New Practices to Increase Academic Success of AAPI Immigrants and Refugees

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Laney College Overview

- A two-year community college located in Oakland, California, serving 10,900 students. Over 80% receive financial aid (40% AAPI).

- Asian American & Pacific Islander (AAPI) students represent the largest, and among the most diverse student populations on campus. 31% of student self-report as AAPI.

- Since 2008-09, Asian American students made about 70% of the students enrolled in English for Speakers of Other Languages (ESOL) courses.
The Challenge

- Too few immigrants and refugees students are progressing successfully through ESOL courses into college programs.

- Over the past five years, for thousands of high need students, ESOL has not been a productive pathway to technical certificate, degree, or transfer.
The ESOL Challenge & APASS Mission

- ESOL students are least likely to see counselors
- Many do not reach college-level or transfer courses
- Represent 1/3 of Laney but these obstacles hinder their impact on Laney’s Student Centered Funding Formula (SCFF)

Our Mission: Support ESOL students into pathways that lead to degrees, transfer, and certificates and support AAPI students.
Success Rates: Before & After APASS

Comparisons of the same courses taught by the same instructors: before and after APASS
Outcome: APASS vs. College

College-Level English Preparedness

English 1A (college level)

- Non-APASS: 57%
- APASS: 93%

English 201A (1 level below)

- Non-APASS: 38%
- APASS: 75%
Traditional Program Design

Build it but will they come?

- Why They Don’t Come (i.e., seek support services):
  - Language barriers
  - Cultural disconnect
  - Scheduling conflicts
Integrated Support Service Model

Dean of Student Services
- Counselors

Dean of Math & Sciences
- Embedded Tutors

Dean of Liberal Arts
- ESOL Embedded Counselors & Tutors

Dean of Social Sciences
- Southeast Asian & Leadership courses

Dean of Career Education
- Career Day
- Career Pipeline
- Internships

Dean of Enrollment Services
- Financial Aid
- Welcome video
- Navigation video
- Orientation
- Summer Bridge

Steering Committee
1. Accelerate Credit ESL and English Learning

2. Scale-up Services and Academic Support Via APASS Learning Community

3. Improve Intake & Support Services for First-Time Students in Targeted Groups
Services: Embedded Counselors & Tutors

- APASS bridges the cultural gaps with:
  - Asian American embedded tutors speaking 8 different languages
  - 3 AAPI embedded counselors go to ESOL classes and collaborate with embedded tutors and instructors
  - Student ambassadors provide added layer of community support to access services on campus
Services

- Piloted hybrid online curriculum in 8 ESOL (English for Speakers of Other Languages) Sections
  - 16 bilingual embedded tutors & 60 laptops for hybrid courses
- Professional Development Plan for 2 ESOL instructors
- Community of Practice (COP) Program with ESOL and English faculty
Services

- Institutional research support to disaggregate data.
- Stronger institutional coordination between Oakland International High School (OIHS) and Laney to expand dual enrollment programs.
- Stronger institutional coordination between California State University, East Bay (CSU EB) and San Francisco (SFSTATE) to improve transfer pathways.
- Partnerships with community based organizations.
- Language translation support.
- Greater coordination and collaboration with college level and transfer (e.g. English, math, Ethnic Studies, etc.) instructors and deans.
Promoting Inclusive Pedagogy

- Encourages inclusive pedagogy by bridging cultural gaps between 70% Asian students and all non-Asian faculty.
  - Promote community of practice among ESOL faculty to redesign curriculum to align with English 1A
  - Fund professional development (Dr. Teranishi) on inclusive pedagogy
  - Advocate for culturally representative content on course reading lists
  - Add culturally relevant content to instruction
Implications

- Integration of instruction and student services strengthens student persistence, retention and completion because it is a clearer pathway when all services are delivered through institutional collaboration and effectiveness.

- The AANAPISI Part F grant has helped Laney college to broadly meet its mission by supporting AAPI and ESOL students who comprise over 30% of the student body persist, excel, and fully participate as thriving members of a diverse learning environment.

- More specifically, the grant has helped achieve institutional goals by helping this target population progress through ESOL courses more quickly by restructuring and accelerating the ESOL curriculum.
Next Steps

- Increase progression of students from ESOL into college level English courses (courses required for college certificates, degrees & transfer).
- Increase percentage of ESOL attainment of degrees, certificates, and transfer to 4-year universities.
- Support successful transition of Laney first-year students, develop accelerated ESOL curriculum articulation with feeder high schools, beginning pilots at Oakland International High School.
- Seek another Title III, AANAPISI Part A to build on the success of part F and continued collaboration towards institutionalization.
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Thank You!

Questions?