

Instructional Comprehensive Program Review: ASPIRE Program Review 2024-2025

Cover

Questions? Find answers in CurricUNET User Manual. ([http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program\\_reviews/create\\_pr.html](http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html))

Overview

Program Review Year 2025

Title ASPIRE Program Review 2024-2025

Year of Last Comprehensive Review Fall 2020

Originator Banh, Phuong

Area Dean Antoinette Herrera

Division

Math, Sci. & Engineering

Department

ASPIRE

Subject

• ASP - ASPIRE

Is this a review for a degree/certificate or all the courses in the subject?

All Courses

Courses

Co-Contributors

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\*Co-Contributor must be chosen before proposal is launched

• Chu, Hang

• Herrera, Antoinette

• Yabumoto, Vivian

Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

• Access

• Curriculum and programs

• Services

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

• Increase visibility

• Develop strategic partnerships

• Building campus community

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.

Areas of focus are:

• Communication

• Employee development

• Transparent Infrastructure

• 1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program’s development.

ASPIRE (**AS**ian **PAC**ific **I**slander **R**esources for **E**xcellence) is an academic program established in 2000 at Evergreen Valley College (EVC). ASPIRE began with seed funding from the Packard Foundation in January 2000. Recognizing that Asian, Filipino, Native Hawaiian, and Pacific Island students were a large affinity group still had not yet been supported by the College, a year later the ASPIRE Program was institutionalized and incorporated into the College’s general budget. According to the most recent Fall 2024 EVC demographic data, Asian and Hawaiian/Pacific Islander make up 41.5% of the EVC student population, making it the largest student demographic group on campus.

Initially, ASPIRE was designed to support the success of limited English language learners in developmental English courses, one and two levels below first-year composition (English 1A), but soon after, its scope and course offerings grew to include the success of Asian American Pacific Islander (AAPI) students in critical college-level, transferable courses such as English 1A, English 1B, Math, Communications Studies and nontransferable upper level ESL classes. Besides the four disciplines listed, our current course offerings have expanded to include Ethnic Studies, Political Science, Psychology, and History. The number of faculty teaching in the program grew from 1 to 8, hailed from across disciplines and divisions.

The **mission** of the ASPIRE Program is to promote academic, career, and personal success among AAAP students at EVC and beyond. To achieve its mission and goals, teaching faculty, counselors, mentors, and classified professional use culturally relevant content, culturally responsive pedagogy, and culturally specific strategies when offering core services such as academic, career, vocational and personal counseling, tutoring, and mentoring.

Anchored in the culturally responsive and relevant pedagogy, faculty and classified professional in the ASPIRE Program strive to:

- capitalize on Asian/Pacific Islander students' cultural assets and strengths;
- enhance their academic skills through an array of course offerings;
- provide outstanding academic counseling to help students reach their educational and career goals;
- increase student success, retention, and course completion rates through counseling, tutoring, mentoring, early intervention, scholarships, and book loans;
- expand their social networks through interpersonal relationships and mentorship;
- honor their lived experiences;
- and be responsive to the needs of Asian/Pacific Islander students and their community.

### **Core Services**

Core services of the ASPIRE Program include counseling, tutoring, mentoring, book loan, and scholarships.

**Counseling:** ASPIRE counseling focuses on students' academic, career, and personal goals and aspirations. Comprehensive and thorough, the counseling component encompasses a comprehensive educational plan for each student, regular follow-up appointments and check-ins, and monitoring students' progress. When academic intervention is needed, ASPIRE provides tutoring and additional counseling appointments to ensure that students in our program are on track and stay on the path to successfully complete their courses and programs at EVC.

**Tutoring:** ASPIRE tutoring supports students to successfully pass their ASPIRE courses and other college courses they are taking. (*one more line about tutoring?*). ASPIRE tutors are carefully selected based on their academic skills and qualifications and interpersonal skills to work with students. ASPIRE tutors are trained and supervised by program faculty and staff to provide quality and timely instructional support to help ASPIRE students successfully complete their coursework.

