

EVERGREEN VALLEY COLLEGE

ASPIRE PROGRAM REVIEW

2014

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TABLE OF CONTENTS

	Page
ASPIRE Mission Statement	3
Program Rational	3
History - Myth vs. Reality	4
Problems	5
Student Survey	6
Analysis	7
Program Description	7
Part A: Overview of Program	8
PART B: Curriculum	13
PART C: Student Outcomes	16
PART D: Faculty and Staff	17
PART E: Facilities, Equipment, Materials, and Maintenance	20
PART F: Future Needs	21
PART G: Additional Information	22
PART H: Annual Assessment	22
Appendix A: Enrollment History	23-31
Appendix B: ASPIRE SLO's	32-35

ASPIRE Mission Statement

The mission of ASPIRE Program is to support academic and personal growth for API student population. Our goals are to:

- Advocate and recognize diversity
- Prepare students to function in a multicultural society
- Develop social and personal responsibilities
- Assist students with learning limitations and specific needs
- Encourage and assist with the process of setting and achieving goals
- Foster retention, graduation, and transfer to a four-year university
- Encourage civic responsibility as global citizens
- Provide necessary tools for career exploration
- Provide the tools needed for academic success
- Promote lifelong learning
- Educate the whole person

The ASPIRE Program Review is different in approach and content from the program reviews of most disciplines and programs. Through the support of ethnically sensitive faculty, counselors, mentors and staff, it is the mission of the ASPIRE Program to fulfill the needs of Asian/Pacific Islander (API) students by providing culture-specific classes. This would aid them in overcoming linguistic and racial barriers that would inevitably furnish them the necessary resources to achieve scholastic excellence. This would include English, ESL (English as a Second Language), Oral and Small Group Communication, History, Political Science, Vietnamese, American and Asian/American Culture courses, as well as in Mathematics.

In summary, our objective is to provide information, resources and referrals that empower students to persist towards graduation, transfer to four-year universities and enhance their personal and professional development.

Program Rational:

The Asian/Pacific Islander (API) students have consistently been the largest ethnic group in EVC; however, little attention has been given to the needs of these students. There are assumptions that Asian/Pacific Islander students are model minorities and therefore, do not require additional assistance. Even if additional assistance were required, it has been the belief at EVC that the ESL program successfully addresses the needs of these students. Furthermore, as members of the culture which values silence for the sake of harmony, Asian/Pacific Islander students are often not willing to voice their opinions, especially ones that may be considered controversial. Unfortunately, such silence often is regarded as an absence of problems or needs. The goal of this proposal is two-fold; to enlighten EVC about the needs of these Asian/Pacific Islander students and to establish a program that will assist them in succeeding in college.

History - Myth vs. Reality

For a long time, Asian/Pacific Islanders have been stereotyped as a “model minority”. On the one hand, such a label makes them feel proud that they are highly regarded by the community; on the other hand, it perpetuates the assumption that they don’t need assistance. In reality, Asian/Pacific Islanders are as diverse as any other ethnic group. Therefore, it is inaccurate to assume that all Asian/Pacific Islanders are good at math, highly motivated, academically inclined, hardworking, and successful in their endeavors.

It is true that people of Asian/Pacific Islander ancestry have come a long way since their arrival in this country. A century and a half after first landing in California, conscripted as cheap laborers, many have become quite successful in business and academia. They have become California’s best-educated and fastest-growing racial group. However, among these Asian/Pacific Islanders, there are also many who are barely surviving. Many are war refugees/children of war refugees or blue collar laborers who do not have the luxury to achieve their “model minority status”. Many are first generation college students; many hold two or three jobs to support their families while trying to take a class or two, hoping to escape their low economic status. There are many who are pressured to give up their education by their family who believe that a dollar now is more precious than 100 dollars years later. These economic and cultural obstacles place serious barriers in their paths to academic success.

Another misleading belief about the Asian/Pacific Islander students is that the ESL Program at EVC is sufficient to meet the needs of these students. In reality, only 43% of the Asian/pacific Islander students are enrolled in the ESL Program. The remaining 57% have to struggle with linguistic and cultural obstacles without support. (See table below)

Semester	Number of Asian/Pacific Islander students at EVC	Number of Asian/Pacific Islander students in non-ESL program at EVC	Number of Asian/Pacific Islander students in ESL program at EVC
Fall 1997	4700	2700 (57%)	2000 (43%)

Finally, according to the statistics generated by the District Office of Academic Standards, Asian/pacific islander students appear to be doing considerably better than their counterpart ethnic groups at EVC. But a closer look at the data proves otherwise. The District statistics indicate that approximately 40% of the graduates are Asian/Pacific Islanders and lead us to the conclusion that Asian/Pacific Islanders students are doing much better than non-Asian/pacific Islander students. However, if the number of graduates by ethnic groups is measured against the number of total students in each respective ethnic group, Asian/Pacific Islander students are doing as poorly as non-Asian/Pacific islander students. (See table below)

Graduation Rate by Ethnic Group (number of graduates/total number of students)

Semester	Asian/Pacific Islander	African-Amer.	Chicano	White	Other
Fall 1995	2.6% (111/4321)	3.3% (18/540)	2.7% (63/2341)	6% (81/1350)	5% (23/450)
Fall 1996	2.7% (126/4702)	1.9% (9/470)	2.9% (70/2445)	5.8% (77/1317)	5.7% (27/470)

Fall 1997	2.7% (131/4704)	2.6% (15/565)	2.5% (60/2447)	5.7% (64/1129)	4.2% (24/565)
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Problems:

Evidence shows that Asian/Pacific Islander students at EVC are not doing very well academically. The statistical analysis of data from Fall '92 to Fall '97 of pre-1A English courses reveals that the success rate of Asian/pacific Islander students declines as course levels increase. (See table below)

Asian/Pacific Islander Student Success Rate

Course	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Engl 321	70%	94%	86%	90%	71%	88%
Engl 330	72%	72%	63%	57%	63%	57%
Engl 104	62%	60%	59%	48%	45%	48%

Also the success rate of Asian/Pacific Islander students in English 1A has been consistently declining for the past years. (See table below)

Course	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Engl 001A	66%	60%	60%	53%	47%	38%

Asian/pacific Islander students' language difficulties hinder their academic performance not only in English courses but in non-English courses as well. In Math, for example, many Asian/pacific Islander students thrive in lower level algebra courses. However, students' performance drops as the level increases, according to math instructors at EVC. One of the reasons for this decline is that higher-level math courses incorporates word problems where Asian/pacific islander students' poor communication skills interfere with their comprehension of course materials. In addition, instructors of other subjects at EVC regularly express frustration with Asian/pacific Islander students' inability to comprehend complex class lectures or to write clear essays.

As seen above, many Asian/Pacific Islander students at EVC do not have sufficient language skills to successfully complete college courses. This lack of language skills often is the cause of their inability to succeed in college. 90% (247 of 274) of the students we surveyed identified themselves as first generation immigrants who speak English as a second language, and 67% of the students would like to have tutoring assistance. However, many Asian/Pacific Islander students are reluctant to take full advantage of the existing tutoring center at EVC because many do not feel comfortable in that environment. Have a place specifically designated for Asian/pacific Islander students and offering a tutoring service tailored to meet their needs will encourage these students to utilize such a service.

Furthermore, there is a pervasive identify crisis among Asian/Pacific Islander students. These students experience a sense of institutional, personal, cultural and curricular alienation. Many of them feel they are outsiders looking in, misunderstood and neglected by peers and college staff, including teachers. They live in a culture so remotely distant from the culture of the U.S. and find the course material/content and teaching methods to be quite different from what they are used to. Consequently, they engage in a constant struggle to identify themselves in and with the mainstream

where they are looked upon as “foreigners” or “strangers,” whether they are first generation or tenth generation.

As a result, may spend hours trying to figure out ways to fit in or understand what they should do to succeed in college, end up feeling confused and frustrated, and finally, give up. Experts believe that stress association with students’ search for identity is one of the factors in their poor academic performance. Finally, these students experience gradual loss of self-esteem as they are faced with frequent failures. They need a program which can provide them with needed support by offering culturally sensitive counseling and courses that will enhance their sense of belonging and identity.

Finally, many Asia/Pacific Islander students at EVC are first generation immigrants. Many of them subscribe to traditional Asian/Pacific Islander values which often clash with Western values. These students study in an environment where they are penalized for silence and indirectness, both of which are qualities of a noble person in Asian/Pacific Islands. They are asked to study course materials that designed for the Western mind and wonder why they have a hard time understanding them. These students need guidance to make an effective transition from simply reciting the words from textbooks to synthesizing course materials, engaging in open discussions, and formulating opinions (often persuasive or argumentative).

Student Survey:

In order to assess the needs of the Asian/Pacific Islander students at EVC, a student survey was conducted in the fall semester of 1998 with 274 students. The target student population for this survey was those who were enrolled in English 330, English 104, Math 71, English 1A, English 1B and upper level literature courses. It is important to note that they students who responded to the survey were not “ESL students;” that is, they were not enrolled in any ESL classes.

However, 90% (247 out of 274) of the students identified themselves as speakers of English as a second language. This finding correlates with the concern voiced by many instructors that the language difficulties of Asian/Pacific Islander students at EVC can seriously hinder their success in college courses. The survey also shows that 77% of the respondents would like to have college courses and services specially designed to meet their needs. The following are the details of their preferences:

Course Offerings	Number of Students Requesting the Course
English 001A	137 (50% of those surveyed)
English 104	113 (41%)
Oral Communication	131 (48%)
Asian-American Literature	112 (40%)
Vietnamese-American Culture	107 (39%)
English 102	95 (35%)
Asian-American Culture	89 (32%)
Guidance	88 (32%)
English 322	79 (29%)
Filipina-American Culture	76 (28%)
English 330	74 (27%)
Other	3 (11%)

Services	Number of Students Requesting the Service
Tutoring	184 (67% of those surveyed)
Counseling	179 (65%)
Mentoring	142 (52%)
Cultural Activities	132 (48%)
Other	0

As seen in the above data, the large majority of Asian/Pacific Islander students in the study prefers to have a program specially designed to assist them in overcoming their struggles – academic, linguistic, and cultural.

