AANAPISI Grant Annual Report AY 2013 - 2014
Executive Summary

The purpose of the legislation that established the Title III-A and III-F is to "improve the academic quality, institutional management, and fiscal stability of eligible institutions, in order to increase their self-sufficiency and strengthen their capacity to make a substantial contribution to the higher education resources of the Nation."

A. This section summarizes how the grant enabled the institution to fulfill the legislative intent of the Title III - Part F program.

1. The impact of the Title III - Part F grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

This third (3rd) year of the grant project focused on identifying key results, outcomes, and impacts from the implemented interventions set into place in the first two years of the grant. For example, the grant's faculty writing workshops and supported instructional/curricular projects yielded impressive instructional interventions for AAPI students. The grant project team is conducting more assessment to pinpoint how the interventions are impacting the learning pathways and academic success of AAPI students.

Goal 1: Assess and reorganize the existing writing support services at SJSU

• Two new writing faculty were hired for Fall 2014 to transform the structure of writing at SJSU. Another internal faculty member was appointed to oversee our pilot STRETCH program that blends remedial English and our composition program.
• Dr. Richard McNabb was hired to coordinate our writing programs and oversee Writing Teaching Associates' training and support.
• Dr. Thomas Moriarity was hired as our Writing Across the Curriculum Director. He is working on creating some uniformity in the upper-division writing courses that are offered in different departments. He also has created a Writing Teaching Fellows Program for faculty.
• Ms. Cindy Baer was appointed as our STRETCH Program Coordinator. For Fall 2014, SJSU piloted 13 sections of STRETCH English.

Goal 2: Enable more data-based decision-making about student retention and graduation at SJSU.

SJSU's Office of Institutional Effectiveness and Analytics continues to provide SJSU with informative data regarding our retention and graduation rates for our AAPI students.

For our 6-year graduation rates, we do disaggregate into AAPI subpopulations. For our Fall 2008 cohort, our AAPI six-year graduation rate was 52.1% compared to 49.7% campus-wide. However, in disaggregating the AAPI data for sub-AAPI cohorts greater than 100 students, our Filipino six-year graduation cohort for 2007 is 47.0%. For transfers, our freshmen 2008 six-year graduation rate was 74.7% campus-wide and 76.0% for our AAPI cohort. For sub-AAPI cohorts greater than 100 students, all cohorts improved from last reporting period with Chinese at 80.4% (compared to 64.3% last reporting period), Filipino at 76.3% (compared to 64.8%) and Vietnamese at 77.3% (compared to 69.7%).

•   The team conducted 19 qualitative focus groups with AAPI students, including graduating seniors, about their education experiences and specific experiences in learning about writing excellence.
o   Such a sole, qualitative focus on AAPI students in terms of their academic pathway and perceptions of writing, has not yet been featured in published academic research to date and thus proves to be a groundbreaking scholarly endeavor that can help AAPI college students around the country.

Goal 3: Develop, implement, and integrate proactive writing strategies.

Curriculum Development and Implementation

•   Six faculty members from the Department of General Engineering continued to refine and teach Engineering 81W, a freshmen writing intensive course. During this review period, 252 students have enrolled in this course. Although the majority of students showed levels of writing improvement, more efforts were done to provide additional writing feedback.
•   Nine faculty members from the Department of Communication Studies participated in writing-related activities through curriculum development and writing support. Over 400 students participated in their writing intensive course, Comm 80. Faculty members trained 21 new peer writing consultants for the new Communication Center and coordinated their online writing magazine, "Bolt" (http://theboltmagazine.com) in which over 120 students submitted original non-fiction writings. They also produced a workbook of applied writing activities on multi- and intercultural communication exchanges.
•   Five faculty members in the Department of English were involved with this project. One produced a faculty guide for providing feedback on student writing and conducted three workshops (36 faculty attended). Another researched on-line education strategies for the first-year composition experience by surveying 184 students. Two faculty members developed a mentoring and training program for English teaching assistants who teach English 1A and 1B (225 student impacted). Another faculty member improved his curriculum and pedagogy for teaching writing in large classes.
•   Two faculty members from the Department of Secondary Education continued to develop their academic writing seminar for graduate-level English Language Learners in the College of Education (30 graduate students).
•   One faculty member from the College of Applied Science and Arts began efforts to integrate writing elements into general education (GE) Area E courses. Three additional faculty members have been recruited to work on this project.

