



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

**Follow -up: Recognizing the Full
Humanity of Our Asian and Pacific
Islander Student Communities in the
California Community Colleges**

ASCCC Virtual/Zoom Webinar

May 17, 2023

12:30-2:00 PM

Presenters (in alphabetical order)

dent, San Jose City College

Dr. Anthony Amboy, Director of CCC AANHPI Program

Emily Banh, SJECCD District Academic Senate President & Faculty

Dr. Karen Chow, ASCCC Area B Representative, & De Anza College Faculty

Dr. Liza Erpelo, Kababayan Program Director & Skyline College Faculty

Dr. Naomi Querubin Abesamis, Fullerton College

Dr. Vikash Reddy, VP of Research, Campaign for College Opportunity

Bethany Tasaka, ASCCC API Caucus Chair & San Bernardino Valley College Faculty

Brandon Yanari, AANAPISI Grant Director, Evergreen Valley College

Dr. Rangel Zarate, San Bernardino Valley College Faculty



Webinar Description

Both ASCCC and CCCCO held, for the first time in February 2023 and April 2023, statewide webinars on serving CCC students who identify as Asian and Pacific Islander, who make up around 13% of California Community College students. During this webinar held during national APA Heritage Month, we will have follow up information from panelists as well as further discussion with attendees about pedagogical and student services strategies and supports that CCC campuses and the CCCCO are implementing.



Webinar Objectives

Context for data disaggregation - why do we need this?

Reference ASCCC resolution on Data disaggregation & Past ASCCC & CCCCCO webinar: Bethany Tasaka (ASCCC API Caucus Chair)

Data disaggregation & AANAPISI grant application: Brandon Yanari (AANAPISI at Evergreen Valley College)

Update on AANHPI CCC Program: Dr. Anthony Amboy (AANHPI CCC Program Director)

Introduction to Campaign for College Opportunity AANHPI Report and data disaggregation for AANHPI:

Vikash Reddy (VP of Research for Campaign for College Opportunity)

Kababayan Learning Community (Skyline College), Filipinx serving programs in CCCs, Skyline-CSM-Cañada-SFSU

AANAPISI Program: Dr. Liza Erpelo (Skyline College) & Dr. Naomi Querubin-Abesamis (Fullerton College)

From the Lens of (In)visibility: A Photovoice Inquiry Into How Community Colleges Can Advance Filipino/a/x American Student Resilience: Dr. Rangel Zarate (San Bernadino Valley College)

Q&A facilitated by Emily Banh (District Senate President, Evergreen Valley College)



Data Disaggregation

- Previous webinars
- Adopted Resolutions:
 - 03.03 Spring 2021: [Denounce Anti-Asian American Pacific Islander \(AAPI\) Racism](#)
 - 03.05 Spring 2022: [Disaggregate Asian and Pacific Islander Student Data](#)



Evergreen Valley College

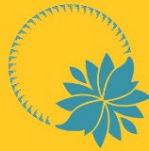
AANAPISI

Brandon Yanari
Acting Director of Outreach & Recruitment
Project Director of EVC AANAPISI



EVERGREEN
VALLEY COLLEGE

What is AANAPISI?



AANAPISI

Asian American and Native American
Pacific Islander-Serving Institutions

Title III Part A/F
federal grant from
Dept. of Education



PURPOSE

Improve and expand capacity to
serve Asian Americans and Native
American Pacific Islanders and low-
income individuals

ELIGIBLE INSTITUTION

- Meets Needy Student Requirement
- Below threshold of Core Expenses
- At least 10% of students identify as Asian American or Native American Pacific Islander



2015-2020 AANAPISI at EVC



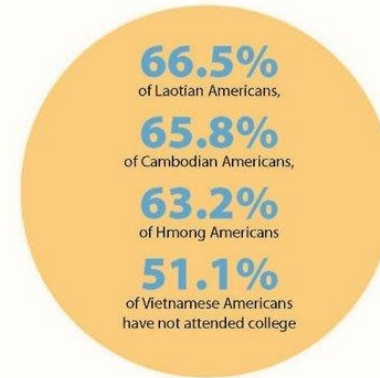
SEAAASE
Southeast Asian American Student Excellence

*SEAAASE is federally funded by DOE PR# P031L150010

SEAASE History / Why SEAASE?

- Umbrella term “Asian” masks educational inequalities
- Disaggregated data show a majority of SEAA communities have not attended college

**Lack of College Attendance
Across Southeast Asian American Communities**



(Data: American Community Survey, 2006-2008)

Image courtesy of Southeast Asia
Resource Action Center, February 2013

SEAASE History / Why SEAASE?

- Many Southeast Asian American communities speak English less than “very well,” and live below the poverty level compared to the average U.S. population (American Community Survey, 2006-2008)



Image courtesy of Southeast Asia
Resource Action Center, February 2013

SEAASE History / Why SEAASE?

- San Jose has the largest population of Vietnamese Americans outside of Vietnam (2012-2016 American Community Survey)
- San Jose is in the heart of the Silicon Valley
 - Cutting edge technology
 - High-wage industries
- 2015 - awarded AANAPISI grant for federal funding

Mission of SEAASE

The Southeast Asian American Student Excellence (SEAASE) program is designed to help Southeast Asian American students excel academically, culturally, and professionally by offering them specially designed courses and services.



Components/Highlights of SEAASE

- Culturally relevant career/ skill/ financial literacy workshops
- Campus & company tours
- Access to career coaching
- Textbook, calculator, and technology support
- Campus/ community volunteering
- Other events (AP AHM, FAHM, Awards Night, Lunar New Year's)
- Required attendance of two workshops/ volunteering OR one tour per semester AND one focus group per year

Career Coaching

Providing culturally responsive career coaching:

- Online Job Search
- Cover Letter/ Resume
- Self-Branding on Social Media
- Job Interviews

Career Workshops:

Applying for jobs online, negotiation skills, building soft skills, and preparing for careers in high-demand industries in Silicon Valley

2017-2020: 510 one-on-one appointments, 7-9 workshops per semester



Impact of SEAASE

- Over 1800 students have been through the SEAASE program
- Average GPA of SEAASE students increased from 2.7 in 2017 to 2.85 in 2020
- SEAASE cultivated an environment of belonging with culturally responsive support, physical space for community, professional development skills

2022-2027 AANAPISI at EVC



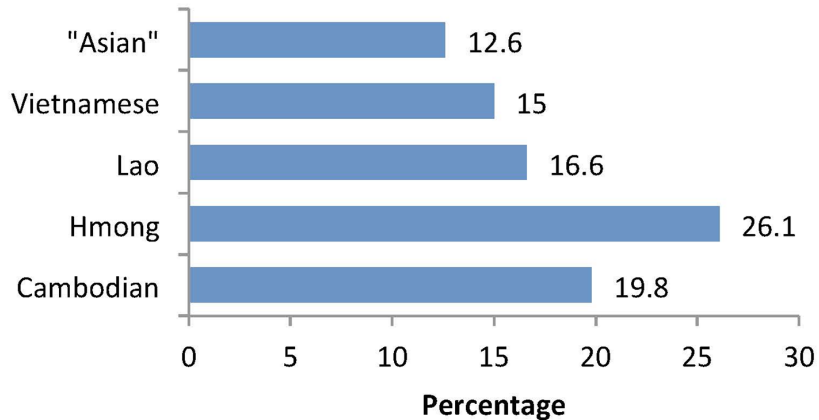
EVERGREEN
ASPIRE+PLUS

Asian Pacific Islander Resources for Excellence +
Powerful Leadership and Learning for Unified Success