Analysis:

The Asian/pacific Islander students at EVC have their own unique struggles in achieving maximum success in their educational endeavors. Special efforts are needed to develop and disseminate culturally appropriate and linguistically competent courses to address the cultural differences and meet the special language needs of this group. As identified with the needs expressed in the student survey, Asian/Pacific Islander students at EVC need a central place where the students will have an opportunity to locate all the services necessary to facilitate their success. Culturally sensitive counseling and course curriculum, in conjunction with tutoring and mentoring, will substantially increase Asian/Pacific Islander students’ success rate. The ASPIRE Program will give the needed support to enhance students’ sense of belong and identity. In addition, it will offer a nonthreatening environment which will serve to break down barriers to learning (i.e., the hesitance or fear of asking questions due to difficulty with language or unfamiliarity with the American college culture). A program which has, as its primary goal, the legitimization of the culture and language combined with essential student services will build self-confidence and motivate students to achieve their educational and career goals.

We need more clarification because you are asking for a process or methodology to evaluate the success of the program which are dependent on each individual faculty’s grades. Each faculty has their own means of evaluating student success based on the course SLO’s.

Program Description:

The ASPIRE Program of EVC is designed to increase the academic and personal success of Asian/pacific Islander students, utilizing the commitment and skills of faculty, staff, and mentors.

The ASPIRE Program will offer courses in English Composition, reading, Oral Communication and Guidance. Success in these courses will provide the foundation for student achievement of their academic and career goals. These courses will employ culture-specific course materials and learning strategies.

The key support components of the ASPIRE Program will be tutoring, counseling, and mentoring. ASPIRE tutoring will help students in ASPIRE courses and in other college courses. ASPIRE tutors will be trained and supervised by program faculty and staff to provide instructional assistance consistent with program principles and methodologies. ASPIRE counseling will incorporate culture-specific strategies to provide academic, career and personal counseling for ASPIRE students. In addition, the counselor will work with

program faculty and staff to develop and implement strategies to maximize student success. ASPIRE campus and community mentors will provide students with important advice and guidance. Mentors will serve as a link between the academic world and the community/work world. Mentors will serve as role models of successful Asian/Pacific Islanders and will inspire and lead the way for ASPIRE students

Part A: Overview of Program

Identify EVC's Commitments to Action (CTA) for this year.

EVC's Commitments to Action focus on three vital areas:

1. **Student Centered**: Providing students access to quality and programs and services to ensure student success.
2. **Community Engagement**: Creating a trusting environment in which everyone is valued and empowered.
3. **Organizational Transformation**: Empowering students to make transformational contributions to their community, their college, and themselves

ASPIRE's Program SLO's

1. Student will be able to describe which courses are needed for their major or educational goal (Certificate, Associate Degree, Transfer)
2. Students will have an Educational Plan developed at appointment.
3. Students will utilize program tutoring services.
4. Students will have a wider selection of ASPIRE courses.
5. Students will be able to take advantage of the Book Loan.
6. The ASPIRE will expand its networking in the community.
7. Provide scholarships to ASPIRE students.

ASPIRE will be able to measure the above SLO's using:

1. Student will be able to describe which courses are needed for their major or educational goal (Certificate, Associate Degree, Transfer) through pre-post survey.
2. Students will have an Educational Plan developed at appointment with ASPIRE Counselor.
3. Students will utilize program tutoring services by checking in ASPIRE office.
4. Students will have a wider selection of ASPIRE courses through Schedule of Classes, meeting with counselor and the program.

5. Students will be able to take advantage of the Book Loan by enrolling in designated ASPIRE courses. Textbooks will be available to students who have fulfilled program requirement.
6. The ASPIRE will expand its networking in the community through active involvement in the following activities/events:
 - a. TET Festival
 - b. Moon Festival
 - c. Ukulele Concert
 - d. Friday Night Badminton
 - e. Asian American Community Involvement (AACI) and ASPIRE Asian Heritage Month
7. Various scholarships are awarded to continuing and transfer students annually.

Identify your program/department's CTA for this year

- Review and update current ASPIRE courses offered
- Continue to consult ASPIRE Advisory Committee to share curriculum ideas, guest speakers, and community resources
- Explore the possibility of creating additional ASPIRE courses
- Explore possible grants to support our API diverse population
- Continue to increase the successful graduation and transfer rates
- Increase retention rate through academic progress reports and tutoring services
- Continue to provide more book loans for other ASPIRE courses
- Continue to expand our mentorship program

How did your program/department meet the overall CTA of the College? Describe areas where your program/department needs improvement to meet the overall CTA of the College. Describe specific plan to achieve this goal. Strengths in meeting college CTA:

The program faculty is committed to encouraging students to enroll in our ASPIRE courses. Several courses have been specifically designed to support a diverse student population by addressing their distinctive needs. The curriculum is continuously updated for relevance to intersect the changing global dynamic. In addition ASPIRE encourage the utilization of campus support programs and services that will foster student retention and success.

The ASPIRE courses promote community engagement by advising students of current activities and events on campus and in the community. Several courses offer a service learning component whereby students engage in acts of civic responsibility and service to others. Also several courses provide students with the opportunity to explore community partnerships through guest speakers, tours, and internship opportunities.

Weakness in meeting campus CTA:

- Current budget constraints will reduce the number of courses and sections offered.
- Current budget constraints also reduce tutoring services and book loans to our students.
- Lack of funding prevents awarding more scholarships.

Identify unmet goals:

- 1) Increase the number of ASPIRE courses so that our students can complete our courses, i.e., English and Math.
- 2) Increase the number of ASPIRE courses that promote and assist students with the transfer process from a community college to a four-year university.
- 3) Explore possible grants to support our API diverse population

Identify Accomplishments:

- 1) Strong enrollment in ASPIRE courses.
- 2) Broad diversity of Asian Pacific Islander (API) students enrolled.
- 3) **Solid retention and success rates –Refer to Figure 4**
- 4) Support from campus faculty and staff regarding the importance of a ASPIRE courses.
- 5) API faculty teaching in the discipline, providing multiple perspectives and reflecting our diverse student population.
- 6) Fundraising activities for students, i.e., Friday Night Badminton, Poinsettia sales, Ukulele Concerts.
- 7) Participates in communitywide activities, i.e., Tet Parade, Moon Festival, Day in the Park.
- 8) Participates in college activities, i.e., Asian Pacific Heritage Month, Kicks It Outside, Know Your Reg Date, Day of the Green.
- 9) East Side Union High School District outreach and recruitment.

Identify new initiatives:

- 1) Continue to evaluate the needs of our API student population and develop ASPIRE courses that meet their needs.
- 2) Continue to consult ASPIRE Advisory Committee to share curriculum ideas, guest speakers, and community resources
- 3) Creating additional ASPIRE courses
- 4) Research and apply for grants to support our API diverse population.

State the goals and focus of this department/program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.

In order to increase students' awareness, educational competence and knowledge base, we need to increase the number of ASPIRE courses that are offered at Evergreen Valley College by:

- Reviewing, updating and adding ASPIRE courses.
- Program orientation in ASPIRE courses each semester to assist students in completing their academic goals.

- Provide ongoing counseling to help our students understand college graduation and transfer requirements and transfer
- Inform students of transfer opportunities, i.e., Transfer Admission Agreement/Transfer Agreement Guarantee.

Identify current student demographics. If there are changes in student demographics, state how the program is addressing these changes.

Over the past four years the ethnic breakdown of student enrolled in the Guidance courses has been representative of the overall college population. *Figure 1* presents the four-year demographic trend. The student demographics by gender are also representative of EVC's gender trend. There are more females enrolled at any given semester at EVC, and that trend is similar for the Guidance courses. The difference in enrollment in Guidance courses between males and females typically varies between 5-10% (See *Figure 2*). The data also indicates that 18-22 year olds enroll in Guidance course at a higher rate than other age groups (See *Figure 3*).