Faculty Writing Workshops

The goal of the AANAPISI Faculty Writing Workshop is to improve the quality of writing instruction across the campus. To date, an additional 28 faculty representing many disciplines at SJSU have participated in these workshops during this review period. Twenty-one lesson plans and 11 activities have been created and posted on our AANAPISI website (http://www.sjsu.edu/aanapisi). These lesson plans have been downloaded 632 times.

University Writing Center

The University Writing Center continues to be an active player in the AANAPISI project. Here are some highlights, in addition to the Faculty Professional Workshops noted above:
• The grant supported four student Writing Specialists to work in the Writing Center.
• During this report period, the student Writing Specialists met one-on-one with 1,515 students who made a total of 3,921 appointments.
• One faculty-in-residence assisted 107 students with writing resumes, cover letters and personal statements.
• One faculty and staff member continued to offer reading comprehension workshops. Despite extensive advertising and e-mail efforts, registration for the workshops remained too low to continue offering them.
• A Writing Center staff member maintains the AANAPISI website (www.sjsu.edu/aanapisi). To date, this site has been viewed 5,010 times.

Goal 4: Change the SJSU writing culture from a policy driven approach to an action-oriented approach.

The Writing Excellence Committee on May 1, 2014 met to showcase our progress to date.

The Academic Senate is considering a new committee composition that will reorganize our Writing Requirements Committee to include the two new hires and the Associate Vice President of Graduate and Undergraduate Programs.

In conclusion, the grant evaluators have noted the tremendous progress of the grant team during the performance review period in terms of carrying out the designated activities, identifying impact in terms of outcome measures, and locating pathways to greatly impact AAPI students in terms of their writing success.

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

San Jose State University's Mission Statement: In collaboration with nearby industries and communities, SJSU faculty and staff are dedicated to achieving the university's mission as a responsive institution of the state of California: To enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship.

Our AANAPISI project touches every aspect of our mission statement. Effective written communication skills are essential in enriching the lives of our students through developing their writing skills during their academic career at SJSU. We strategically continue to increase the writing opportunities and support services for students in a variety of ways across the undergraduate and graduate curricula. During this review period, we focused on assessment of AAPI students' writing experiences and overall campus experiences at SJSU. We also have begun to publish our work and give presentations at conferences.

Summary of our writing projects during this review period:

Dr. Katya Aguilar and Dr. Rebekah Sidman-Taveau: They continue to offer their course, "Academic Writing Seminar for Graduate-Level English Learners" in the College of Education and continue to collect data and conduct evaluative research. Dr. Aguilar established a sub-committee of credential faculty to work and to agree upon a writing assessment tool that will be used across all subject areas. She presented her research at a conference and has submitted a peer-reviewed manuscript for publication.

Dr. Pat Backer: For several semesters, she has used the on-line Writing Evaluation tool, "Criterion", which now has been institutionalized at SJSU. From her students who used in her Technology 198 course, she noted that those who used it received a better grade. Engineering students (majority are AAPI students) had 10.5 fixable errors on average that decreased to 6 fixable errors by the end of the course. Non-engineering students had 4.4 fixable errors that decreased to 1.6 fixable errors after completing the course.

Ms. Debra Caires: She has developed professional writing skills that prepare applicants for professional internships and post-graduation positions. She has provided one-on-one tutoring, coaching and mentoring in writing. She is also working on a series of writing workshops where students would receive a Certificate of Completeness.

Ms. Sara Cook: She provided three faculty professional development workshops on how to grade writing effectively. Forty faculty members from 12 departments attended and all received a copy of her handbook.

Dr. Robert Cullen: Dr. Cullen provided support for supervision, mentoring of nine Teaching Associates in English who will be teaching introductory writing courses.

