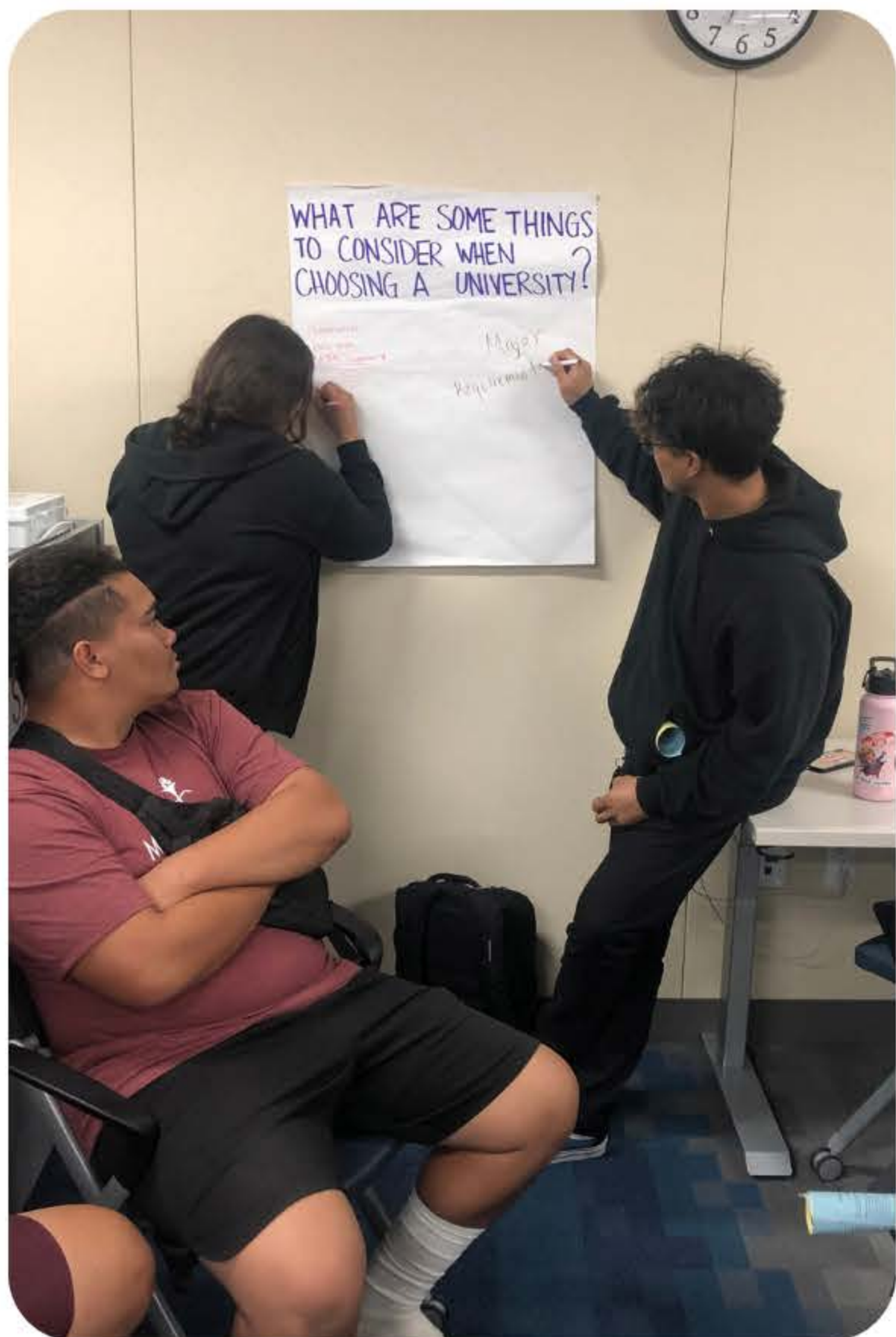
Spring 2020
Welcome Back
3/11/2020

Winter 2020
Digital Stories Cohort
(Incomplete)

Spring 2020
First check-in
Dr. Seth Meyers from SHS was invited

Spring 2020
Arise goes Remote
a few of our first check-in's

ARISE!
Asian American Pacific Islander Program & Services

Spring 2020
Mukbang

ARISE PROGRAM
TALK STORY TUESDAY
MUKBANG

REC

5:25

Zoom In -&- Dine In
MAY 5, 2020 | 5PM - 7PM

ZOOM: **920 6395 1886**
PASSWORD: **6789**

ARISE!