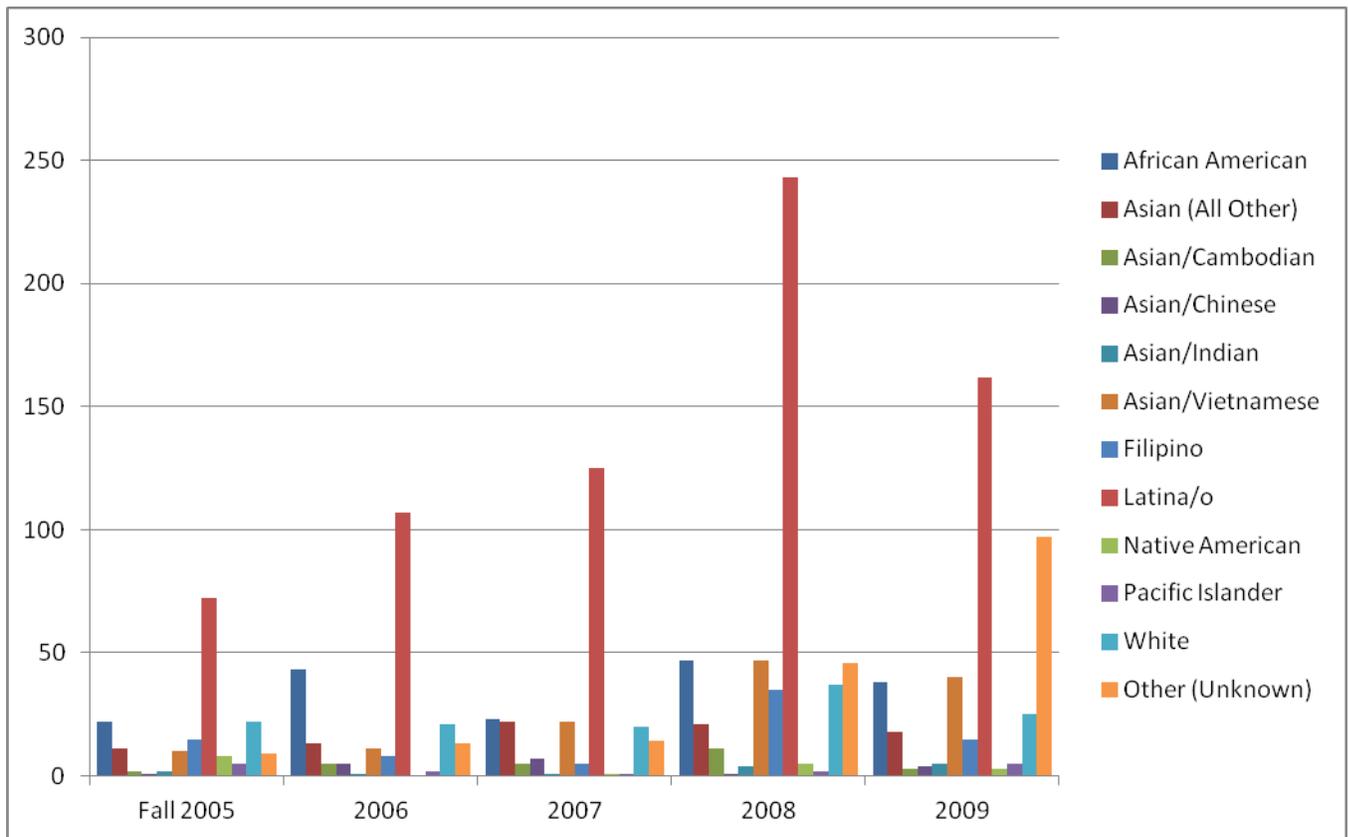


Figure 1: Student Demographics by Ethnicity

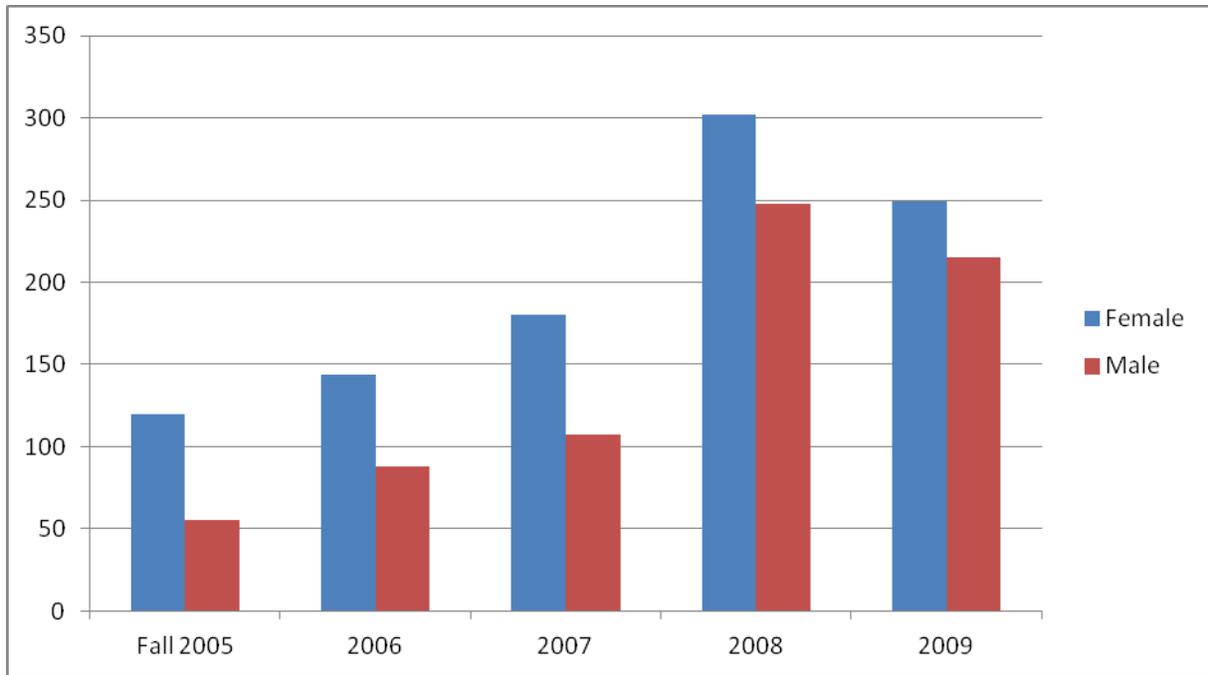


Figure 2: Student Demographics by Gender

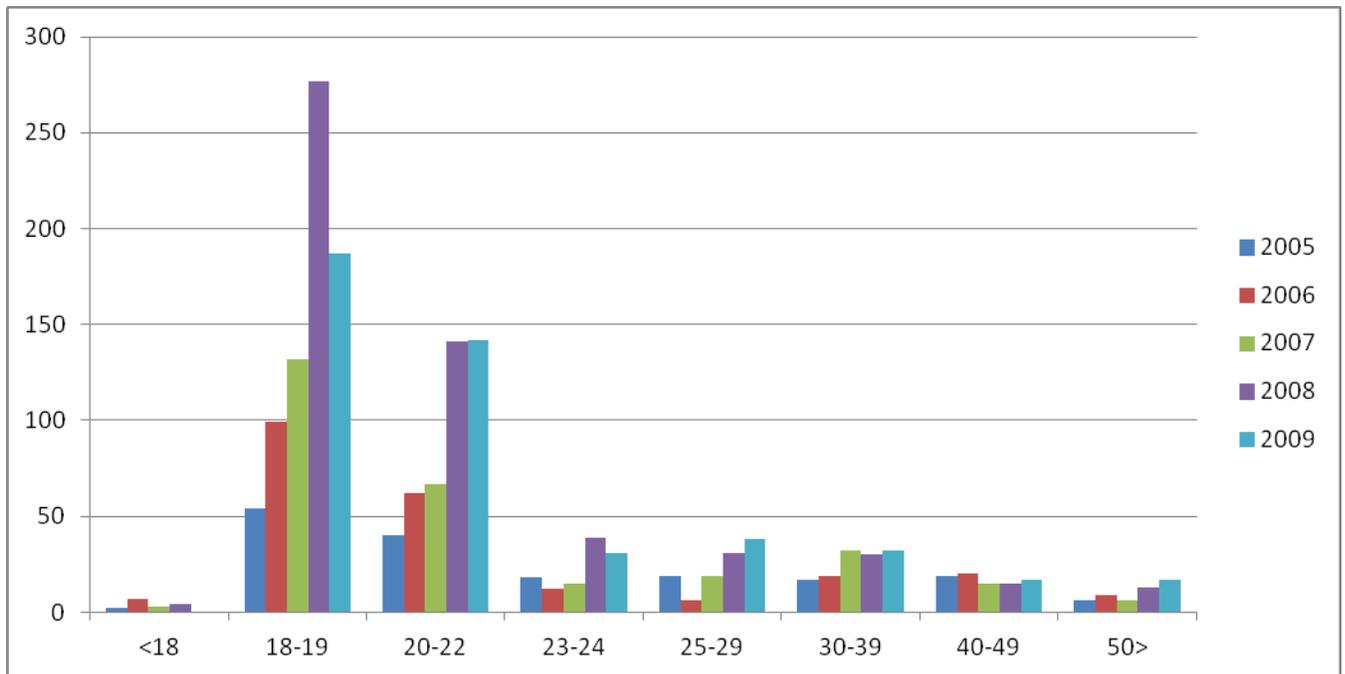


Figure 3: Student Demographics by Age

PART B: Curriculum

Identify all courses offered in the program and describe how the courses meet the needs of the students.

COMST 020 – Oral Communication Units: 3 – (Needed to transfer to a CSU and/or UC)

COMST 045 – Small Group Units: 3 – (Needed to transfer to a CSU and/or UC)

ENGL 104 – Fundamentals of Composition Units: 4 – (Developmental courses)

ENGL 001A – English Composition Units: 3 - (Needed to transfer to a CSU and/or UC)

ESL 346 – Basic Reading Skills 1 Units: 3 – (Developmental courses)

ETH 040 – Vietnamese American Culture & Experience Units: 3 (Needed to transfer to a CSU and/or UC)

ETH 042 –Asian Pacific American Culture/Experience Units: 3 – (Needed to transfer to a CSU and/or UC)

MATH 013 – Intermediate Algebra Units: 5 – (Developmental courses)

MATH 063 –Elementary Statistics Units: 3 – (Needed to transfer to a CSU and/or UC)

POLSC 001 – Politics and Government in America Units: 3 – (Needed to transfer to a CSU and/or UC)

State how the program has remained current in the discipline(s).

In order to remain current in the discipline, the ASPIRE faculty members:

- Keep current with scholarly literature related to retention skills that assist incoming, continuing and returning students.
- Attend conferences that promote diversity, service-learning, student academic success and student retention.
- Incorporate strategies for students with disabilities.
- Stay up-to-date with academic policies and procedures.

All course outlines in this program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list the courses and present a plan for completing the process.

Course	Updated	Will be updated
COMS 020	2006	
COMS 045	2006	
ENGL 104	2006	
ENGL 001A	2010	
ESL 346	2006	
ETH 040	2006	
ETH 042	2006	
MATH 013	2010	
MATH 063	2011	
POLSC 001	2010	

Identify and describe innovative pedagogy your department/program developed/offered to maximize student learning and success. How did this pedagogy impact student learning and success?

ASPIRE’s faculty display a wide range of skills and abilities that create a learning environment where all students feel comfortable and confident that they can succeed both academically and personally. This complex combination of skills and abilities is integrated in the professional teaching standards that also include essential knowledge, dispositions, and commitments that allow educators to practice at a high level.

Thus, students’ academic needs are met through a variety of activities that enhance learning which include: small group discussions, group presentations, peer feedback, transfer workshops, guest speakers, participation in extracurricular activities (i.e., field trips) and service learning options. The impact of these activities on student learning is measured by oral and written evaluations at the end of each semester, as well as by the number of students who finish ASPIRE courses and go on to complete their educational, personal, and/or career goals.

Discuss plans for future curricular development and/or program (degrees & certificates included) modification. Use the Curriculum Mapping form to lay out your plan.

ASPIRE Advisory Committee of current faculty members and staff has been meeting to add additional courses to complete the sequential courses in English and Math. These courses will help the students reach their academic achievement and improve the college transfer rates.