Ms. Janelle Melvin and Ms. Victoria Sansome: Ms. Melville created an interactive on-line web site for pre- and post-assessment tests for Engineering students in her course. She has focused on strategies to provide additional feedback on students' writing. Both are involved in trying a "flipped classroom" experience by providing students with on-line lectures to watch and additional in-class writing activities.

Dr. Linda Mitchell: Dr. Mitchell offered writing workshops and assessment activities for teaching associates (TAs) across disciplines. She would observe their class, upon request. She assisted TAs in posting lesson plans, helpful articles and other relevant materials to the AANAPISI website.

Ms. Monica Peck/Roxanne Cnudde: These two faculty members continue to train writing consults (21 new writing consults) to tutor in their Communication Center that has served over 250 students during this review period. They oversaw these tutors in providing writing support for students enrolled in their upper-division writing courses.   They continue to coordinate their on-line writing magazine, "Bolt Magazine" at http://theboltmagazine.com. in which over 120 students submitted original non- fiction writings. Bolt has had over 8,728 unique views since their launch in 2014. This magazine has changed the SJSU writing culture through meaningful community-building work through its publications.

Ms. Sara Prasad: She researched what the best on-line first-year writing courses that were available. In addition, she surveyed her students regarding on-line learning. She noted that her students were interested in a hybrid class and has begun to work on creating a hybrid freshmen composition class.

Mr. Edwin Sams: He researched the logistical challenges of teaching writing in large classes (86 students) and worked on preparing lesson plans for teaching writing in large courses.

Ms. Stephanie Anderson, Ms. Jennifer Morrison and Ms. Vicky Arafa: These three faculty members taught Communication 80 which provided Writing Workshops that are designed to help improve API and 1st generation students' writing skills. Students learn to develop and practice writing skills

Ms. Tabitha Hart: Produce a workbook of applied writing activities on multi-and intercultural communication exchanges.

Ms. Teresa Tang: Conducted an assessment of how students are meeting the course learning outcomes in Comm. 80 and Comm. 20N

Ms. Emily Wughalter: Developing an Area E Faculty Learning community to embed basic knowledge identified by first year experience learning goals into the Area E courses that are offered by the College of Applied Science and Arts.

• Conference Presentations:
• Katya Karathanos and Rebekah Sidman-Taveau.
o Presented "Exploring an Academic Writing Seminar Designed for Linguistically Divers Future Educators"
o Conference: NABE (National Association for Bilingual Education) Conference, 2014
• Michelle Hager, and Writing Specialists - Jessy Goodman, Andrew Tucker, Ben Aldridge, Jeff Heid.
o Presented "Running a Writing Center as a Business: Creating a Professional Tutoring Environment" - Discussed how we have used the business model at our Writing center to enhance student success
o Conference: Northern CA Writing Centers Assoc. 2014 Biannual Conf. Sonoma State University, Rohnert ParK CA - April 2014
• Maureen Scharberg, Michelle Hager, Linda Mitchel, and Pat Backer.
o Panel - Presenting AANAPISI Activities at SJSU
o Conference: APAHE (Asian Pacific Americans in Higher Education) Conference, April, 2014
Conferences Faculty Attended:
• Sarah Prasada
o CCCC (Conference on College Composition and Communication) Convention, Indianapolis March, 2014

AANAPISI Team Members attended the following conferences during this review period (not included above):

- NABE (National Association for Bilingual Education) Conference, 2014
- AANAPISI Western Regional Conference, Sacramento State University - October 2013
- Northern CA Writing Centers Assoc. 2014 Biannual Conf. Sonoma State University, Rohnert ParK CA - April 2014
- 33rd Annual First-Year Experience Conference - February 2014
- APAHE (Asian Pacific Americans in Higher Education) Conference, April, 2014
- APIASF Higher Education Summit, June 2014, Washington DC

AANAPISI website: (http:www.sjsu.edu/aanapisi)

The AANAPISI website hosts all of the lesson plans and activities created during the Faculty Writing Workshops. During the 2013-2014 year:
- 7 new lesson plans were posted :
- 11 new Grab-and-Go activities were posted:
- These files were downloaded a total of 632 times. This is an increase of 77.53% from last year. These files were accessed by 275 unique visitors, up 79.27% from last year.
- The AANAPISI website was visited 3,820 times in the past year. This is an increase of 68.85% from last year, and the page was accessed by 2,425 unique visitors. This number also increased, up 72.25% from last year.