**Textbook loan and resources:** ASPIRE's textbook loan program and resources are adequate. While ASPIRE encourages all our faculty members to utilize ZTC (Zero Textbook Cost) and OER (Open Education Resources) textbooks to cut textbook cost for our students, ASPIRE has a robust book loan program. The room adjacent to the ASPIRE Office functions both as the tutoring area and space that holds a collection of textbooks adopted in various disciplines that students can borrow and use in their classes. Students can also access computers and printers in our tutoring center. All printing is free to our ASPIRE students.

In addition to textbook loan, advanced electronic calculators are available to ASPIRE students who take ASPIRE MATH 63. Laptops and iPads are also available to students to borrow when they are unable to secure one from the College. ASPIRE also provides school supplies such as scantrons, notebooks, goggles for science classes.

**Mentoring:** EVC instructors, ASPIRE faculty, and community members have served as mentors for our students. We connect students with faculty to provide opportunities for students to learn more about their chosen careers and boost their confidence. We also connect students to resources and opportunities on and off campus to intern, volunteer, and network, including job leads and job shadowing.

### **Scholarships:**

- Currently, ASPIRE has the following scholarships available to students in our program:
  - Jabil Circuit Inc./ASPIRE (4 \$1000 scholarship awards)
  - Asian Pacific American Association Scholarship (APAA/ASPIRE) \$500 (2 scholarships)
  - ASPIRE Program Scholarship (2 at \$300+)
  - Kow Sun Chan Scholarship in Memory of Jeannie Gee (1 at \$250)

Money raised from our weekly badminton night in the past and donations from on and off campus have helped ASPIRE to provide scholarships and financial aid to our students. We stopped badminton night due to the Covid pandemic.

In sum, the overarching goal of our wrap-around services (i.e., comprehensive counseling, tutoring, mentoring, book loan, and scholarships, is to do all we can to assist the College in meeting its Educational Master Plan of shortening students' time to education goal completion and eliminate equity gaps in learning outcomes and goal achievement.

- **2. Please provide an update on the program's progress in achieving the goals (4 years) set during the last comprehensive program review.**

1. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.

Since the last program review cycle, we have achieved our goals over the past three years!

Goal	Update
<b>Expanded Course Offerings—achieved!</b>	<p>ASPIRE's core course offerings focus on English, Mathematics, Ethnic Studies, and Communications Studies:</p> <ul style="list-style-type: none"> <li>• ENGL 1A &amp; ENGL 1B (English Composition—first and second semester college composition)</li> <li>• MATH 63: Elementary Statistics</li> <li>• COMS 20: Oral Communication, COMS 40: Introduction to Argumentation, COMS 45: Small Group Communication)</li> <li>• ETH: 42: Asian American Experience (Ethnic Studies)</li> </ul> <p>ASPIRE has built our course offerings around these critical courses because they meet the CSU GE Breadth requirements and Intersegmental GE Transfer Curriculum (IGETC) requirements. Since the last program review, ASPIRE has steadily expanded our course offerings to include PSYCH 01: General Psychology, ESL 352: Listening &amp; Speaking 2, and HIST 23: Asian American History.</p>
<b>Changes in Faculty Members</b>	<p>There have been some changes in faculty members teaching in our program:</p> <ol style="list-style-type: none"> <li>1. Professor Paul Fong retired from teaching in 202 He used to teach POLSC 01: Politics and Government in America.</li> <li>2. Dr. Tri Tran in Ethnic Studies, also retired, used to teach ETH 40: Vietnamese American Culture and Experience.</li> <li>3. Professor Hai Nguyen used to teach HIST 01: Survey of American History.</li> <li>4. Professor Khanh-Hoa Nguyen-Wong taught ETH 40. Due to changes in her teaching load, she has not been able to teach the course.</li> <li>5. Henry Gee taught POLSC 01.</li> <li>6. Melissa-Anne Lorenzo-Nievera was recently hired to teach ETH: 42: Asian American Experience.</li> <li>7. Professor Thien Huong Ninh will be teaching ETH 40 in Spring 2025.</li> </ol>