Chart I: ASPIRE Enrollment Summary (2005-2010) (number)

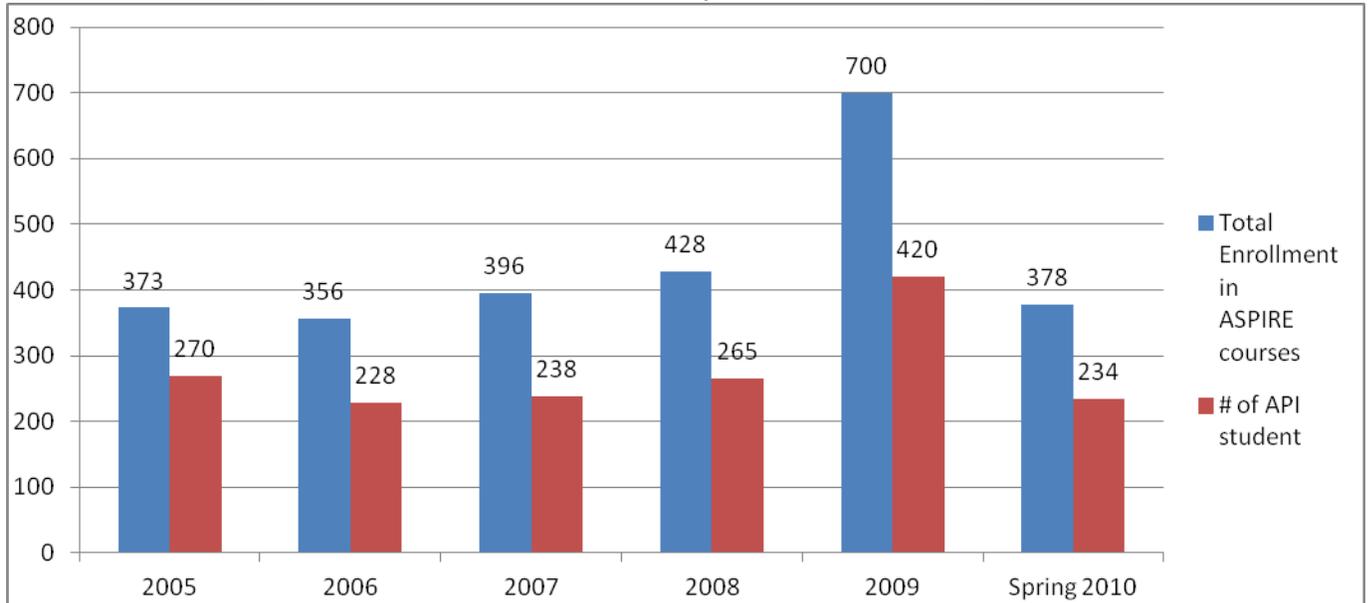


Chart II: ASPIRE Enrollment by Gender (%)

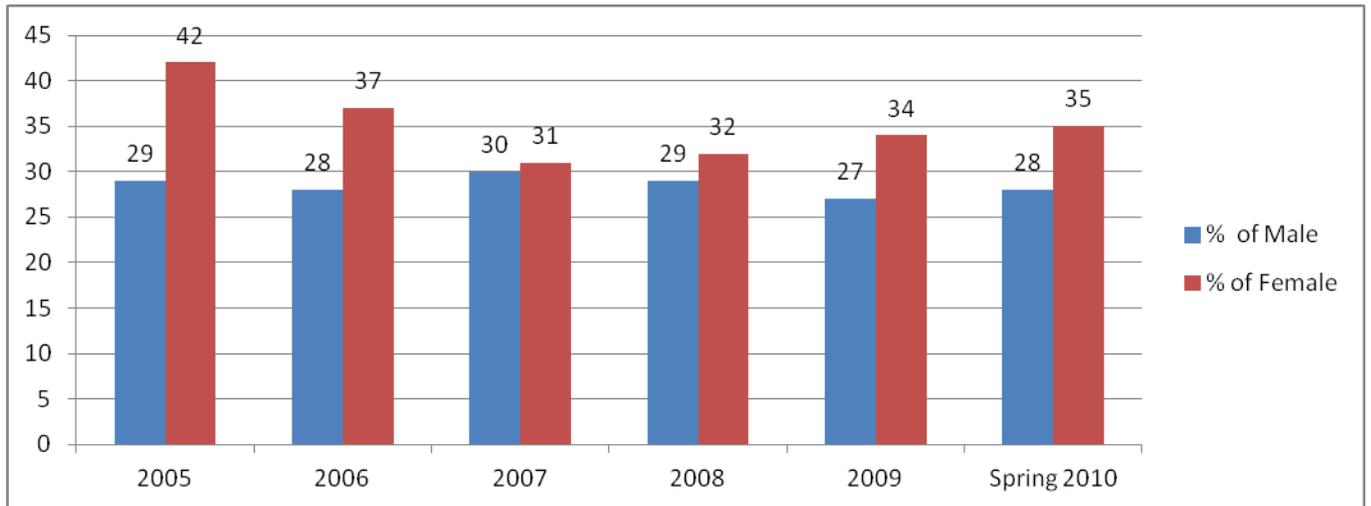


Chart III: Success Rate for ASPIRE Students (number)

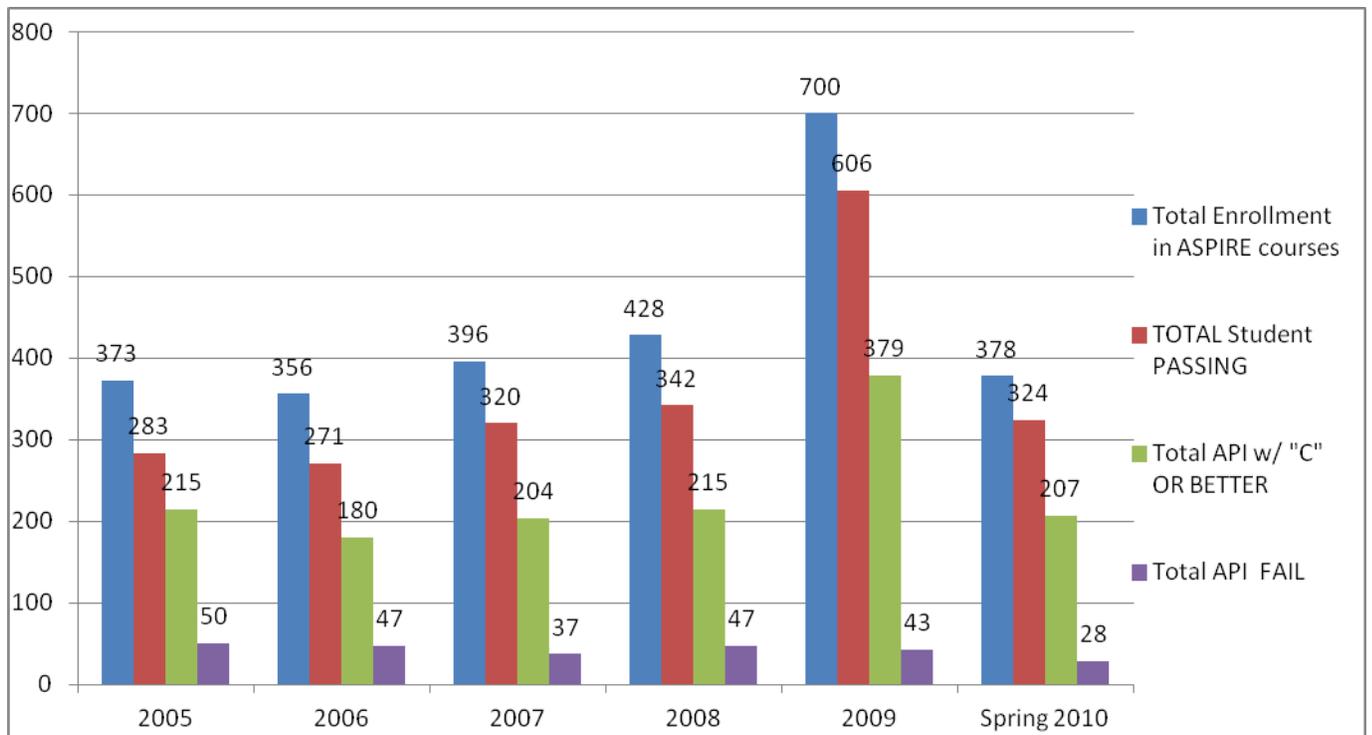


Chart I illustrates the enrollment trend for Designated ASPIRE courses over the past 5 years at EVC. Chart II presents the data by gender. Chart III looks at the data relative to the SUCCESS of identified ASPIRE students relative to the overall enrollment in these designated courses.

(Appendix A presents the detailed Enrollment Information for ALL ASPIRE Courses from 2005 to 2010.)

PART C: Student Outcomes

On the course level, list all the courses that have current student learning outcomes (included in the course outline) and provide link to the course outlines for review purpose. Provide a plan and timeline to include student outcomes for the courses that do not have one.

Course outlines and student learning objectives of the following courses can be found at [\\Do_data_whse\r&p\Curriculum\Course Outlines\6 - Final:](#)

COMS 020, COMS 045, ENGL 104, ENGL 001A, ESL 346, ETH 040, ETH 042, MATH 013, MATH 063, POLS 001

On the program level, list all programs (and degrees) that have current student learning outcomes and provide the culture of evidence.

ASPIRE courses have student learning outcomes but we do not offer a program or degree. Our goal is to expand our course offerings in English and Math sequence.

PART D: Faculty and Staff

List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success. List major professional development activities completed by faculty and staff in this department/program in the last six years and state proposed development and reasoning by faculty in this program.

There are five full time faculty in the ASPIRE Program which include Sravani Banerjee, John Carrion, Hang Chu, Teck Ky, and Khanh-Hoa Nguyen-Wong. We also have three part-time faculty members – Uyen Mai, Linh Nguyen, and Lena Tran and one Program Specialist.

Sravani Banerjee:

B.A. English Literature, St. Xavier's College, Calcutta, India
M.A. English Literature, San Jose State University, San Jose, California

Areas of Expertise: Developmental and advanced composition courses which include English 300, English 104, English 1A, and English 1B, English Literature, Asian and Asian-American Literature, and ASPIRE courses.