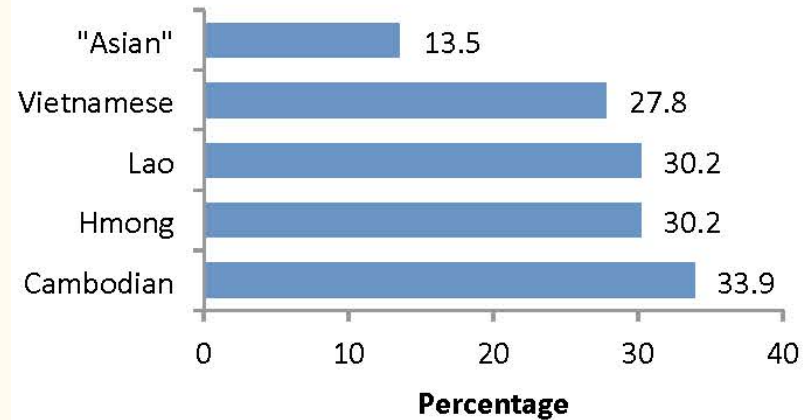
*ASPIRE+PLUS is federally funded by DOE PR# P031L220022

Southeast Asian American Data Disaggregation

Percentage of people whose income in the past 12 months was below the poverty level



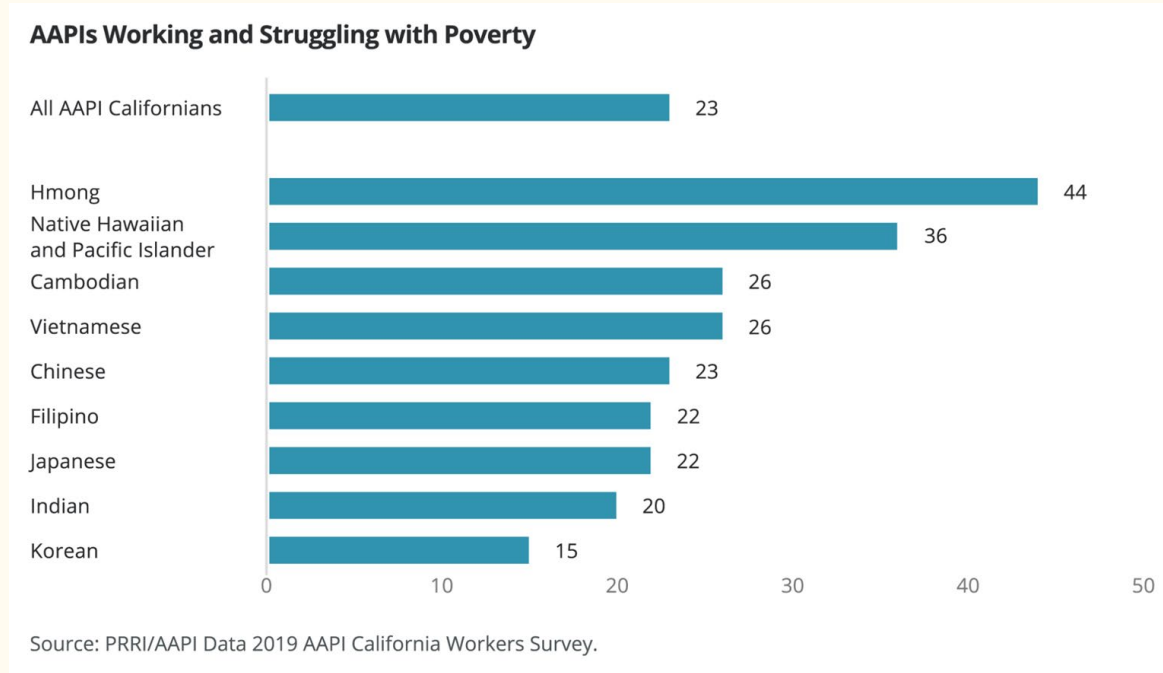
Adults age 25 and older without a high school diploma



SEARAC, 2019, "Data Disaggregation General Factsheet."

<https://www.searac.org/education/data-disaggregation-general-factsheet/>

California AAPI Data Disaggregation



“The Working Lives and Struggles of Asian Americans and Pacific Islanders in California” *PRRI* (November 18, 2019).
<https://www.prii.org/research/the-working-lives-and-struggles-of-asian-americans-and-pacific-islanders-in-california/>

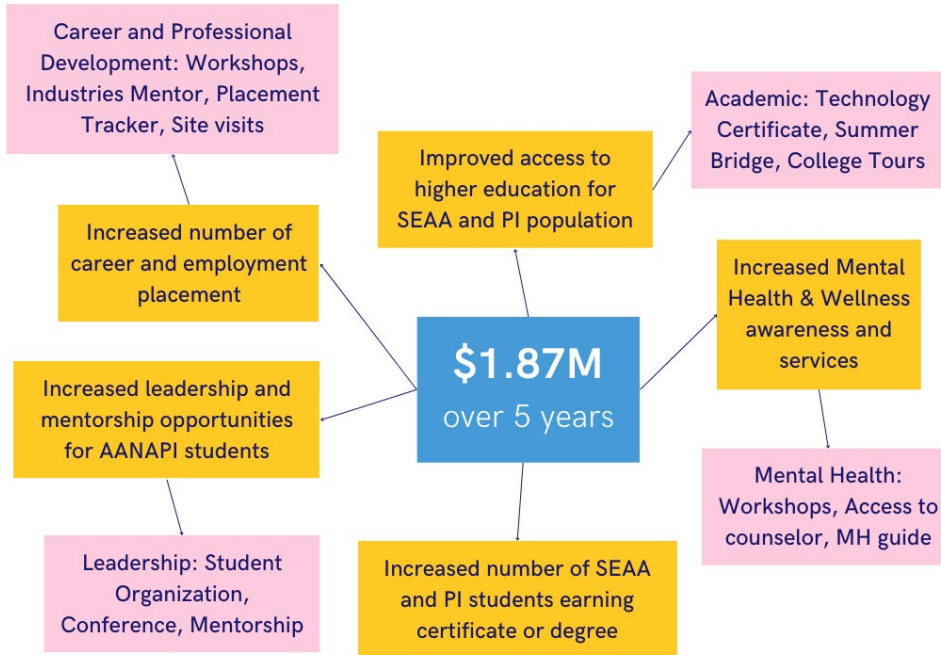
Why ASPIRE+PLUS?

- Expand capacity of ASPIRE special academic program to support AANAPI students more holistically and build from success of previous AANAPISI (SEAASE)
- Institutional Mental Health data showed need to address cultural stigma, barriers to access, and generational trauma from specifically SEAA students
- Support AANAPI student wellness after pandemic and amidst Anti-Asian climate



HOW WILL THE GRANT BE USED?