B. The following information documents the institution's experience with the grant as reported during the current reporting period.

If your institution has experienced any unexpected outcomes as a result of this grant, that affect for better or worse its capacity to fulfill the goals of the legislation, tell us about them here.

Focus Group Work: (Dr. Rona Halualani, Cheryl Allmen and Cynthia Harper)

AANAPISI Focus Groups:

In the grant period under review, the AANAPISI project team conducted 19 focus groups with AAPI students at San Jose State University regarding their educational experiences at SJSU and their specific experiences in learning about writing excellence. 247 AAPI students participated in these focus group sessions. Such research represents the first of its kind in terms of its qualitative focus on AAPI students and their educational experiences in college. Some of the significant and recurring themes included the following:

A) "Student Success" was framed as "Graduation" (Southeast Asian students; Pacific Islander students) to some of the AAPI participants versus "Making It Into The Next Level of School" for others (Southeast Asian students, Eastern Asian students; Indian students, more Females across the board)

B) "Student Success" was framed as "Work" that must be accomplished independently and on "their own" (family members should not be burdened; other key challenges and socioeconomic issues that family members need to deal with; familial support is limited in immigrant families) – "named sense of alienation and isolation" (AAPI construction of "self reliance") ("other students do it on their own"; acceptance of "sink or swim" mentality)

(Southeast Asian students, mix of females and males; upper class standings; transfer students)

C) Leap of Faith that they "will eventually graduate" (via Pacific Islander students); the "system will graduate us"; if not, "will keep working" (frosh and sophomore standing)

D) "Writing" NOT a skill that was identified as a "core skill" that they learn about or that they will need; "Writing is what you need to pass the Writing Skills Test and graduate" (a rudimentary "check off box"); not a "life changer or maker"

E) Connoted equivalence between their ability to "communicate" verbally and their ability to "write"; ("I can speak well and so I know my writing is set")

F) Internalized acceptance that their success lies in "technical or scientific fields" as opposed to liberal arts, creative, or writing-centered ones

G) Only 21% of the student participants had used any writing resource on campus (Writing Center, writing specialists or tutors through academic advising centers, faculty members); 79% had been to more student organization events and venues than academic student success support services (possible outreach area?)

H) University For Straight, White Students: The university, support services, and curricula are framed and geared for straight, White students and not AAPI students

I) Range of financial concerns

J) Schism between students on financial aid and students that are not

K) External influence of UC and Ivy League Expectations

L) AAPI students select SJSU for geographical advantages

M) Need more support and clear guidance for transfer students

N) Services and support are not geared for AAPI students

O) Does not think about or understand the query about "academic goals"

P) Interacting with other kinds of Asian-Americans stand as important experiences for AAPI students

Q) Affected by other students not taking the class seriously (GE); peer student commitment matters to AAPI students

R) Too much focus on other racial ethnic groups and not enough on it Asian-Americans

AAPI Graduating Seniors Focus Groups, 2014

Cheryl Allmen and Cynthia Harper were charged with the responsibility for gathering input from SJSU AAPI students to garner their input and experiences at the campus. To date, they interviewed 19 students in 7 focus groups over the course of the spring 2014 and summer 2014 semesters. The original 44 questions were modified from a National Study of the College Experience from the Center for Community College Student Engagement (CCCSE) and covered 7 different outcomes. Since asking students all 44 questions would be very time-consuming and would have discouraged students' participation, the facilitators narrowed the questionnaire to 30 questions covering all 7 outcomes and were developed to better understand:

1. what motivates SJSU AAPI students to pursue higher education
2. how students perceive the effectiveness of SJSU in meeting their needs
3. what impact students' out-of-school responsibilities have on their potential for academic success
4. the importance various college services have on students in supporting them to reach their academic goals

5. students' academic experience at SJSU
6. the significance of relationships in student persistence and success, and
7. what the campus needs to improve and build upon in order to help students succeed

Among some of the interesting observations that surfaced was the importance of community for AAPI students. Many students verbalized that they started off not feeling as if they were part of the community and that lead to feelings of isolation and a lack of "feeling at home" at SJSU. Once they discovered a community (for many freshman, it took two years), a better sense of connection to SJSU and peers was formed. It was especially challenging for many first year students (both freshman and transfers) to feel connected. Faculty also played a large role in encouraging connections, and made a big difference for many of the students, especially in terms of commitment and development of goals. . A relationship with an interested staff member helped in some cases as well
Other issues that surfaced included
• a lack of communication and support, especially for transfer students;
• advising concerns and absence of knowing who to talk to about advising and registering;
• racial incidents on campus and a lack of focus on AAPI students' concerns;
• financial issues and meeting the increasing costs of their education; and,
• discomfort with the amount of construction on campus, causing undue delays and a perception of a lack of concern for students' welfare.

Despite perks and incentives offered for participation in focus groups, recruiting students to engage in focus groups was the facilitators' most significant challenge. Ms. Harper sent out over 3500 emails to AAPI students meeting the project criteria, netting only a handful of results each time. The hours Ms. Allmen spent during two separate outreach endeavors inviting student clubs, organization leaders and contacting student organization advisors achieved little success. Phone calls to faculty did not yield much interest either.
The most success was achieved when the facilitators reached out directly to faculty members and highlighted the benefits to the campus instructors, no additional classes joined in this effort. Shifting the timing of the focus groups to non-prime time and various periods throughout the semester and offering to meet students individually after their last class didn't increase participation. When queried about students' lack of interest, they indicated the amount of time required for focus groups (one hour) discouraged many from participating. Many students indicated they were "too busy" during the semester with competing priorities to devote time to the project.

Has the grant facilitated or contributed to bringing additional resources to your institution, for example, new Federal, State, or local dollars that can be attributed partly to your grant activities?

Yes, members of our AANAPISI team received a five-year Title III Strengthening Institutions Grant that in October 2014. We felt that the work that we did on our AANAPISI grant contributed to the framework for this proposal.
The comprehensive development plan goals and objectives of this grant are as follows:
    Goal 1: Strengthen SJSU's core academic performance in two key areas: retention and graduation.
            Objective 1.1: By Fall 2019, SJSU will increase freshman to sophomore student retention by 5%.

Objective 1.2: By Fall 2019, SJSU will increase the 6-year graduation rate by 9% for all first-time freshmen.

Objective 1.3: By Fall 2019, for upper division transfers, SJSU will increase the 5-year graduation rate by 6%.

Goal 2: Provide an academically supportive environment for underrepresented students.

Objective 2.1: By Fall 2019, SJSU will increase the freshman to sophomore retention for underrepresented minority freshmen by 12%.

Objective 2.2: By Fall 2019, SJSU will increase the 6-year graduate rate for underrepresented minority freshmen by 12%.

Objective 2.3: By Fall 2019, SJSU will increase the 5-year graduate rate of underrepresented minority upper division transfer students by 12 %.

Goal 3: Improve delivery and integration of academic and co-curricular support services for students to enhance student success and improve retention and graduate rates.

Objective 3.1: By Fall 2019, SJSU will develop and implement student learning communities for 1,000 underrepresented minority freshmen.

Objective 3.2: By Fall 2019, SJSU will implement block scheduling for all incoming underrepresented minority freshmen.

Objective 3.3: By Fall 2015, SJSU will implement a Faculty Mentor Program for incoming underrepresented minority frosh.

Objective 3.4: By Fall 2017, SJSU will coordinate our student success programs and provide a one-stop shop about student success programs to students, advisors and faculty.