How My Position Contributes to Program Success: Professor Banerjee teaches all levels of English composition. She also teaches in the ASPIRE (Asian and South Pacific Islander Resources for Excellence) Program which focuses on the academic success of the Asian and South Pacific Islander community at Evergreen Valley College. Her own immigrant background gives her a unique perspective on the specific needs of our large immigrant student population. Additionally, Professor Banerjee teaches in the Writing Center for students in our developmental courses and the IL lab for students in English 1A, English 1B and English 1C. She also teaches the Asian and Asian-American Literature class in the spring semester. Furthermore, Professor Banerjee incorporates Service Learning in all her classes, and she develops and teaches in Learning Communities, combining writing and reading classes such as English 322/ English 330 and English 104/ English 102

Professional Development in the Past Six Years: Professor Banerjee regularly presents at local and international conferences and workshops such as the YRC (Young Rhetoricians' Conference) and the ECCTYC Conferences on college composition and rhetoric. She currently serves as the ECCTYC (English Council of California Two-Year Colleges) Region III Co-director. In 2008, she spent a week in Salzburg, Austria at the Salzburg Global Seminar for educators. She has published articles and poems in literary journals and in textbooks. Professor Banerjee serves as an advisor for the Aspire Program, the Honor's program and the Desi club on campus. She has served as a mentor to new and adjunct faculty. Currently, Professor Banerjee serves on the Academic Senate and on the College Council.

John Carrion - B.A. Speech Communications, Long Beach State University. M.A. Speech and Communications, San Francisco State University.

Area of Expertise: Group Communication, Oral Communication, Introduction to Argument, Interpersonal Communication, use of multimedia technology, and communication skills with the Asian Pacific Islander community.

How My Position Contributes to Program Success: Professor Carrion comes to the Communication Program with 17 years of experience teaching communication courses. Having taught and studied in diverse communities, including San Jose, San Francisco, Long Beach, and Watsonville, Professor Carrion has been influenced by a myriad of teaching techniques and materials. He has attended numerous conferences which deal with communication studies, most notable the National Communication Association (NCA) and Western Speech Communication Association (WSCA) conference which gather communication teachers from around the world. Professor Carrion is currently an instructor in the ASPIRE Program which focuses on the academic success of the Asian Pacific Island community at Evergreen Valley College. He teaches two ASPIRE communication courses that explores the uniqueness of communication in the Asian Pacific Islander community.

Professional Development in the Past Six Years: Professor Carrion has attended communication, diversity, and academic conferences for the last 10 years. Even when there is no funding from staff development, Mr. Carrion continues to attend these conferences and utilizes the acquired knowledge to further strengthen the Communication Program.

Hang Chu:

Degree(s) and Year (s) Earned: San José State University - MA in Educational Counseling and Pupil Personnel; San José State University- BA in Child Development.

Areas of expertise: Hang has over ten years of experience working with community college students. She is bilingual in English and Vietnamese. She has worked at DeAnza College, Ohlone College, San José City College, and now Evergreen Valley College. Currently she is working as a Counselor for the ASPIRE program but has experience working with students in various special programs including EOP&S and Win/CalWorks.

How position contributes to Guidance success: At EVC, Hang has taught Guidance courses in Guide 193- New Student Orientation, Guide 85- Blueprint to Success, and Guide 95-College Success.

Major professional development:

- Organize the Special Programs fundraising activities (Friday Night Badminton, Ukulule Concert, Ko'Aloha Story and Concert, Poinsettia sales)
- Teach Guidance courses
- Participate in The Early Admission Program
- Participate in Day on the Green for High School Students
- Mentor for the ASPIRE Program

- Participate in new student orientations
- Member of the ASPIRE Coordinating Committee

Teck Ky

Area of Expertise: Professor Ky's area of expertise in mathematics is in Statistics. He received his Master's Degree in Statistics and a Bachelor's Degree in Mathematics. He possesses a Master's Degree in Statistics with a background in advanced statistics and mathematics. This has afforded him the knowledge to develop effective courses in statistics and mathematics for community college students. Professor Ky's knowledge will also expand his student's insight and understanding of the role statistics and mathematics has in their careers in business, medicine, social sciences and all their future studies.

How Does My Position Contribute to Program Success: As a faculty member, his major contribution to the success of the ASPIRE program is to maintain a high retention rate for students taking Intermediate Algebra and Statistics courses. His interaction with high school students during summer school has been enjoyable. He enjoys the opportunity to work with students from the EXCEL PROGRAM in Intermediate Algebra. In less than two years, he has experienced some of these students taking Mathematics 71, Mathematics 72 and Mathematics 63. Professor Ky would like to assist in expanding the EVC statistics program to meet the demands of our Universities, Corporations, businesses and community.

Professional Development in the Past Six Years: In the last six years, he has been a part of the coordinating committee for the ASPIRE Program at EVC. This program focuses on the culturally specific needs of Asian, Pacific Islander and East Indian students. He has assisted in the hiring process of two new faculty members for the Mathematics department. Professor Ky has also written solution manuals with Professor Soler from De Anza College for one of the elementary statistics textbooks.

Proposed Professional Development Activities and Reason for Such Activities: Professor Ky would like to serve on hiring committees in our department in the future, while strongly believing that his tenure at Evergreen since 1995 has afforded him the opportunity to know and understand the diversity and complexity of our student population. This understanding has allowed him to develop different teaching styles and integrate cultural differences and similarities that relate to the students we serve. He believes that his experience will be an asset in hiring the right professor for our students. Professor Ky will continue to provide workshops for Nursing Department students to improve their TEAS scores in the quantitative section. The workshop will assist nursing students in passing the TEAS. He is a member of PI MU EPSILON and the AMERICAN STATISTICAL ASSOCIATION and is an avid reader of these journals and find useful examples to use in the classroom. This continues to help to make his lecture more interesting in the classrooms.

Khanh-Hoa Nguyen-Wong --B.A. in Education in Bilingual Cross Cultural Education (BCLAD); M.A in Education - Bilingual Special Education (Vietnamese); TEFL /TESL certificates; Professional Clear Multiple Subject Credential with Vietnamese Emphasis

Area of Expertise: Vietnamese / Ethnic Studies/ ESL

How My Position Contributes to Program Success: Professor Nguyen-Wong has been teaching Vietnamese for more than 16 years at Vietnamese Heritage Program / Vietnamese Saturday School at Parkview School in the Oak Grove School District. She also has been teaching Viet 91A, Viet 91 B, Viet 1A, Viet 1B, Ethnic 40 , and ESL 346 for the past 8 years at EVC. Her own refugee background gives her a unique perspective on the specific needs of our large immigrant /refugee student population. Professor Nguyen-Wong works with other faculty members in our foreign language department to update the course outlines and to apply current methodologies. She is in constantly communicating, collaborating, and networking with local communities, and colleagues at San Jose State University and Mission College to promote our new Vietnamese Language Program. As a faculty member, her major contribution to the success of the program is to maintain a high retention rate for the students taking Viet 1A and 1B courses.

Professional Development in the Past Six Years: Advertised and served as key person for our new Vietnamese Language Program throughout local communities. Professor Nguyen-Wong co- created Viet 91 B, Viet 1A and Viet 1B with Gam Nguyen. She also participated in Academic Fridays and the use of different technologies for her classes. She is an advisor for the VSA club at EVC and has been part of the committee for the ASPIRE Program at EVC.

Proposed Professional Development Activities and Reason for Such Activities: Professor Nguyen-Wong plans to attend NABE or CABE conferences to keep up with current methodologies. She continues to work with colleagues from San Jose State University, Mission College, SJCC, Cosumnes River College to keep up with current methodology and materials. She is Interested in serving on the hiring committee for the department in the future when we plan to offer Viet 20A / 20 B (Vietnamese for Vietnamese Speakers). In addition, Professor Nguyen-Wong would like to participate in training in the area of using computer technologies to improve her skills for different teaching techniques and to integrate them in her classes.

PART E: Facilities, Equipment, Materials, and Maintenance

Identify facilities allocated to the program (including the facilities often used by the department/program). Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program. (Faculty and staff can use the Instructional Equipment request form and process here as part of the information). Identify facility needs and their rationale.

ASPIRE faculty members have offices in the Acacia, Cedro and Roble buildings: Sravani Banerjee (RG-155), John Carrion (C-212), Hang Chu (A5-202), Teck Ky (AB-246), Khanh-Hoa Nguyen-Wong (A5-206 and C-110) , and Vivian Yabumoto (A5-204).

The ASPIRE tutoring office is the Acacia building – AB-240.

ASPIRE courses are taught in various buildings on the EVC campus: Cedro, Acacia, Library/Education Technology Center, Portables, and Student Services Center. All classrooms are smart classrooms equipped with computer, overhead projection, DVD player, as well as online access.

Describe the use and currency of technology used to enhance the department/program. Identify projected needs and rationale.

In addition to Moodle, faculty members use smart classrooms equipped with a computer, data projector, DVD player, as well as online access to enhance student learning.

PART F: Future Needs

What faculty positions will be needed in the next six years in order to maintain or build the department?

In the past year, we had two full-time faculty members teaching Political Science and Ethnic Studies, who are no longer in that position. One Ethnic Studies faculty member retired and our Political Science instructor has taken on a different position at EVC. It is vital that we hire two new faculties to teach these courses in order to continue serving the student's needs.

What staff positions will be needed in the next six years in order to maintain or build the department? (Staff, facilities, equipment and/or supplies) will be needed in the next six years? Provide rationale.

It would be ideal if, we can add two more ASPIRE courses starting Spring 2012. One would be Communication Studies 040 (Introduction to Argumentation) and English 001B (English Composition). We would also like to expand the Basic Skills courses in ESL 345 (Basic Writing Skills 1) and ESL 347 (Basic Listening and Speaking 1). We would like to offer ESL 091 (College Reading and Writing 2) again to our ASPIRE courses. These courses continue serving our students needs.

In order to better serve our ASPIRE students, we need to hire two culturally specific tutors (paid through Fund 10) to work with our students. Currently, we depend on Work Study students and volunteers to service our students. In addition, a budget should be established to purchase textbooks for ASPIRE courses.

Identify budget allocated for the department/program through the division budget (fund 10). Discuss its adequacy and needs if applicable along with rationale. Identify any external (fund 17) funding the department/program receives and describe its primary use.

ASPIRE instruction for general offerings are funded through fund 10. Instructional costs are distributed between overload assignments and in-load assignments. Growing budget challenges, coupled with the need to serve students more efficiently, certainly underscores the need to ensure the College continues to fund ASPIRE courses.