ASPIRE+PLUS (Asian Pacific Islander Resources for Excellence plus Powerful Leadership and Learning for Unified Success) will enhance and upscale ASPIRE activities to mitigate COVID-19 aftermath of Anti-Asian climate, and to support AANAPI student retention, completion, and success.



AANAPISI Grant Process (EVC)

- Grant Writer?
- The Team
 - Experts in areas (e.g. mental health, professional development, working with population, budget)
 - Gather data
- Ask others for support
 - AANAPISI Network
 - Co-operative grant?
 - Build on what you know



\$1.87M to be distributed over 5 years

October 1, 2022 - September 30, 2027

Jan - June 2022

Applied for eligibility

Submitted grant application

September 2022

Award notification

Oct - Nov 2022

Beginning of Year 1 of AANAPISI grant

Brandon Yanari named Project Lead

Present - 2027

Grant to be dispensed annually; EVC will receive \$371,000 to \$375,000 for each grant year

Who is involved with AANAPISI at EVC?



**Brandon
Yanari, M.A.**

(he/him/his)

- AANAPISI Project Director
- Acting Director of Student Outreach and Recruitment



**Melissa-Ann
Nievera-Lozano,
PhD**

(she/they/siya)

- AANAPISI Faculty Coordinator
- Professor, Ethnic Studies



ASPIRE, a special program designed to increase the academic and personal success of AA & PI students, will dispense the grant through a project called ASPIRE+PLLU



**Kara Has,
PsyD**

(she/her)

- AANAPISI Mental Health Counselor
- Crisis Support & Care Manager, Student Health & Wellness

The Team

Feel free to contact me at brandon.yanari@evc.edu if you have any questions!

Asian American, Native Hawaiian, and Pacific Islander Student Achievement Program (AANHPI SAP)

May 2023

Anthony Amboy
Director, AANHPI Student Achievement Program

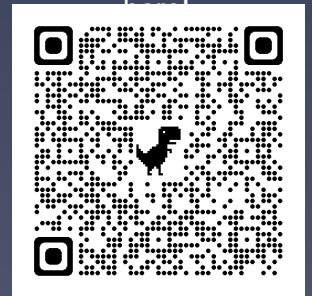


FOUNDATION *for* CALIFORNIA
COMMUNITY COLLEGES

AANHPI Student Achievement Program

- Central Office established at FoundationCCC per Education Code 79511
- Central Office provides support, resources, partnerships in response to AANHPI and underserved community needs with advisory and thought partnership of California Commission on Asian and Pacific Islander American Affairs (CAPIAA) and community colleges receiving, or are eligible for, Federal AANAPISI grant funds.
- 43 initial colleges identified per ED Code
- Program is in development, additional info coming soon (SEA/GP/AANHPI SAP* Lists)

Interest Form

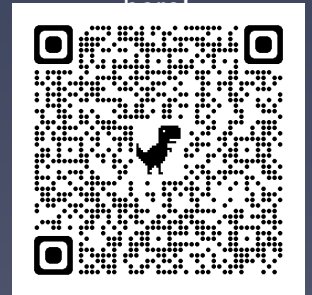


AANHPI Student Achievement Program

(continued)

- Assist colleges in core areas of focus (from Education Code):
 - Culturally responsive learning communities.
 - Advising and counseling services.
 - Mental health counseling and awareness services.
 - Career development, career readiness, and employment services.
 - Supplemental instruction and tutoring, such as English language development and support.
 - Asian American, Pacific Islander studies courses and curriculum development.
 - Leadership development, internships, and mentorships.

Interest Form



AANHPI SAP and AANAPISI Grant

- AANHPI is an ongoing California apportionment
- Core requirement of Fund: AANAPISI Grant Recipient or Eligible
- \$150,657.00 to 43 colleges
 - Identified per criteria in Education Code (List located in CCC Chancellor's Office Compendium)
- Fund designed to to **support** efforts both planned and in progress at our AANAPISI Grant-eligible/receiving colleges
- Separate reporting and planning criteria from Federal AANAPISI Grant

Next Steps for AANHPI Student Achievement Program

- Competitive RFA Process is coming
 - 43 Colleges eligible for competitive RFA process: ~\$300,000 for 20 colleges.
 - Initial fund - Treat as 'Planning Funds' for RFA Process and long - term AANHPI + underserved student achievement planning.
- Reporting Process in development: Work will be layered on top of Student Equity Plan 2022 -25, Guided Pathways Work Plan 2022 -26
- Website, Listserv, Statewide Support for all colleges (resources, partnerships, communities of practice) are in development.

Foundation for California Community Colleges

Services to Colleges

- Undocumented Student Support
- Foster Youth
- LGBTQ+ Services
- CollegeBuys
- Fresh Success
- Guided Pathways Regional Coordinators
- Student Leadership Programs
 - CCC Student Ambassadors
 - Environmental Ambassadors
- Outreach Grants
- Free Outreach Toolkits

More Resources Available at www.foundationccc.org

Campaign for College Opportunity & AANHPI Report

Dr. Vikash Reddy

Vice President of Research

Campaign for College Opportunity



Asian Americans and NHPIs are the fastest-growing groups in California

Los Angeles Times

CALIFORNIA

L.A. mayoral hopefuls court Asian Americans, the city's fastest-growing ethnic group