<b>Received New Grants and Funding</b>	<p>-Received 15K from Basic Needs-last year, AY 2023-204</p> <p>-Received 25K from Student Equity—last year, AY 2023-2024</p> <p>-Received 25K from Student Equity for AY 2024-2025; not funding from Fund 10</p> <p><u>STUDENT EQUITY BUDGET – FALL 2022 – SPRING 2023 (\$50K)</u></p> <p>COUNSELING HOURS FOR HANG CHU:</p> <ul style="list-style-type: none"> <li>• \$6,142.19 - Fall 2022 (December 5 - 13, 2022)</li> <li>• \$5,502.10 – Spring 2023 (May 12, 15, 16, 17, 18, 19)</li> <li>• \$5,502.10 – Summer 2023 (June 5, 6, 7, 8, 12, 13)</li> </ul> <p>\$2,550.00 - Tutoring (June 2023)</p> <p>\$7,500.00 - Textbooks</p> <p>\$10,896.72 – Laptops</p> <p>Marketing &amp; Gifts for Students:</p> <ul style="list-style-type: none"> <li>• \$9829.50 - Century Graphics (tote bags, pens, t-shirts, etc.)</li> <li>• \$2497.98 - AMAZON (supplies for students: caps, gowns, graduation gifts, etc.)</li> </ul> <p>Total: \$50,420.59</p> <p><u>Student Equity Budget– FA 2023 – SP 2024 (\$25K) &amp; Basic Needs (\$15K)</u></p> <p>Student Equity</p> <p>· Counseling:</p> <p>Fall 2023: (extended counseling hours: December 2023) -- \$4,008.94</p> <p>Spring 2024: (extended counseling hours: May 8,9,10,13,14,15,16) -- \$6,539.94</p> <p>Summer 2024: (extended counseling hours before summer and fall classes begin: June 3, 4, 5, 6, 10, 11, 12,13, 14,17,18,19, 20) -- \$11,116.51</p> <p>· Summer 2024 Math Boot Camp: Faculty's salary (to prepare students to learn and review mathematical concepts/technology for college level work: June 11-13) -- \$728.46</p> <p>· ESL Lab's Access Codes: \$2000 (only used \$1,695 for 100 codes for ESL students in the ESL Lab)</p> <p>Total: \$24,393.85</p> <p>Basic Needs:</p> <p>· \$8000 for Amazon</p> <p>· \$7000 for Follett</p> <p>TOTAL: \$15,000</p>
<b>Increased Student Services</b>	<p>Purchased</p> <p>\$ 10,898.72 for 7 new Dell laptops, made available to students who were not able to get a loaner laptop from the campus.</p> <p>\$2000 (only used \$1,695) for 100 access codes for ESL students in the ESL Lab</p> <p>\$8000 for certain GE and major classes, ie. Anatomy, Art, Math, Astronomy, Economic, access codes for e-books online</p> <p>Inherited 23 ipads from SEASSE Program</p>

• **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**

As set by the California Community Colleges Chancellor's Office (CCCCO), both EVC's 2022-2027 Educational Master Plan (EMP) and EVC's 2022-2025 Student Equity Plan 2.0 define and measure student success and achievement by the following five metrics:

- **Metric 1:** Successful Enrollment (The percent of students who enrolled as a first-time student in the college where and when they expressed an intent to enroll.)
- **Metric 2:** Completion of Transfer Level Math and English in the First Year
- **Metric 3:** Persistence from First Primary Term to Subsequent Primary Term (i.e., Fall to Spring or Spring to Fall)
- **Metric 4:** Successful Course Completion
- **Metric 5:** Transfer/Program/Certificate/Degree Completion

Working in tandem with academic division deans and faculty members teaching in our program, ASPIRE has been successful in supporting the College to meet its "bold, two-pronged strategic goal to shorten students' time to educational goal attainment and eliminate equity gaps," as stated in EVC's 2022-2027 EMP. ASPIRE is proud to highlight the following successes:

1. high success rates of associate degree, certificate, and transfer completion as evidenced by completed graduation petitions and
2. high success rates of course completion.