Asian American Pacific Islander Association of Colleges and Universities (APIACU) – Evergreen Valley College is currently applying for APIA membership as a designated Asian college. Once we are approved for membership, the President will hire a grant writer to assist in this process for additional funding.

**What equipment will be needed in the next six years in order to maintain or build the department?
Provide specific purpose and rationale.**

The ASPIRE Program should stay current with emerging, but proven technology to enable students to participate in the cutting-edge technology in the Silicon Valley. The program will need updated technologies, i.e., 5 Cisco phones, 1 copier, 1 fax machine, 4 printers and 5 computers.

**What facilities will be needed in the next six years in order to maintain or build the department?
Provide specific purpose and rationale.**

The facilities in the next six years to maintain the department are smart classrooms, offices, and technology services.

PART G: Additional Information

Describe any other pertinent information about the program that these questions did not address?

The program review process facilitated a dialogue among ASPIRE faculty members and other special programs (Enlace and AFFIRM) to align goals, analyze student success rates, and explore ways to further develop and promote the ASPIRE Program. In addition, it helped us revisit the needs of students and how to best provide courses that meet their needs.

PART H: Annual Assessment

Though our success and retention rates are high, we will continue to explore options to enhance student success. The faculty will continue to review student evaluations as well as complete student learning outcome assessments. In addition the faculty members will work together to expand program offerings and update ASPIRE courses.

Appendix A: Enrollment History

2005

S'2005 ASPIRE CLASSES	REG. ID	TOTAL # OF STUDENTS	TOTAL # OF API STUDENTS	% OF API STUDENTS	# OF API MALES	% OF API MALES	# OF API FEMALES	% OF API FEMALES	# OF NON-API STUDENTS	API w/ "C" OR BETTER	API THAT FAIL	TOTAL # PASSING
COMS 020	28637	31	24	77%	14	45%	10	32%	7	22	2	27
COMS 045	29570	27	17	63%	6	22%	11	41%	10	15	2	21
ENGL 001A	28118	16	8	50%	2	13%	6	38%	8	5	3	9
ENGL 104	28173	16	12	75%	3	19%	9	56%	4	11	1	12
POLSC 001	28449	29	19	66%	5	17%	14	48%	10	13	5	21
SSCI 042	28471	41	38	93%	16	39%	22	54%	3	31	7	32
TOTAL		160	118	74%	46	29%	72	45%	42	97	20	122

F'2005 ASPIRE CLASSES	REG. ID	TOTAL # OF STUDENTS	TOTAL # OF API STUDENTS	% OF API STUDENTS	# OF API MALES	% OF API MALES	# OF API FEMALES	% OF API FEMALES	# OF NON-API STUDENTS	API w/ "C" OR BETTER	API THAT FAIL	TOTAL # PASSING
COMS 020	30578	29	15	52%	7	24%	8	28%	14	10	5	20
COMS 045	30582	31	20	65%	10	32%	10	32%	11	14	6	21
ENGL 001A	30127	26	19	73%	8	31%	11	42%	6	17	1	24
ENGL 104	30170	17	10	59%	2	12%	8	47%	7	9	1	15
ESL 091	30282	26	20	77%	6	23%	14	54%	6	18	2	19
POLSC 001	30072	46	28	61%	15	33%	13	28%	18	18	10	29
SSCI 042	30106	38	37	97%	14	37%	23	61%	1	32	5	33
TOTAL		213	149	70%	62	29%	87	41%	63	118	30	161

2006

S'2006 ASPIRE CLASSES	REG. ID	TOTAL # OF STUDENTS	TOTAL # OF API STUDENTS	% OF API STUDENTS	# OF API MALES	% OF API MALES	# OF API FEMALES	% OF API FEMALES	# OF NON-API STUDENTS	API w/ "C" OR BETTER	API THAT FAIL	TOTAL # PASSING
COMS 020	33320	28	12	43%	4	14%	8	29%	15	10	2	23
COMS 045	33392	27	14	52%	8	30%	6	22%	13	11	3	18
ENGL 001A	32634	29	20	69%	5	17%	15	52%	9	20	0	28
ENGL 104	32749	17	13	76%	4	24%	9	53%	4	10	2	13
POLSC 001	33221	37	25	68%	14	38%	11	30%	12	13	12	16
SSCI 042	33284	37	33	89%	18	49%	15	41%	4	31	2	35
TOTAL		175	117	67%	53	30%	64	37%	57	95	21	133

F'2006 ASPIRE CLASSES	REG. ID	TOTAL # OF STUDENTS	TOTAL # OF API STUDENTS	% OF API Students	# OF API Males	% OF API Males	# OF API Females	% OF API Females	# OF Non-API Students	API w/ "C" OR BETTER	API THAT FAIL	TOTAL # PASSING
COMS 020	35658	29	14	48%	2	7%	12	41%	15	7	7	17
COMS 045	35667	26	16	62%	5	19%	11	42%	20	13	2	21
ENGL 001A	35458	27	15	56%	8	30%	7	26%	12	13	2	24
ENGL 104	35503	23	15	65%	7	30%	8	35%	8	12	2	16
POLSC 001	35828	42	22	52%	15	36%	7	17%	20	21	1	39
SSCI 042	35871	34	31	91%	10	29%	21	62%	3	19	12	21
TOTAL		181	113	62%	47	26%	66	36%	78	85	26	138

2007

S'2007 ASPIRE CLASSES	REG. ID	TOTAL # OF STUDENTS	TOTAL # OF API STUDENTS	% OF API STUDENTS	# OF API MALES	% OF API MALES	# OF API FEMALES	% OF API FEMALES	# OF NON-API STUDENTS	API w/ "C" OR BETTER	API THAT FAIL	TOTAL # PASSING
COMS 020	38228	30	12	40%	5	17%	7	23%	18	8	4	22
COMS 045	38244	29	11	38%	5	17%	6	21%	18	10	1	23
ENGL 001A	38981	26	17	65%	6	23%	11	42%	9	15	2	24
ENGL 104	39063	26	12	46%	8	31%	4	15%	14	9	2	21
POLSC 001	38520	36	17	47%	10	28%	7	19%	19	12	5	23
SSCI 042	38621	37	35	95%	17	46%	18	49%	2	34	1	36
TOTAL		184	104	57%	51	28%	53	29%	80	88	15	149

F'2007 ASPIRE CLASSES	REG. ID	TOTAL # OF STUDENTS	TOTAL # OF API STUDENTS	% OF API STUDENTS	# OF API MALES	% OF API MALES	# OF API FEMALES	% OF API FEMALES	# OF NON-API STUDENTS	API w/ "C" OR BETTER	API THAT FAIL	TOTAL # PASSING
COMS 020	40857	25	11	44%	5	20%	6	24%	14	9	1	19
COMS 045	40867	27	14	52%	8	30%	6	22%	13	8	6	18
ENGL 001A	40479	27	18	67%	7	26%	11	41%	9	17	1	24
ENGL 104	40523	24	12	50%	6	25%	6	25%	12	8	4	20
ETH 040	42169	33	33	100%	14	42%	19	58%	0	31	2	31
ETH 042	41079	27	25	93%	14	52%	11	41%	2	25	2	25
POLSC 001	41079	49	24	49%	13	27%	11	22%	25	18	6	34
TOTAL		212	137	65%	67	32%	70	33%	75	116	22	171

2008

S'2008 ASPIRE CLASSES	REG. ID	TOTAL # OF STUDENTS	TOTAL # OF API STUDENTS	% OF API STUDENTS	# OF API MALES	% OF API MALES	# OF API FEMALES	% OF API FEMALES	# OF NON-API STUDENTS	API w/"C" OR BETTER	API THAT FAIL	TOTAL # PASSING
COMS 020	43093	23	16	70%	10	43%	6	26%	7	14	2	17
COMS 045	43107	25	10	40%	5	20%	5	20%	15	9	1	22
ENGL 001A	43406	24	15	63%	6	25%	9	38%	9	14	1	23
ENGL 104	43469	25	13	52%	4	16%	9	36%	12	13	0	24
POLSC 001	43341	33	19	58%	11	33%	8	24%	14	10	8	21
TOTAL		130	73	56%	36	28%	37	28%	57	60	12	107

F'2008 ASPIRE CLASSES	REG. ID	TOTAL # OF STUDENTS	TOTAL # OF API STUDENTS	% OF API STUDENTS	# OF API MALES	% OF API MALES	# OF API FEMALES	% OF API FEMALES	# OF NON-API STUDENTS	API w/C OR BETTER	API THAT FAIL	TOTAL # PASSING
COMS 020	45807	33	17	52%	8	24%	9	27%	16	12	5	23
COMS 045	45829	32	14	44%	6	19%	8	25%	18	13	1	29
ENGL 001A	46695	26	13	50%	6	23%	7	27%	13	11	2	23
ENGL 104	46786	27	11	41%	2	7%	9	33%	16	10	1	24
ETH 040	45911	43	42	98%	18	42%	24	56%	1	42	0	41
ETH 042	45912	40	34	85%	14	35%	20	50%	6	21	12	26
MATH 063	45500	54	30	56%	18	33%	12	22%	24	20	10	32
POLSC 001	43136	43	30	70%	13	30%	17	40%	13	26	4	37
TOTAL		298	191	64%	85	29%	106	36%	107	155	35	235

2009

S'2009 ASPIRE CLASSES	REG. ID	TOTAL # OF STUDENTS	TOTAL # OF API STUDENTS	% OF API STUDENTS	# OF API MALES	% OF API MALES	# OF API FEMALES	% OF API FEMALES	# OF NON-API STUDENTS	API w/ "C" OR BETTER	API THAT FAIL	TOTAL # PASSING
COMS 020	49219	31	13	42%	7	23%	6	19%	18	12	1	26
COMS 045	49261	37	17	46%	10	27%	7	19%	20	17	0	35
ENGL 001A	48690	26	12	46%	6	23%	6	23%	14	11	1	24
ENGL 104	48776	28	10	36%	7	25%	3	11%	18	10	0	27
ETH 040	49273	46	44	96%	11	24%	33	72%	2	44	0	46
ETH 042	49283	29	21	72%	11	38%	10	34%	8	17	4	25
MATH 013	48554	49	25	51%	9	18%	16	33%	24	22	3	39
MATH 063	48583	39	18	46%	9	23%	9	23%	21	18	0	39
POLSC 001	49477	61	36	59%	16	26%	20	33%	25	31	5	49
TOTAL		346	196	57%	86	25%	110	32%	150	182	14	310