150

Associated Students

Recognition # 1

Author: **Maricela Vazquez Aviles**   Signature: *Maricela Vazquez Aviles*

Co-Author: **Aya Garawi**   Signature: _____

Subject: **ARISE Support to Students**   Date: **April 18, 2020**

Whereas: The Arise program provides help to Asian American and Pacific Islander (API) students looking for a place to belong in the Mt. SAC's community. Although this program was created for API students, they accept any student no matter their race, gender, and/or ethnicity. A main goal of theirs is to make students feel a sense of family being part of Arise. They give students support to fulfill their potential in reaching their academic and personal goals. Arise is a grant funded program, where its team works together to serve, provide, inspire, and learn from students. The Arise program is a home to many of our out-of-state, international, and homeless students.

Whereas: Arise is a community of students from diverse cultures coming together to lift up one another and rise above all kinds of challenges to reach their fullest potential. During California's Stay At Home Orders from Governor Newsom regarding the pandemic of COVID-19, the Arise program has created an Arise Hub on Canvas where more than 20 students participate each week on What's Up Wednesdays. The Arise Hub also provides students resources on and off campus as well as interacts with students to see how they are doing. Students have stated that due to this interaction, they feel connected to the Mt. SAC community and know that they are not alone at this time.

Whereas: Arise has always supported Associated Students events by promoting them through their direct program and social medias, as well as encouraging and supporting current and future student leaders.

Therefore: Be it resolved, that the A.S. Senate, the A.S. Executive Board, and the A.S. President approves **ARISE Support to Students.**

☒ Approve   ❏ Veto   Signature: _____   Date: 4/21/20

Bill Template is for SENATE USE ONLY

WEDNESDAY UP!?

HEY, ARISE FAMILY
ZOOM in with us and our guest for the week, Teresa Pham, Scholarship Expert

Get more info about the Scholarship process & tips for preparing a competitive application!

APRIL 22 @ 11AM

ZOOM ID: 96018366623
PASSWORD: 289661

Reminder: Scholarship Applications DUE next week Monday on April 27 @ midnight

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WEDNESDAY UP?!

HEY ARISE FAMILY!
ZOOM in with us this week for a check-in and learn more about our upcoming events.

APRIL 29 @ 3PM

ZOOM ID: 97792174507
PASSWORD: 12345

To request disability related accommodations. Please contact us at least 5 days in advance. Tutasi Asuega, pasuega@mtsac.edu

---

WEDNESDAY UP?!

HEY ARISE FAMILY!
ZOOM in with us this week and participate in our Check-in by sharing something that connects you to your heritage. It could be an artifact, photo, or food, you decide.

May 6th @ 3PM

ZOOM ID: 97792174507
PASSWORD: 12345

To request disability related accommodations.

WEDNESDAY UP?!

HEY ARISE FAMILY!

ZOOM in with us this week and participate in our Check-in by sharing a myth, legend or childhood story from your Culture.

May 13th @ 3PM

ZOOM ID: 97792174507
PASSWORD: 12345

To request disability related accommodations.

ARISE!
Asian American Pacific Islander Program & Services

Spring 2020 "What's Up Wednesday"

WEDNESDAY UP?!

HEY ARISE FAMILY!

ZOOM in with us this week and participate in our Check-in by sharing your favorite song or phrase from your Culture.

May 20th @ 3PM

ZOOM ID: 97792174507
PASSWORD: 12345

To request disability related accommodations.

WEDNESDAY UP?!

HEY ARISE FAMILY!

ZOOM in with us...it's week 14! Check in and let us know what you need for the last two weeks of Spring. We'll be playing some fun games too!

May 27th @ 3PM

ZOOM ID: 97792174507
PASSWORD: 12345

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WEDNESDAY UP?!

HEY ARISE FAMILY!

ZOOM in with us...it's week 15! Check in and tell us what's on your mind and how we can help!

June 3rd @ 3PM

ZOOM ID: 97792174507
PASSWORD: 12345

To request disability related accommodations. Please contact us at least 5 days in advance.

151

WEDNESDAY UP?! SUMMER!

HEY ARISE FAMILY!

It's week one of summer! Check in and tell us what's on your mind and how we can help!