Asian Americans and NHPIs in California come from a diverse set of backgrounds



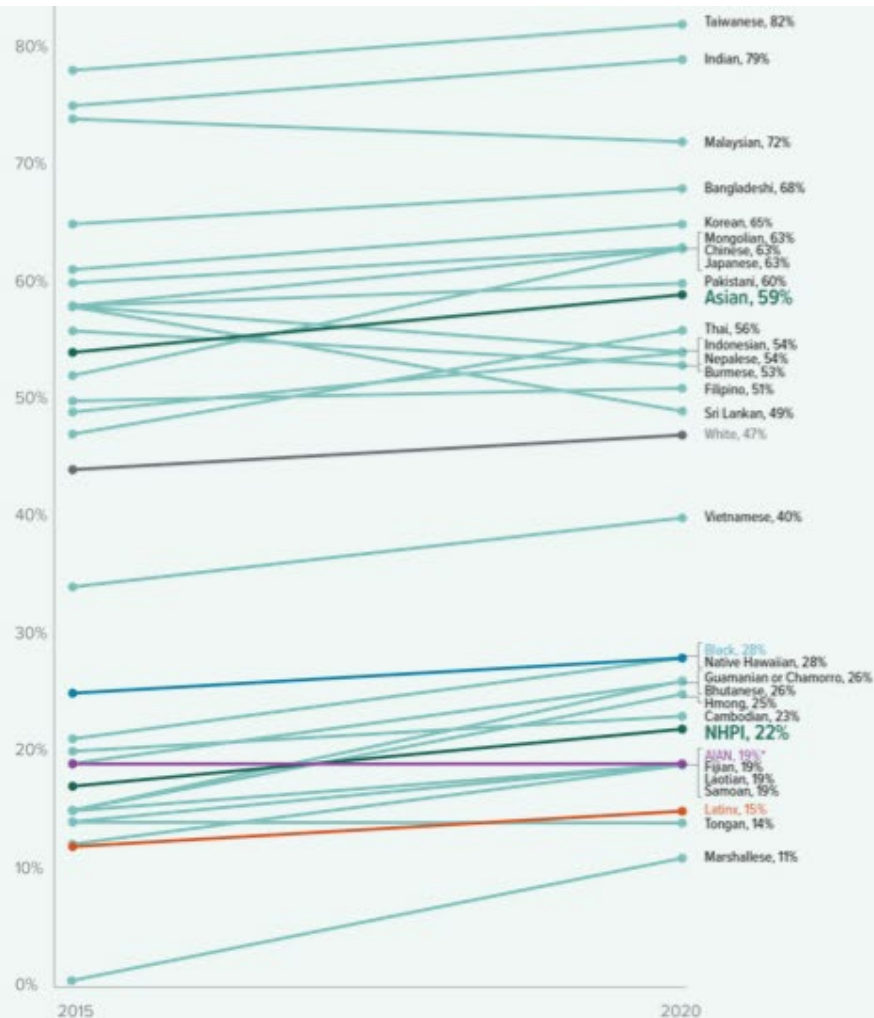
	CCC ^a	CSU	UC	CDE ^b	Census	IPEDS
Asian/Asian American						
Asian Indian						
Bangladeshi						
Bhutanese						
Burmese						
Cambodian						
Chinese ^c						
Filipino						
Hmong						
Indo Chinese						
Indonesian						
Japanese						
Korean						
Laotian						
Malaysian						
Mongolian						
Nepalese						
Other Asian						
Pakistani						
Singaporean						
Sri Lankan						
Taiwanese						
Thai						
Vietnamese						
Afghan						
East Indian ^d						
Asian - Detail Unknown						

The CA Community Colleges began collecting more detailed data in 2018, more closely aligning with data collected by the UC.

IPEDS, the largest source of education data, does not include subgroups for Asian American or NHPI students.

	CCC ^a	CSU	UC	CDE ^b	Census	IPEDS
Native Hawaiian & Pacific Islander						
Fijian						
Guamanian/Chamorro ^c						
Marshallese						
Native Hawaiian						
Other Pacific Islander						
Samoan						
Tongan						

Bachelor's degree attainment varies widely within the Asian American and NHPI communities.





**Building the *ka*:
Serving Our Filipinx California
Community College Students**

Dr. Liza Erpelo & Dr. Naomi Querubin-Abesamis

Academic Senate for
California Community Colleges
May 17, 2023





Kababayan
Learning
Community

Who Is KLC







Who Is KLC

KLC is about **bein' comfortable** sharin' our cultural / historical backgrounds and comin' together as one to learn and strive.

KLC is a community where we **learn and appreciate** the deep history of a variety of cultures, with Filipino culture taking precedent.

A fun group of people working to **provide relevant education** about Filipino culture, while also helping students with their educational goals

KLC is a community that educates culture. Especially about the Philippines land, language, and the history of its own. **It's where WE belong.**



Kababayan Learning Community Faculty



Dr. Liza Erpelo,
Coordinator &
Professor
(ENGLISH 105, 110,
103/ 104 & LIT 267)



Cheska Dolor,
Counselor
(COUN 100 & Kapatiran
Seminar)



Dr. Rod Daus-Magbual,
Professor
(HIST 435/ 436 & ETHN 142)



Dr. Raju Desai,
Professor
(FILI 110 & 120)



What We Do



- ✓ Transfer & community support program established in Fall 2003
- ✓ Focuses on the Filipino and Filipino American student experience
- ✓ Includes reading, composition, language, literature, history, sociology, dance, cultural production, and music
- ✓ Open to all students





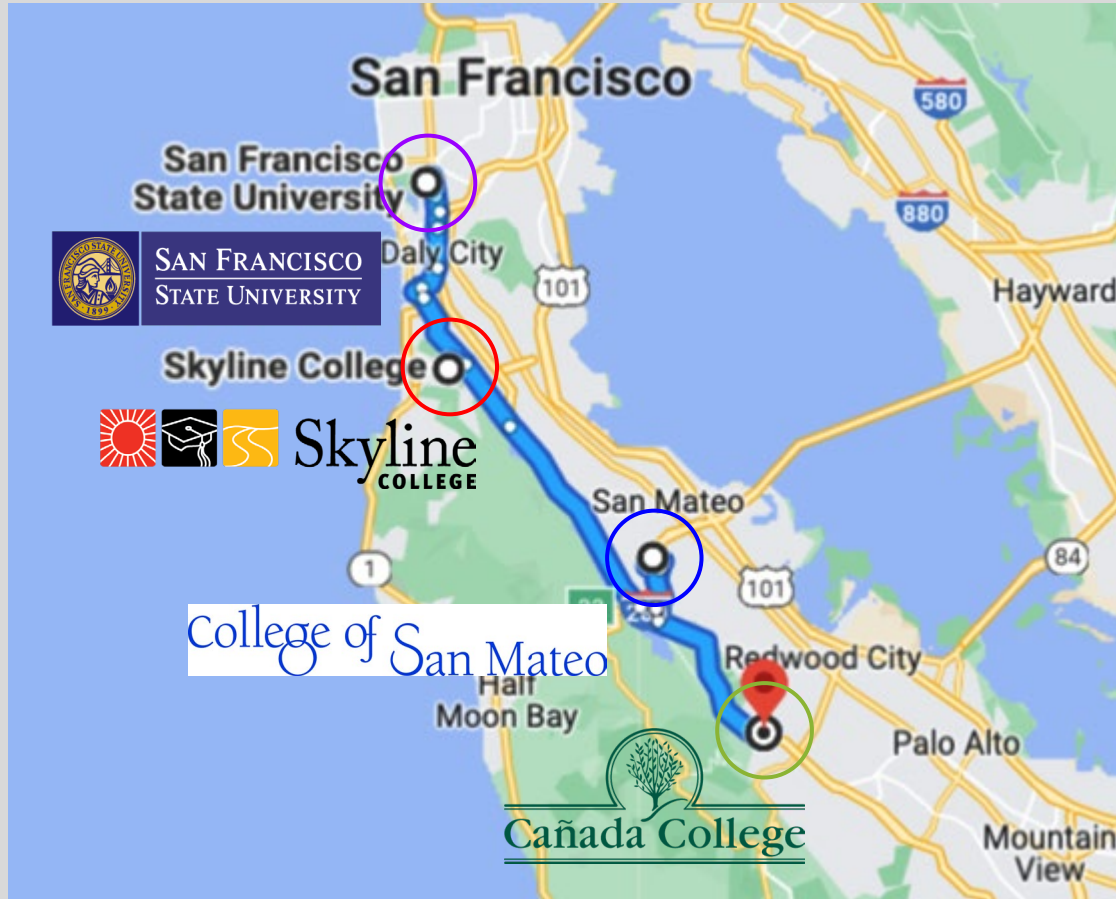
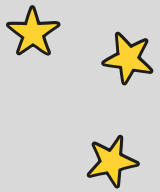
What We Do