1. Please state any recent accomplishments for your program and show how it contributes to the College's mission and success.

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2. high success rates of course completion.

#### **ASPIRE's Accomplishment #1: High Success Rates of Graduation Petitions Completed**

**Discussion of the data:** Below is a table of seven semesters of ASPIRE's student data pertaining to graduation petitions, beginning with spring and summer term Admissions & Records (A&R) protocols, graduation petitions processed in summer sessions are batched together and counted with the previous spring semester number of graduation petitions submitted to A&R, the second row the total number of graduation petitions completed, and the third row the total number of graduation petitions not passing or dropping a course needed for graduation in the semester that they had petitioned for graduation. The last row of the table reflects success rates in ASPIRE. Included in the success rates are a few certificates earned by ASPIRE students.

	2019	2020			2021			2022		
<b>ASPIRE's student data</b>	Fall	Spring / Summer	Fall	2021 total	Spring/ Summer	Fall	2021 Total	SSSSSSSPRIIR	Fall	
Total of (grad) petitions submitted to A&R	26	65	30	95	75	21	96	44	21	
Complete petitions	26	59	27	86	65	19	83	38	17	
Incomplete petitions	0	6	3	9	10	2	13	6	4	
Success rate of program/degree completion	<b>100%</b>	<b>91%</b>	<b>90%</b>		<b>87%</b>	<b>90%</b>	<b>86%</b>	<b>86%</b>	<b>81%</b>	

**Analysis of the data:** A&R protocols require that in spring semesters, graduation petitions are due around mid-March, and in fall semesters, they are due around mid-October. The deadline for students to petition for graduation is October 11th. Moreover, it is the students' responsibility to reach out to a counselor to initiate the process. To graduation petitions, the ASPIRE Counselor goes above and beyond her duties. Upon returning to work in mid-August and in January at the beginning of fall semester, she identifies students who may qualify for the following degrees: AA, AS, ADT, AA-T, AS-T, and certificates. *Working closely with the ASPIRE Program Coordinator, she then the ASPIRE program and begins to contact these students individually, inviting them to come in to see her.* She blocks and devotes an hour per student to have and explains, if needed, that they are missing a major class and/or missing a GE course. If the student qualifies, she initiates the graduation petition process, then the ASPIRE Program Coordinator acts as the evaluator for final review and approval, and notifies the student that their petition form has been submitted to A&R. At the end of the academic year, the College identifies students eligible to graduate, among whom are our ASPIRE students. For students who have successfully completed their graduation petitions in the fall, they graduate the following spring semester.

In the case of graduation petitions as in many other instances throughout the time a student is in our ASPIRE program, it is this level attentive care and support from the Counselor, ASPIRE Program Coordinator, and ASPIRE faculty that support and enable our ASPIRE students to complete their associate degrees or certificates achieving a high success rate of **85%** of completed graduation petitions, averaged across seven semesters of data, ASPIRE assists the College in meeting "Metric 5: Successful Course Completion" and contributes to EVC's EMP goal and EVC's mission to "guide[] all students to pathways that reach their educational and career goals through effective support services."