F'2009 ASPIRE CLASSES	REG. ID	TOTAL # OF STUDENTS	TOTAL # OF API STUDENTS	% OF API STUDENTS	# OF API MALES	% OF API MALES	# OF API FEMALES	% OF API FEMALES	# OF NON-API STUDENTS	API w/ "C" OR BETTER	API THAT FAIL	TOTAL # PASSING
COMS 020	51532	17	8	47%	7	41%	1	5.88%	9	7	1	15
COMS 045	51543	28	14	50%	8	29%	6	21.43%	14	14	0	26
ENGL 001A	51257	29	15	52%	4	14%	11	37.93%	14	12	3	25
ENGL 104	51741	25	14	56%	9	36%	5	20.00%	11	6	8	17
ESL 346	51850	30	29	97%	6	20%	23	76.67%	1	29	0	30
ETH 040	51560	55	55	100%	17	31%	38	69.09%	0	55	0	55
ETH 042	51562	34	30	88%	18	53%	12	35.29%	4	27	2	31
MATH 013	51124 / 52939	45	18	40%	5	11%	13	28.89%	27	11	7	32
MATH 063	51156 / 52940	41	19	46%	7	17%	12	29.27%	21	18	1	32
POLSC 001	51669	50	26	52%	13	26%	13	26.00%	24	18	7	33
TOTAL		354	228	64%	94	27%	134	37.85%	125	197	29	296

2010

S'2010 ASPIRE CLASSES	REG. ID	TOTAL # OF STUDENTS	TOTAL # OF API STUDENTS	% OF API STUDENTS	# OF API MALES	% OF API MALES	# OF API FEMALES	% OF API FEMALES	# OF NON-API STUDENTS	API w/"C" OR BETTER	API THAT FAIL	TOTAL # PASSING
COMS 020	54110	25	11	44%	4	16%	7	28%	14	6	5	20
COMS 045	54128	32	20	63%	7	22%	13	41%	12	20	0	31
ENGL 001A	53416	25	13	52%	8	32%	5	20%	12	12	1	22
ENGL 104	53472	24	13	54%	7	29%	6	25%	11	9	4	19
ESL 346	53639	38	37	97%	10	26%	27	71%	1	37	0	38
ETH 040	54145	61	56	92%	27	44%	29	48%	5	56	0	61
ETH 042	55456	30	21	70%	8	27%	13	43%	9	17	3	26
MATH 013	53759 / 53746	51	17	33%	12	24%	5	10%	34	13	4	37
MATH 063	53789 / 53778	42	20	48%	9	21%	11	26%	22	19	1	40
POLSC 001	54278	50	27	54%	12	24%	15	30%	23	18	10	30
TOTAL		378	235	62%	104	28%	131	35%	143	207	28	324

Math 013, S'10 – concurrent sections for same class (Reg. ID: 53759/53746*). * - ASPIRE

Math 063, S'10 – concurrent sections for same class (Reg. ID: 53789/53778*). * - ASPIRE

F'2010 ASPIRE CLASSES	REG. ID	TOTAL # OF STUDENTS	TOTAL # OF API STUDENTS	% OF API STUDENTS	# OF API MALES	% OF API MALES	# OF API FEMALES	% OF API FEMALES	# OF NON-API STUDENTS	API w/"C" OR BETTER	API THAT FAIL	TOTAL # PASSING
COMS 020	56688	28	11	39%	7	64%	4	36%	17	10	1	24
COMS 045	56704	26	13	50%	7	54%	6	46%	13	13	0	25
ENGL 001A	55917	28	11	39%	5	45%	6	55%	17	10	1	25
ENGL 104	55885	27	17	63%	9	53%	8	47%	10	14	3	23
ESL 346	56007	38	37	98%	15	41%	22	59%	1	35	2	35
ETH 040	56752	55	54	98%	24	44%	30	56%	1	54	0	55
ETH 042	57616	44	42	95%	27	64%	15	36%	2	33	9	35
MATH 013	56243 / 56230	42	16	38%	10	63%	6	37%	26	11	5	30
MATH 063	56270 / 56260	43	15	35%	5	33%	10	67%	28	12	3	33
TOTAL		331	216	65%	109	50%	107	50%	115	12	24	285

Math 013, F'10 – concurrent sections for same class (Reg. ID: 56243/56230*). * - ASPIRE

Math 063, F'10 – concurrent sections for same class (Reg. ID: 56270/56260*). * - ASPIRE

2011

S'2011 ASPIRE CLASSES	REG. ID	TOTAL # OF STUDENTS	TOTAL # OF API STUDENTS	% OF API STUDENTS	# OF API MALES	% OF API MALES	# OF API FEMALES	% OF API FEMALES	# OF NON-API STUDENTS	API w/ "C" OR BETTER	API THAT FAIL	TOTAL # PASSING
COMS 020	58254	25	18	72%	11	61%	7	39%	7	13	1	22
COMS 045	58266	28	21	75%	9	43%	12	57%	7	10	2	19
ENGL 001A	58640	31	23	74%	9	39%	14	61%	8	11	3	26
ENGL 104	58708	30	18	60%	5	28%	13	72%	12	13	0	21
ESL 346	58799	42	36	86%	14	39%	22	61%	6	25	0	25
ETH 040	58286	47	45	96%	22	49%	23	51%	2	45	0	51
ETH 042	58289	39	35	90%	23	66%	12	34%	4	32	3	37
MATH 013*	59263 59239	57	25	44%	10	40%	15	60%	32	16	4	18
MATH 063*	59291 59279	45	22	49%	14	64%	8	36%	23	18	5	38
POLSC 001	58407	48	22	46%	11	50%	11	50%	26	9	8	29
TOTAL		392	265	66%	128	48%	137	52%	126	196	25	286

- *Math 13 and Math 63 – two concurrent sections

F'2011 ASPIRE CLASSES	REG. ID	TOTAL # OF STUDENTS	TOTAL # OF API STUDENTS	% OF API STUDENTS	# OF API MALES	% OF API MALES	# OF API FEMALES	% OF API FEMALES	# OF NON-API STUDENTS	API w/ "C" OR BETTER	API THAT FAIL	TOTAL # PASSING
COMS 020	60723	23	14	61%	9	64%	5	36%	9	22	1	22
COMS 045	60735	22	12	55%	6	50%	6	50%	10	19	3	19
ENGL 001A	60451	30	14	47%	6	43%	8	57%	16	26	4	26
ENGL 104	60415	22	13	59%	7	54%	6	46%	9	13	0	21
ESL 346	60541	26	25	96%	10	40%	15	60%	1	26	0	25
ETH 040	60758	51	49	96%	24	49%	25	51%	2	49	0	51
ETH 042	60762	40	35	88%	18	51%	17	49%	5	32	3	37
MATH 013	61008 61021	43	19	44%	9	47%	10	53%	24	16	3	18
MATH 063	61036	45	23	51%	12	52%	11	48%	22	18	5	38
POLSC 001	60877	40	17	43%	9	53%	8	47%	23	9	8	29
TOTAL		342	221	65%	110	50%	111	50%	121	196	25	286

- *Math 13– two concurrent sections

2012

S'2012 ASPIRE CLASSES	REG. ID	TOTAL # OF STUDENTS	TOTAL # OF API STUDENTS	% OF API STUDENTS	# OF API MALES	% OF API MALES	# OF API FEMALES	% OF API FEMALES	# OF NON-API STUDENTS	API w/ "C" OR BETTER	API THAT FAIL	TOTAL # PASSING
COMS 020	62864	29	12	42%	5	42%	7	58%	17	7	5	15
COMS 040	62874	30	6	20%	2	33%	4	67%	24	6	0	25
COMS 045	62880	27	14	52%	4	29%	10	71%	13	14	0	26
ENGL 001A	63146	31	24	77%	7	29%	17	71%	7	24	0	30
ENGL 104	63102	28	20	71%	12	60%	8	40%	8	14	6	21
ESL 346	63228	55	52	95%	19	37%	33	63%	3	50	2	53
ETH 040	62903	53	52	98%	21	40%	31	60%	1	52	0	53
ETH 042	62906	21	18	86%	6	33%	12	67%	3	16	2	19
HIST 001	62909	39	15	38%	8	53%	7	47%	24	14	1	32
MATH 063	63482 63480	38	17	45%	7	41%	10	59%	21	15	2	36
POLSC 001	63035	37	21	57%	8	38%	13	62%	16	15	6	24
TOTAL		388	251	66%	99	39%	152	61%	137	227	24	334

*Math 63 – two concurrent sections

F'2012 ASPIRE CLASSES	REG. ID	TOTAL # OF STUDENTS	TOTAL # OF API STUDENTS	% OF API STUDENTS	# OF API MALES	% OF API MALES	# OF API FEMALES	% OF API FEMALES	# OF NON-API STUDENTS	API w/ "C" OR BETTER	API THAT FAIL	TOTAL # PASSING
COMS 020	65424	31	14	45%	7	50%	7	50%	17	13	1	29
COMS 040	65433	33	12	36%	9	75%	3	25%	21	11	1	30
COMS 045	65439	21	11	52%	4	36%	7	64%	10	10	1	19
ENGL 001A	64919	25	18	72%	9	50%	9	50%	7	17	1	24
ENGL 102	64858	29	17	59%	10	59%	7	41%	12	16	1	26
ENGL 104	64866	27	12	44%	2	17%	10	83%	15	10	2	23
ESL 341	64909	27	15	56%	10	67%	5	33%	12	15	0	26
ESL 091	65136	25	24	96%	5	21%	19	79%	1	16	8	17
ESL 346	65241	33	33	100%	11	33%	22	67%	0	32	1	32
ETH 040	65461	49	42	86%	14	33%	28	67%	7	42	0	49
ETH 042	65465	35	30	86%	12	40%	8	60%	5	27	3	31
MATH 013*	65721 65730	37	20	54%	10	50%	10	50%	17	19	1	32
MATH 063*	65748 65756	31	24	77%	10	42%	14	58%	7	22	2	32
POLSC 001	65568	42	13	31%	7	54%	6	46%	29	10	3	23
TOTAL		445	285	64%	120	42%	165	58%	160	260	25	393