- ✓ Increase proficiency in English skills by using culturally appropriate texts
- ✓ Provide campus affiliation
- ✓ Motivate students to learn about Filipino and Filipino American culture
- ✓ Provide a solid foundation for success in college, work, and life



Where We're At



When It All Begin

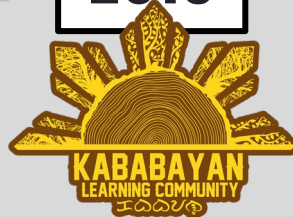


2003

- Developmental reading & writing to critical thinking
- Sociology, history, music, dance, cultural production, language
- Filipino Student Union
- Kapamilya Peer Mentoring Program

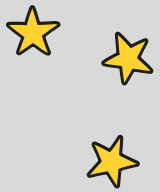


2013



2023

- Linked courses:
ENGL 105 + COUN 100 + HIST 435
ENGL 110 + HIST 436
- ETHS 142: Filipino/ a/ x Community Issues
- Filipinx Student Union
- Pilipino Cultural Night
- Fulbright FLTA
- Kapatiran Seminar



How We KLC

INSTRUCTION

1. Instruction
 - a. Linked Courses
 - b. Filipino Language
 - c. Ethnic Studies
 - d. Pilipino Cultural Night
2. Counseling
 - a. Kapatiran Seminar
 - b. Kapamilya Peer Mentorship Program*
3. Tutoring/Support
 - a. Embedded Tutoring
 - b. Fulbright FLTA

STUDENT ORGANIZATIONS

Filipinx Student Union
Kababayan Dance Troupe*



Kababayan Learning Community
at Skyline College
presents

The Heart of Pleasant Hill



SCAN ME

#PCN18

18TH ANNUAL FILIPINO CULTURAL NIGHT

MAY 4 & 6, 2023

SKYLINE COLLEGE GALLERY

Doors open at 6:30 pm

Show starts at 7:00 pm







PCN and Self-Identity

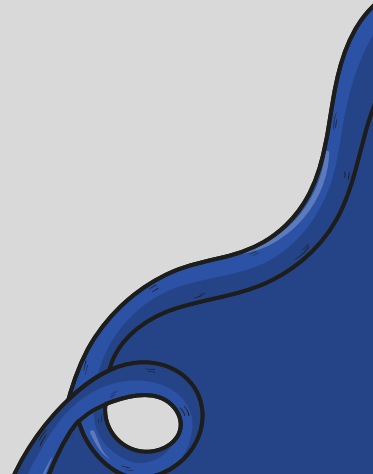
I didn't feel connected with Filipino culture even though my mom is from the Philippines and I have been there many times. The reason for this was because I'm only half and I can't speak Tagalog. People made me feel that I wasn't part of that community, because of those things. However, this experience made me realize that those things don't really matter, because **it still doesn't change the fact I'm still part Filipino.**

It connected me closer to my culture and to my community, giving me **a safe and brave space to learn**. It also showed me another story that includes Filipino Americans, people I can relate to and learn from.

Being in KLC as a whole for the past three years has affirmed my cultural **-identity**, but being in PCN specifically has really put into perspective how much I have changed since my first year at Skyline. Prepping for this year's show, I couldn't help but reminisce on past shows. **I am most definitely a different person now, and I'm happy about that.** I owe so much to KLC.




Why We KLC






Dissertation Work by Pinay Doctors in Education



Research That Supports Filipino Learning Communities and
Student Success Programs



Research on Filipino Learning Communities

Kababayan of Care:

Growing Our Own Connectedness, Consciousness, and Collective Story



Liza Marie Suyat Erpelo
San Francisco State University
April 23, 2020

*“We were redefining what it means
to be Filipinx in this really
American space while seeing our
cultures clash and collide”:* The
Lasting Impact of Filipinx
Learning Communities on
Community College Alumni

Cristine Sidela
Doctoral Candidate
May 9, 2023

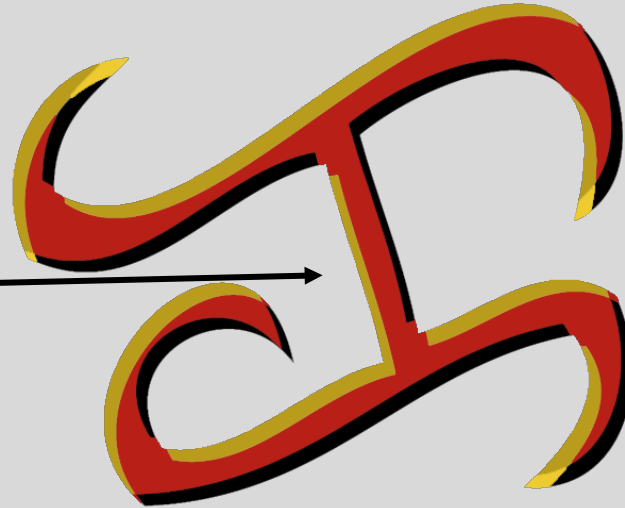


Kababayan Pedagogy of Chan

KA:

- bridge
- pedagogy
- culturally responsive teaching

VOICE



BAYAN:

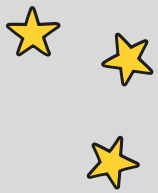
- the people
- our *kuwento*
- higher education
- collective story

VALIDATION

BA:

- “to be”
- questioning students
- culturally responsive counseling

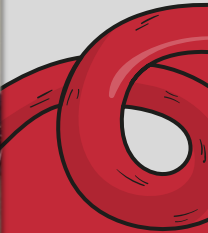
VULNERABILITY



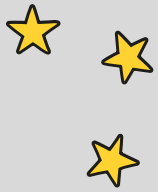
A Portrait of Filipino Learning Communities and Student Success Programs at California Community Colleges: A Rapid and Critical Ethnography

Dr. Naomi Querubin -Abesamis

Ed.D. Program | California State University, Fullerton | August 2021



Research Methods: Setting



- Groundbreaking research on the only 3 California Community Colleges that had an existing Filipino learning community or student success program (at the time):



Kababayan Learning Community
1,503 Filipino students or **17.61%**



Bayan Scholars Learning Community
1,781 Filipino students or **8.54%**



Tulay Filipino American Student Success Program
1,428 Filipino students or **5.87%**





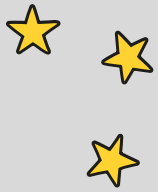
Context on Filipino Americans in the U.S



- Filipinos in the United States **since 1587** (Nadal et al., 2012)
- Filipinos were already part of the American higher education system since the **early 1900s** as “pensionados” and agreement with U.S. and Philippines (Nadal et al., 2012)
- Filipinos represent 19.7% of the Asian American and Pacific Islander population (Halagao, 2010; U.S. Census, 2010; Maramba & Museus, 2012)
- **2nd largest** Asian subgroup in the United States (Maramba & Museus, 2012; Egloria, 2011; Halagao, 2010; U.S. Census, 2010)
- Filipinos are the largest Asian subgroup in **California** and Hawai'i (Maramba & Museus, 2012; Egloria, 2011; Halagao, 2010; U.S. Census, 2010)
- Culture-based learning communities can flip the narrative for students of color who have been historically marginalized (Kana'iapuni et al., 2017)
- Learning communities and student success programs that are **culturally affirming** provide a springboard for students of color to be successful in their first year of college