#### **ASPIRE's Accomplishment #2: High Success Rates of Course Completion**

ASPIRE CLASSES & SUCCESS RATES (SPRING 2021 to SPRING 2024)							
				FALL 2019	# STUDENTS	C OR BETTER	%
					ENROLLED*	GRADE	PASSING
				COMS 020	20	9	45%
				COMS 045	30	24	80%
				ENGL 001A	31	20	65%
				ENGL 102	32	23	72%
				ENGL 104	59	30	51%
				HIST 001	12	7	58%
				POLS 001	37	14	38%
				MATH 013	49	21	43%
				MATH 063	45	39	87%
					266	166	62%
SPRING 2020	# STUDENTS	C OR BETTER	%	FALL 2020	# STUDENTS	C OR BETTER	%
	ENROLLED*	GRADE	PASSING		ENROLLED*	GRADE	PASSING
COMS 040	32	28	88%	COMS 020	32	28	88%
COMS 045	35	32	91%	COMS 040	31	30	97%
ENGL 001A	31	17	55%	COMS 045	34	24	71%
ENGL 001B	31	25	91%	MATH 063	41	33	80%
ETH 042	49	36	73%				
MATH 013	26	15	58%				
	204	153	75%		138	115	83%
SPRING 2021	# STUDENTS	C OR BETTER	%	FALL 2021	# STUDENTS	C OR BETTER	%
	ENROLLED*	GRADE	PASSING		ENROLLED*	GRADE	PASSING
COMS 20	34	33	97%	COMS 20	22	20	91%
COMS 40	30	26	87%	COMS 40	22	18	82%
COMS 45	27	23	85%	COMS 45	17	8	47%
ENGL 1B	17	15	88%	ENGL 1A	23	22	96%
ETH 42	45	36	77%	ENGL 1B	17	14	82%
MATH 63	39	37	95%	ETH 42	44	37	84%
				MATH 63	32	23	72%
TOTAL	194	170	88%	TOTAL	177	142	80%
SPRING 2022	# STUDENTS	C OR BETTER	%	FALL 2022	# STUDENTS	C OR BETTER	%
	ENROLLED*	GRADE	PASSING		ENROLLED*	GRADE	PASSING
COMS 20	17	17	100%	COMS 20	28	26	93%
COMS 40	19	11	58%	COMS 40	29	25	86%
ENGL 1B	17	15	88%	COMS 45	26	19	73%
ETH 42	45	36	80%	ETH 42	47	44	94%
				MATH 63	38	33	87%
TOTAL	98	79	81%	TOTAL	168	147	88%
SPRING 2023	# STUDENTS	C OR BETTER	%	FALL 2023	# STUDENTS	C OR BETTER	%

	ENROLLED*	GRADE	PASSING		ENROLLED*	GRADE	PASSING
COMS 20	18	9	55%	COMS 40	34	29	85%
COMS 45	30	18	63%	COMS 45	31	24	77%
ENGL 1A	14	7	50%	ENGL 1A	23	17	74%
ENGL 1B	29	24	83%	ETH 42	48	40	83%
MATH 63	38	25	66%	MATH 63	37	31	84%
TOTAL	129	64	65%	TOTAL	173	141	82%

**Discussion of the data:** Presented above are nine semesters of course completion data in the ASPIRE program. Column 1 lists ASPIRE courses offered in the every semester, ASPIRE **focuses** on several critical core classes: English 1A, English 1B, Math 63, Ethnic Studies, and courses in Communication Studies. As these critical courses because they meet the CSU GE Breath requirements and Intersegmental GE Transfer Curriculum (IGETC) requirements. The second column lists the number of students who completed each of the courses. This number does not include those who have dropped or withdrawn from the course and only represents the students who received a letter grade of "C" or better. The last column displays the successful pass rate for each course.

**Analysis of data:** Looking at nine tables of data, it is important to note that ASPIRE's data for Spring 2022, Fall 2022, and Spring 2023 reflect challenging times due to address severely low enrollment. In fact, EVC's and our District's experiences with low enrollment only mirrored the challenges the entire state and nation face from Covid restrictions. EVC, like most K-12 schools, colleges, and universities at local, state, and national levels, struggled with learning loss and struggled to get students back on campus classrooms. In Spring 2022, ASPIRE offered only four classes without ENGL 1A, and in Fall 2022, we offered five courses without ENGL 1A. In Spring 2023, we had to make the difficult decision, in consultation with the Dean of Language Arts, to remove the ASPIRE designation in the Schedule of Classes to address low enrollment. If the designation removed, we could not include those ENGL 1A & 1B sections as part of ASPIRE course completion data. Thus, our Spring 2022 and Fall 2022 data are important to note that by Fall 2023, our course completion rates bounced back to 82% from the previous semester's low of 65%. Spring 2024 has the highest number of students who have joined our program and as we continue to expand our course offerings.