June 24th @ 3PM

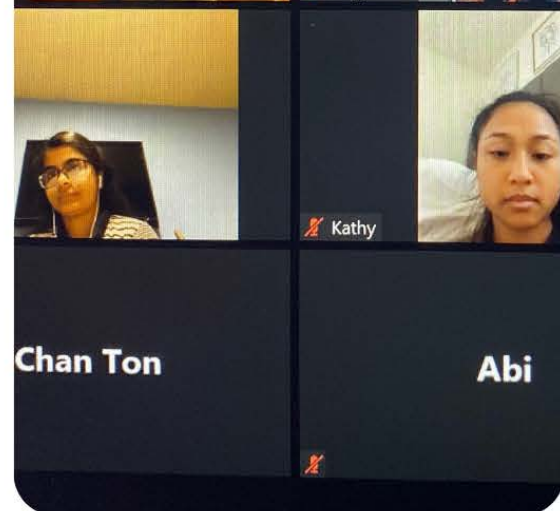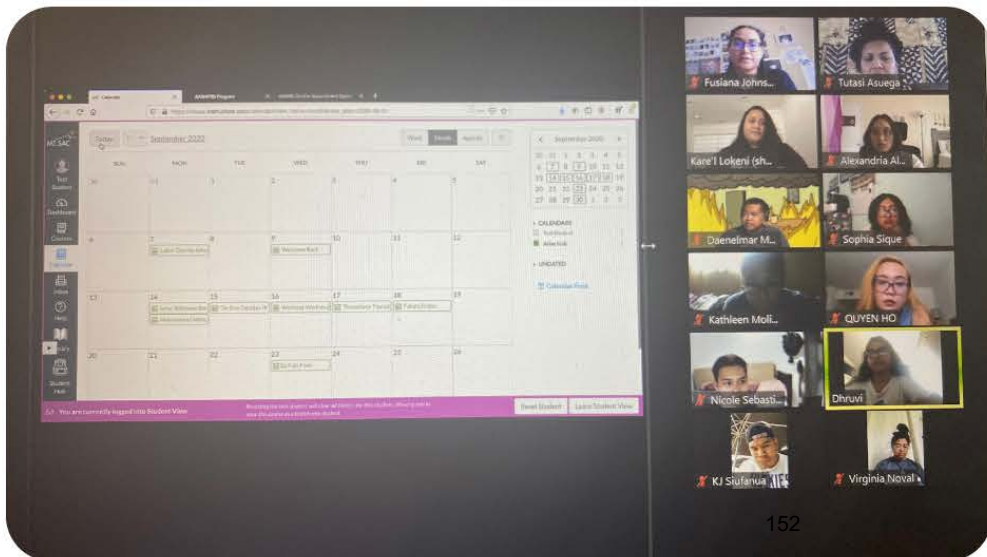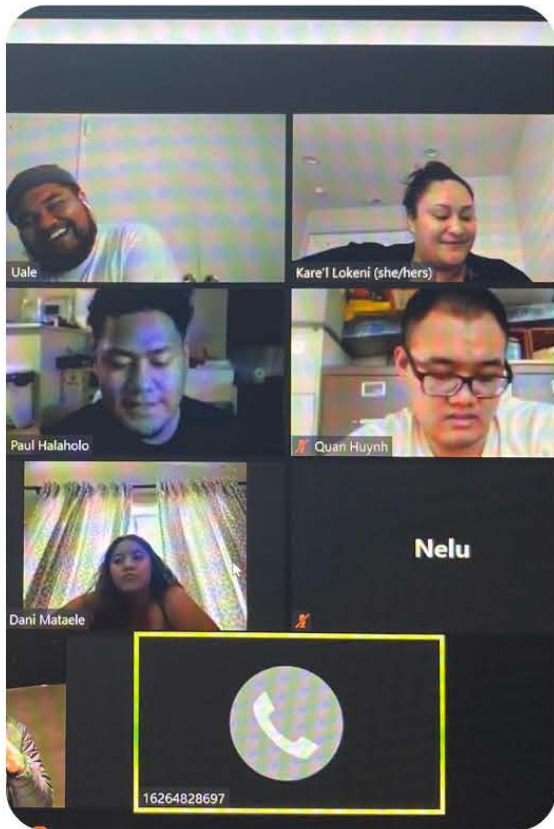ZOOM ID: 968 7587 9753
PASSWORD: 12345

To request disability related accommodations. Please contact us at least 5 days in advance. Tutasi Asuega, pasuega@mtsac.edu

![ARISE! Asian American Pacific Islander Program & Services logo]

Spring 2020
"What's up Wednesdays"

Spring 2020
Drive Thru Graduation