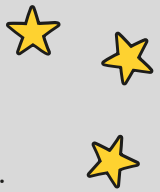
Highlights of My Research



- **Problem Statement:** Filipinos are the largest ethnic subgroup of AAPIs in California, yet the focus of the model minority stereotype and aggregated data of AAPIs conceals the racial and ethnic disparities in socioeconomic status and educational attainment for Filipino community college students and leads to lack of culturally, competent, support services.
- **Research Question 1:** How do Filipino community college students experience a culture -based Filipino learning community or Filipino student success program?
- **Research Question 2:** What are the success and challenges of Filipino community college students?
- **Methodology and Design:** Qualitative, rapid and critical ethnography ⇒ captures the essence and tells a rigorous, credible and authentic story. It allowed me to be a creative writer and researcher.
- Participant observation of virtual program/ event; in-depth interviews; site documents and artifacts
- **Power of 3** ⇒ 3 colleges ⇒ 3 IRB approvals ⇒ Conducted research 3 times



Findings from the Research:



1. Filipinx/ a/ o students are constantly **wrestling with their identity**, feeling invisible and forgotten.
2. **Building a pipeline** from high school to college established by Filipino learning communities and student success programs are critical to transitioning students
3. **Infusing Filipino Critical Pedagogy** is a must and allowed for critical dialogue and reflection into academic courses, and programs/ events.
4. Filipinx/ a/ o students **experienced a cultural awakening or “kapwa”** which means unity of self, sense of belonging or sense of connectedness by participating in Filipino learning communities and student success programs.
5. Providing **wrap -around student support services** were critical to the success of Filipinx/ a/ o community college students (physical space and office, tutoring, academic counselor and support staff, campus resources and culturally affirming programs/ events).
6. Filipinx/ a/ o community college students **experience financial hardship** and for all students who were part of this study—the community colleges were their only option.
7. Filipinx/ a/ o students struggled during the COVID-19 global pandemic ⇒ balancing identity, home, and college environment was difficult for them, especially the stress of financial loss and Anti-Asian violence.
8. **Significant Finding:** The lived experiences for Filipinx/ a/ o community college students are drastically different for first-generation and 1.5 generation



Wrestling with Identity



“Growing up, I noticed I looked different from other kids. My skin wasn’t white, but it was not really brown. I wasn’t white enough, yet not brown enough to fit in with my other peers. I was always in that middle ground. My teachers pointed out my big eyes and said Asian people do not really have my eyes. **I was ashamed to be Filipino**. You know you’re Asian, but people would say, ‘Filipinos want to be Asian, but they are not really Asian.’ Where do I fit in? I know I am not White. Even if the Philippines is literally in Asia. I was always in that in-between of **not understanding who I was.**”

*Erwin, Southwestern College
Bayan Scholars Learning Community*

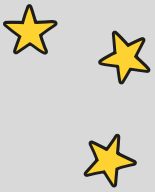


Recommendations



- Invest in and institutionalize Filipino learning communities and student success programs statewide and locally.
- Future implementation of Filipino learning communities and student success programs at the Top 10 California community colleges with more than 6% of Filipinx/ a/ o population:
 1. **Ohlone College** (Fremont, CA) at 9.67%
 2. **Solano College** (Fairfield, CA) at 9.51%
 3. **Napa Valley College** (Napa, CA) at 9.07% ⇒ **Kasaysayan Pilipinx American Learning Community** (Nikki Morales)
 4. **Mission College** (Santa Clara, CA) at 8.22%
 5. **Chabot College** (Hayward, CA) at 7.92%
 6. **San Diego Miramar College** (San Diego, CA) at 7.59%
 7. **L.A. Harbor College** (Wilmington, CA) at 6.75%
 8. **Evergreen College** (San Jose, CA) at 6.68%
 9. **Cypress College** (Cypress, CA) at 6.33%
 10. **College of San Mateo** (San Mateo, CA) at 6.31% ⇒ **Katipunan Learning Community** (Doris Garcia)
- AANAPISI Grant Funding and AANHPI Student Achievement Funding (CA)
- Pilot a Filipino Learning Community on a small scale and start with one cohort of 30 students.
- Pilot a Filipino American History Month or Leadership Retreat





Filipinx Community College Collaborative



Claiming Our Space



- July 2023 - Establishing the Filipinx CCC Board at our first Board retreat
- Continue to advance as a professional organization, providing support for Filipinx/ a/ o practitioners and Filipino Learning Communities and Student Success Programs.
- Workshop presentations at various higher education conferences to build the organization and wealth of knowledge, networks and resources.
- Identify state funding and institutional funding to provide more financial support and resources to the existing Filipino Learning Communities and Student Success Programs at California community colleges.
- Plans to collaborate on a statewide Filipino American History Month, meeting at Delano, CA to have our students learn about the Manong generation (1st wave of Filipino immigrants) who led the labor strikes.
- Host the first-ever statewide summit for Filipinx/ a/ o students, faculty, staff, and administrators.
- Advocate and protect Philippine Studies department at City College of San Francisco (Dr. Lily Ann Villaraza)
- Amplify all Filipino Learning Communities and Student Success Programs in the state! Our faculty are the heart of the programs!





ARC Initiative

AANAPISI Cooperative Grant

San Francisco State University

Skyline College • College of San Mateo • Cañada College





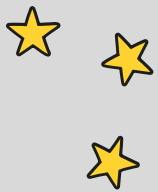
ARC Initiative

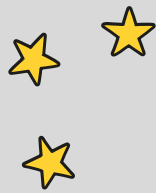
(Access, Relevance, Community)

- To expand SFSU and the SMCCCD colleges' institutional capacity to **address an equity gap** in college access, persistence, transfer, and completion for transfer students
- ARC is designed to **increase the enrollment, graduation, and career readiness** of underserved Asian and Pacific Islander American (AANAPI) and low -income (LI) students -
- Supports include: peer mentoring, faculty workshops and learning communities (LCs), student support communities and LCs, transfer related events, workshops, and visits to SFSU -