In sum, even with Spring 2023 as the outlier, ASPIRE has been successful in achieving high rates of course completion, thus helping the College meet its goal of high course completion rates, ASPIRE has been successful in helping EVC achieve its EMP to shorten students' time to education goal completion and eliminate the barrier to achievement.

#### **New data collection practice in ASPIRE:**

Fall 2025 will mark the full implementation of AB 928, the Student Transfer Achievement Reform (STAR) Act of 2021, which mandates a singular lower-division (California General Education Transfer Curriculum). The overarching goal of AB 928 and of those who created the Cal-GETC pathway was to simplify the transfer process. Effective Fall 2025, the Cal-GETC will become the only GE transfer pattern offered by California community colleges, effectively eliminating the IGETC, the current transfer pattern. While AB 928 has made sweeping changes in the transfer process for community college students, the CSU GE Breath requirements have remained intact.

In fall 2024, our ASPIRE Counselor has begun processing CSU GE Breath Certificate, officially certifying that the student has completed all GE requirements. While the Breath Certificate does not hold employment value, it is an important document to show that the student has completed all GE requirements at EVC, and therefore can transfer to a CSU. If we had been collecting CSU GE Breath Certificate completion data, ASPIRE would have been able to demonstrate high rates of course completions, ASPIRE has achieved high rates of CSU GE Breath Certificate completion. This latter information will be included in the 2029 report.

- 4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)



1. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal).

#### Fall 2023 - Spring 2024 Funding

Amount & Source	Amount & Comments
Student Equity Total: \$25K	Extended counseling hours for Hang Chu <ul style="list-style-type: none"> <li>\$4,008.94 – Fall 2023 December 2023</li> <li>\$6,539.94 – Spring 2024, May 8,9,10,13,14,15,16</li> <li>\$11,116.51 – Summer 2024: June 3, 4, 5, 6, 10, 11, 12,13, 14,17,18,19, 20</li> </ul> Summer 2024 Math Boot Camp: <ul style="list-style-type: none"> <li>\$728.46 – Faculty's salary (to prepare students to learn and review mathematical concepts/technology for college level work), June 11-13</li> </ul> Access Codes for ESL Labs <ul style="list-style-type: none"> <li>\$2000 (used only \$1,695 for 100 codes for ESL students in the ESL Lab)</li> </ul> Total: \$24,393.85
Basic Needs Funding \$15K	\$8000 for Amazon \$7000 for Follet Total: \$15,000

#### Fall 2022- Summer 2023 Funding

Amount & Source	Expense & Comments
Student Equity Budget Total: \$50K	Extended counseling hours for Hang Chu: <ul style="list-style-type: none"> <li>\$6,142.19 - Fall 2022 (December 5 - 13, 2022)</li> <li>\$5,502.10 – Spring 2023 (May 12, 15, 16, 17, 18, 19)</li> <li>\$5,502.10 – Summer 2023 (June 5, 6, 7, 8, 12, 13)</li> </ul> \$2,550.00 - Tutoring (June 2023) \$7,500.00 - Textbooks \$10,896.72 - Laptops Marketing & Gifts: <ul style="list-style-type: none"> <li>\$9829.50 - Century Graphics (tote bags, pens, t-shirts, etc.)</li> <li>\$2497.98 - AMAZON (supplies for students: caps, gowns, graduation gifts, etc.)</li> </ul> Total: \$50,420.59

- **5. Please describe where you would like your program to be four years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

For the next three years, ASPIRE strives to achieve 5 major goals, one of which is a carryover from the previous program review cycle.

#### Goal #1: Expand ASPIRE Course Offerings

This goal is a carryover from the previous program review cycle.