*Math 13 and Math 63 – two sections concurrent

2013

S'2013 ASPIRE CLASSES	REG. ID	TOTAL # OF STUDENTS	TOTAL # OF API STUDENTS	% OF API STUDENTS	# OF API MALES	% OF API MALES	# OF API FEMALES	% OF API FEMALES	# OF NON-API STUDENTS	API w/ "C" OR BETTER	API THAT FAIL	TOTAL # PASSING
COMS 020	67603	30	16	53%	8	50%	8	50%	14	15	1	28
COMS 040	67615	25	9	36%	5	56%	4	44%	16	8	1	24
COMS 045	67618	25	10	40%	5	50%	5	50%	15	9	1	21
ENGL 001A	67332	29	20	69%	11	55%	9	45%	9	19	1	26
ENGL 102	69043	31	13	42%	10	77%	3	23%	18	11	2	22
ENGL 104	67298	23	18	78%	9	50%	9	50%	5	15	3	20
ESL 091	67380	34	31	91%	12	39%	19	61%	3	21	10	23
ESL 346	67417	38	37	97%	14	38%	23	62%	1	36	1	37
ETH 040	67642	47	39	83%	18	46%	21	54%	8	38	0	46
ETH 042	67646	22	14	64%	8	57%	6	43%	8	13	1	18
HIST 001	67649	37	21	57%	17	81%	4	19%	16	9	12	20
MATH 013*	67894 67906	35	22	63%	9	41%	13	59%	13	22	1	30
MATH 063*	67931 67928	27	16	59%	8	50%	8	50%	11	15	1	24
POLSC 001	67767	44	23	52%	11	48%	12	52%	21	20	3	32
TOTAL		447	289	65%	145	50%	144	50%	158	251	38	371

F'2013 ASPIRE CLASSES	REG. ID	TOTAL # OF STUDENTS	TOTAL # OF API STUDENTS	% OF API STUDENTS	# OF API MALES	% OF API MALES	# OF API FEMALES	% OF API FEMALES	# OF NON-API STUDENTS	API w/ "C" OR BETTER	API THAT FAIL	TOTAL # PASSING
COMS 020	71090	31	15	48%	8	53%	7	47%	15	16	0	29
COMS 020	71096	25	12	48%	8	67%	4	33%	13	10	2	19
COMS 045	71101	25	11	44%	5	45%	6	55%	14	10	1	24
ENGL 001A	70621	21	18	86%	6	33%	12	67%	3	16	2	18
ENGL 102	70845	31	17	55%	11	65%	6	35%	14	17	0	29
ENGL 104	70558	24	15	63%	12	80%	3	20%	9	14	1	23
ESL 341	70609	28	17	61%	7	41%	10	59%	11	15	2	22
ESL 091	70673	30	29	97%	13	45%	16	55%	1	15	14	16
ESL 346	70709	25	25	100%	11	44%	14	56%	0	25	0	25
ETH 040	71183	57	47	82%	16	34%	31	66%	10	46	1	56
ETH 042	71186	27	23	85%	12	52%	11	48%	4	21	2	22
HIST 001	71194	37	5	14%	4	80%	1	20%	32	3	2	15
MATH *013	71427 71436	52	24	46%	14	58%	10	42%	28	23	1	48
MATH 063	71454 71462	49	29	59%	13	45%	16	55%	20	28	1	45
POLSC 001	71296	38	20	53%	10	50%	10	50%	18	20	0	32
TOTAL		500	307	60%	150	49%	157	51%	193	278	29	423

- *Math 13 and Math 63 – two concurrent sections

**SLO Assessment Data: Counseling Appointments
Evergreen Valley College
Fall 2012**

Counseling Appointment SLO's

1. The student will be able to explain the various academic and support services provided by the ASPIRE Program.
2. The student will be able to utilize MyWeb to register for their classes.
3. The students will be able to explain the G.E. patterns that match his/her educational goal.
4. The student will be able to describe which courses are needed for a certificate, Associate degree and/or transfer to a four year university.

Survey Information

- Surveys collected in ASPIRE Office for scheduled counseling appointments.
- Pre/Post surveys distributed to students prior to appointments.
- Surveys collected between September 4th – November 1st 2012.

Assessment Results:

- 97% of students agreed or strongly agreed that they know the various academic and support services provided by the ASPIRE Program, versus 85% prior to their appointment.
- 100% of students agreed or strongly agreed that they know how to enroll in courses using MyWeb, versus 97% prior to their appointment.
- 97% of students know the General Education courses they need to complete for their intended goal, versus 78% prior to their appointment.
- 94% of students know the courses they need to complete for their major, versus 73% prior to their appointment.

Analysis/Action plan and Timeline:

- Continue assessing SLO's in the Fall 2012 semester.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
PRE-SURVEY									
I know the various academic and support services provided by the ASPIRE Program.	85	95	27	3		40%	45%	13%	1%
I know how to enroll in courses using MyWeb	155	48	6	1		74%	23%	3%	0%
I know the General Education courses I need to complete for my intended goal	90	75	43	2		43%	35%	22%	0%
I know the courses I need to complete my major	80	73	51	6		38%	35%	24%	3%
TOTAL					210				
POST-SURVEY									
I know the various academic and support services provided by the ASPIRE Program.	135	70	5	0		64%	33%	2%	0%
I know how to enroll in courses using MyWeb	163	46	1	0		78%	22%	0%	0%
I know the General Education courses I need to complete for my intended goal	141	64	5	0		67%	30%	2%	0%
I know the courses I need to complete my major	138	58	13	1		66%	28%	6%	0%
TOTAL					210				

**SLO Assessment Data: Counseling Appointments
Evergreen Valley College
Fall 2013**

Counseling Appointment SLO's

5. The student will be able to explain the various academic and support services provided by the ASPIRE Program.
6. The student will be able to utilize MyWeb to register for their classes.
7. The students will be able to explain the G.E. patterns that match his/her educational goal.
8. The student will be able to describe which courses are needed for a certificate, Associate degree and/or transfer to a four year university.

Survey Information

- Surveys collected in ASPIRE Office for scheduled counseling appointments.
- Pre/Post surveys distributed to students prior to appointments.
- Surveys collected between October 17th – December 17th, 2013.

Assessment Results:

- 100% of students agreed or strongly agreed that they know the various academic and support services provided by the ASPIRE Program, versus 88% prior to their appointment.
- 100% of students agreed or strongly agreed that they know how to enroll in courses using MyWeb, versus 98% prior to their appointment.
- 100% of students know the General Education courses they need to complete for their intended goal, versus 79% prior to their appointment.
- 100% of students know the courses they need to complete for their major, versus 76% prior to their appointment.

Analysis/Action plan and Timeline:

- Continue assessing SLO's in the Fall 2013 semester.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
PRE-SURVEY									
I know the various academic and support services provided by the ASPIRE Program.	63	70	17	0		42%	46%	11%	0%
I know how to enroll in courses using MyWeb	114	33	3	0		76%	22%	2%	0%
I know the General Education courses I need to complete for my intended goal	68	51	29	2		45%	34%	19%	1%
I know the courses I need to complete my major	65	49	30	6		43%	33%	20%	4%
TOTAL					150				
POST-SURVEY									
I know the various academic and support services provided by the ASPIRE Program.	119	31	0	0		79%	21%	0%	0%
I know how to enroll in courses using MyWeb	128	22	0	0		85%	15%	0%	0%
I know the General Education courses I need to complete for my intended goal	118	31	1	0		79%	21%	0%	0%
I know the courses I need to complete my major	112	37	0	1		75%	25%	0%	0%
TOTAL					150				

Correction from feedback on ASPIRE PROGRAM REVIEW

#1 - Program Review Introduction

The ASPIRE Program Review is different in approach and content from the program reviews of most disciplines and programs. Through the support of ethnically sensitive faculty, counselors, mentors, and staff, it is the mission of the ASPIRE Program to fulfill the needs of Asian/pacific Islander (API) students by providing culture-specific classes. This would aid them in overcoming linguistic and racial barriers that would inevitably furnish them the necessary resources to achieve scholastic excellence. This would include English, ESL (English as a Second Language), Oral and Small Group Communication, History, Political Science, Vietnamese, American and Asian/American Culture courses, as well as in Mathematics.

#2 - We need more clarification because you are asking for a process or methodology to evaluate the success of the program which are dependent on each individual faculty's grades. Each faculty has their own means of evaluating student success based on the course SLO's.

#4 - Please review back to Park F – Future Needs (page 20)

Part C - #2 – ASPIRE'S Program SLO's

1. Student will be able to describe which courses are needed for their major or Educational goal (Certificate, Associate Degree, Transfer).
2. Students will have an Educational Plan developed at appointment.
3. Students will utilize program tutoring services.
4. Students will have a wider selection of ASPIRE courses.
5. Students will be able to take advantage of the Book Loan.
6. ASPIRE will expand its networking in the community.
7. Provide scholarships to ASPIRE students.

Part C #3 – ASPIRE will be able to measure the above SLO's using:

1. Students will be able to describe which courses are needed for their major or educational goal (Certificate, Associate Degree, Transfer) through pre-post survey.
2. Students will have an Educational Plan developed at appointment with the ASPIRE Counselor.
3. Students will utilize program tutoring services by checking in ASPIRE office.
4. Students will have a wider selection of ASPIRE courses through Schedule of Classes, meeting with counselor and the program.
5. Students will be able to take advantage of Book Loan by enrolling in designated ASPIRE courses. Textbooks will be available to students based on meeting program requirements.
6. ASPIRE will expand its networking in the community through active involvement in the following activities/events:

- a. TET Festival
 - b. Moon Festival
 - c. Ukulele Concert
 - d. Friday Night Badminton
 - e. Asian American Community Involvement (AACI) and ASPIRE Asian Heritage Month.
7. Various scholarships are awarded to continuing and transfer students annually.

Part F: Future Needs

#2 - Asian American Pacific Islander Association of Colleges and Universities (APIACU) – Evergreen Valley College is currently applying for APIA membership as a designated Asian college. Once we are approved for membership, the President will hire a grant writer to assist in this process for additional funding.

Cc: Guillermo, Lynette, Keith, Chris