AANAPISI Day March 15, 2023





Next Steps for ARC

SFSU

ARC Transfer Student Peer
Mentor Program

ARC Faculty Learning
Communities in the College of
Ethnic Studies

ARC Transfer Student Learning
Communities

ARC career readiness in LC's

SMCCCD

Recruit ARC Peer Mentors

Create ARC Faculty & Staff
Advisory Groups

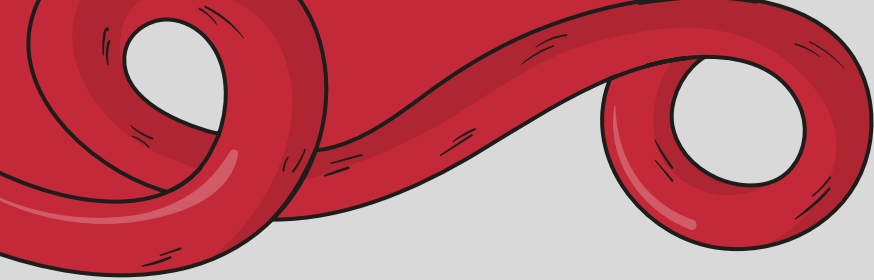
Hold all -campus orientation

Conduct all -campus training

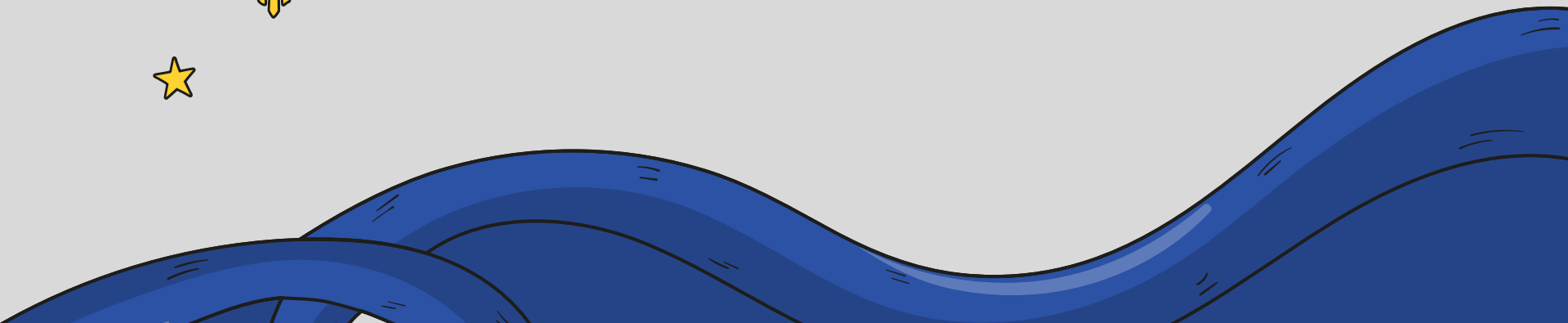
Create ARC Peer Mentorship
Programs

Attend campus tours at SFSU
to prepare students for
transferring





Next Steps





Planting the Legaseeds at SMCCCD:

Creating Filipinx Learning
Communities Collegewide,
Districtwide, and Statewide

October 27, 2021



Why This Matters

Campus	Total Population (2020-2021)	Filipinx	Percentage
Cañada	6,048	363	6%
CSM	8,437	591	7%
Skyline	8,779	1,404	16%
TOTAL:	23,264	2,358	10%

Timeline of SMCCCD Filipinx Programs



PAST

- 1993: Kababayan Program (KP) at Skyline College established by Nina Floro and Jefferey Acidera
- 2003: KP was re-established by Dr. Liza Erpelo
- 2003 - Present: Courses offered and created including English, Counseling, Sociology, History, Music, Dance, Filipino, Cultural Production, and Art
- 2004: Filipinx Student Union (FSU) established
- 2005: First Pilipino Cultural Night at Skyline College
- 2007: Peer mentorship program established within KP
- 2007: Dr. Nate Nevado becomes the first of 10 KP counselors in 14 years
- 2007: Began working with Fulbright Foreign Language Teaching Assistants (FLTA) from the Philippines. To date, Skyline College has hosted 15 FLTAs
- 2014: KP is renamed Kababayan Learning Community (KLC)
- 2014: Kapatiran Seminar (COUN 655), a concurrent enrollment course established at Westmoor H.S. then at South San Francisco (2015)
- 2019: Katipunan Student Organization established at College of San Mateo

PRESENT

- 2020: continued remote support of FY19/20 cohort during pandemic and shelter-in-place orders
- 2020-2021: 75+ new student cohort
- Districtwide work with student organizations FSU and Katipunan, as well as staff and faculty to support Anti-Asian Hate resolutions presented to Colleges and Board of Trustees resulting in creation of Anti-Asian Hate Resolution Task Group at Skyline College.

Current projects:

- Outreach for Kapatiran Seminar for Westmoor and South San Francisco H.S. Anticipated expansion to Jefferson H.S.
- Continued support of FSU and Katipunan student organizations
- Campus Outreach via Skyline College ASSC's College Hour
- Programming for Filipino American History Month
- Discover Kababayan: campus exposure event for feeder high school students

FUTURE

Systemwide Transformation:

- Coalition for Statewide Filipinx Learning Community
- Build bridges to Bay Area California State Universities
- Districtwide Transformation:
- Develop partnership with Philippines Department of Education Balik Aral Program
- Student exchange programs
- Sister college establishment

Collegewide Transformation:

- Skyline: expand dual enrollment program at feeder high schools; establish dedicated full-time counseling position; revive Kapamilya Peer Mentoring Program
- College of San Mateo: timeline of course offering expansion and submission for official learning community status in 2022
- Cañada College: identify student and staff/faculty advisory

HOPE • LOVE • TRANSFORMATION

California Filipinx Statewide Learning Communities: Current & Emerging

As of Fall 2022

2003 - Kababayan Learning
Community, Skyline

2022 - Katipunan Learning
Community, CSM

2021 - Kasaysayan Learning
Community, Napa Valley College

2008 - Tulay Retention Program, CCSF

Emerging - San Jose City College

Emerging - Glendale Community College

2019 - Kapwa Learning
Community, SD Mesa College

2006 - Bayan Scholars,
Southwestern College





Our Needs



Systemwide

Creation of a
**Statewide Filipinx
Learning Community**

Districtwide

Guidance in creating
SMCCCD **Study
Abroad** program in
the Philippines, as
well as establish
sister college and
university
relationships

Collegewide

Support for localized
efforts at our
individual
campuses,
particularly with **dual
enrollment**

Commitment

The SMCCCD commitment in fulfilling this work is predicated by the pillars of LOVE + HOPE = TRANSFORMATION.

All must be present to impact our institutions, the lives of our students, and the well being of our community. That is the educational work that we are striving for.

We ask for the support and commitment of the Board of Trustees, SMCCCD Chancellor, and College Presidents to stand with us in this critical work.



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FROM THE LENS OF (IN)VISIBILITY: A PHOTOVOICE INQUIRY INTO HOW COMMUNITY COLLEGES CAN ADVANCE FILIPINO/A/X STUDENT RESILIENCE

Rangel Velez Zarate, Ed.D.
rangelvzarate@gmail.com

Educational Leadership Program
James R. Watson & Judy Rodriguez Watson
College of Education
California State University, San Bernardino

A Quick Note

- *This presentation discusses an incident of anti-Asian violence and racial trauma which audiences may find distressing.*

Research Questions

1. How have FilAm community college students in the Inland Empire been impacted by the COVID-19 pandemic?
2. What systems of support can community colleges create to help FilAm community college students during a COVID-era?

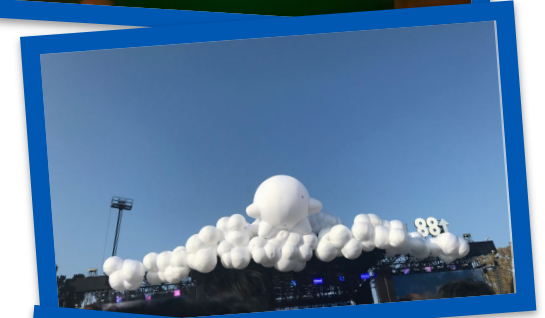
Photovoice: A Humanizing Methodology

- Photovoice has three anticipated outcomes: (a) action and advocacy to affect policy change (b) increased understandings of community needs and assets; and (c) individual empowerment (Latz, 2017, p. 43).
- Photovoice works in concert with the Critical Race Theory (CRT) tenant of creating counterstories to elevate minority voices, experiences and realities by challenging traditional narratives of minoritized populations and bridges this gap as it “interrogates a citizen approach to documentary photography, the production of knowledge, and social action” (Latz, 2017, p. 66).



Methodology at Work

- (1) **Examine** how: intersecting identities/traumas resilience and sense of belonging inside and outside of academia impacts FilAm community college students in the IE
- (2) **Bring Visibility back to FilAms** through (counter) narratives in response to the literature that *does* exist (i.e. “the invisible minority,” occupying liminal space as AAPI, “Model Minority Myth”)
- (3) **Interrogate** systems of institutional and mental health support for FilAm students at the community college level



Sunset on a walk by Angie (she/her)



The incidents of violent attacks on Asian-Americans that seems to have risen during the pandemic has been difficult to comprehend and heartbreaking to witness. Around the country Filipinos have been victims of this as well, and it's a reminder that no group is safe in the eyes of a racist. A Chinese woman was actually stabbed and killed while walking her dog last year in Riverside not far from where I was living, and it made me nervous to go on walks. It's made me nervous for my parents, and I've heard their stories of things they endured when they first immigrated. I'm not sure when I realized my identity since it's always been a part of who I am, and existing in this country comes with the hyphenated "Fil-Am" title. Now I try not to let fear get in the way of going on walks.

Study Corner by CJ (she/her)

I have only been attending College Z for one summer semester, during my break before my third academic year at my university. This corner of the bedroom - a room I share with my two sisters - should have served as my study area for my summer classes while I was home from dorming at university, in the same way it was used during my last semester of high school and my first year of college. But my time away at university during my second year seems to show how my sisters and I have grown too much to be able to fit together neatly in our already confined shared space. I wish I could've stored my dorm items in the garage instead of the one quiet corner I have in this house, but my mother, who growing up poor in the Philippines developed a tendency to hold on to every piece of useless clutter we have, has completely overtaken that space, along with any spare closet we have. I guess this picture doesn't make me look any better than her, but keep in mind that this is a combination of me and my two sisters personal items, one of which will also be moving into her own dorm in the coming academic year. The clutter in our room's study corner could very well be a parallel to the emotional chaos that came with online school, but with the lifting of restrictions allowing me and my sister to dorm at our colleges, this summer this corner has come to represent how much I have grown into my own person; taking up more space than my family can accommodate, even if my dad managed to throw out everything my mom was hoarding tomorrow.



Light in Need by Harana (she/her)

Whenever I am reminded of the impact of what College Z staff, counselor, and professors have had on me, I almost get emotional. Something that not a lot of people know about me is that I actually have attended five different colleges before coming to College Z. I was going through dark and scary times during those days and without saying too much, I failed every single class. I transferred to College Z with a 1.02 GPA and was so ashamed of myself because I knew my potential as a student. It was then when I first encountered a College Z counselor.

After she heard my story and goals of becoming a nurse, I was anticipating the dreadful repeated saying of "You're not going to be able to do that with your grades." But instead, she says this and I will never forget it, "Even though your GPA is low, with time, effort, and the right guidance, I know you will make it." She became my first ever light to the darkness of my academic journey.

Ever since then, every teacher, every counselor, every College Z tutor, every staff has shown me nothing but belonging, respect, love, and support. College Z believed in me during a time where I didn't believe in myself. Like this photo, College Z had become my light. Fun Fact: I have maintained a 4.0 term GPA for every semester I've taken at College Z and have raised my cumulative GPA from a 1.02 to 2.89 making me eligible and competitive for the College Z nursing program.







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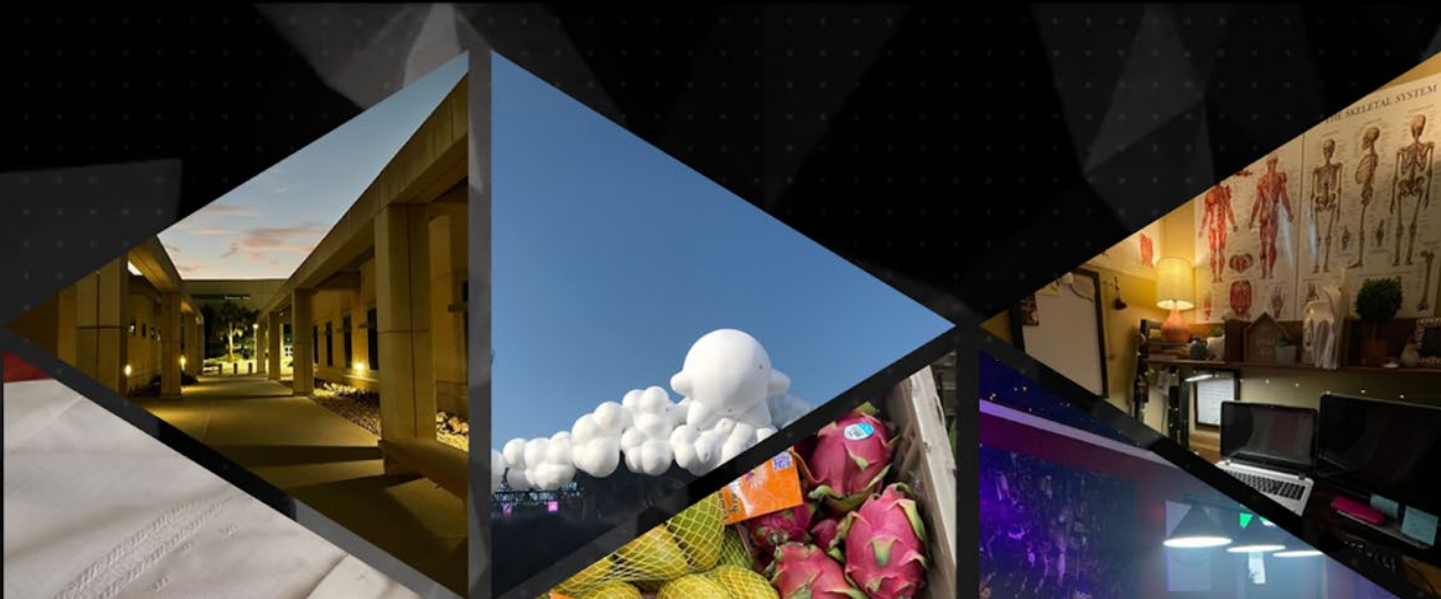
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Survey!

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Q&A and Exit Survey

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