With **421** students enrolled in our program, ASPIRE offers an array of courses. With growing enrollment in our program, we want to continue to expand our course offerings. Besides the core courses (ENGL 1A, ENGL 1B, MATH 63: COMS 20, COMS 40, COMS 45, ETH 42), we would like to offer ETH 40, HIST 01, HIST 23, and POLSC 01. We want to pair HIST 23: Asian American History with POLSC 01: Politics in Government to help ASPIRE students fulfill their graduation requirement in U.S. History, Constitution, and American Ideals and GE requirements in Area D Social Sciences. These courses are deemed critical courses because they meet AA/AS/AA-T/AS-T degrees and transfer requirements. The challenge is finding faculty members who could teach these courses and who would be a good match for our program and our students.

When Paul Fong took time off from teaching to serve as an assemblyman in Sacramento, Henry Gee taught POLSC 01: Politics and Government in America. Hai Nguyen used to teach HIST 01: Survey of American History. Due to retirement and individual circumstances, these faculty members are no longer teaching at EVC. However, we would like to have Hai Nguyen return to teach HIST 01: Survey of American History and HIST 23: Asian American History for us on a part-time basis. Moreover, ETH 40: Vietnamese American Culture and Experience is an important course, especially for first and second generation Vietnamese-American students. The course aims to help students with Vietnamese cultural roots and heritage understand the history of Vietnamese in America and the experiences of Vietnamese Americans. We have been actively looking for a faculty member who is qualified to teach the course and is sensitive to the needs and experiences of Vietnamese Americans. Professor Thien Huong Ninh will be teaching ETH 40 in Spring 2025.

ASPIRE FALL 2024 CLASSES		
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CLASS	REG ID#	SECT. #	INSTRUCTOR	DAY	TIME	ROOM	
Communication Studies 20	123514	203	Gill	MW	9:15 AM-10:35 AM	C 103	8/26 - 12/12/2024
Communication Studies 40	123530	202	Gill	MW	10:45 AM-12:05 PM	C 204	8/26 - 12/12/2024
Communication Studies 45	121163	201	Carrion	TTH	9:15 AM-10:35 AM	C 203	8/26 - 12/12/2024
English 1A	122350	211	Banerjee	MW	10:45 AM-12:05 PM	LA 363	8/26 - 12/12/2024
English 1B	122477	203	Banerjee	MW	9:15 AM-12:05 PM	LA 363	8/26 - 12/12/2024
Ethnic Studies 42	123562	201	Nievera-Lozano	MW	9:15 AM-12:05 PM	MS 204	8/26 - 12/12/2024
Math 63	122100	209	Ky	TTH	10:45 AM-12:05 PM	MS 215	8/26 - 12/12/2024
Psychology 001	123704	203	Nagi	IO		Canvas	8/26 - 12/12/2024

**Goal #2: Celebrate ASPIRE Graduation**

We aspire to have our own graduation celebration, separate from other special programs. Having our own ASPIRE graduation will enable us to singularly focus on ASPIRE students' achievements and celebrate their successes more intimately with more of their family members in attendance.

**Goal #3: Have a Retreat for ASPIRE Faculty and Staff**

ASPIRE wants to have a half-day retreat for ASPIRE faculty and staff at the beginning of each academic year to: 1) have ASPIRE faculty share effective teaching and learning strategies that are culturally relevant and culturally responsive 2) learn from (a) guest speaker(s) regarding effective classroom strategies that work especially well with AAPI students population.

**Goal #4: Increase student scholarship opportunities**

Currently, ASPIRE has the following scholarships available to students in our program:

- Jabil Circuit Inc./ASPIRE (5 \$1000 scholarship awards = \$5000 in total)
- Asian Pacific American Association Scholarship (APAA/ASPIRE) \$500 (2 scholarships)
- ASPIRE Program Scholarship (2 at \$300+)
- Kow Sun Chan Scholarship in Memory of Jeannie Gee (1 at \$250)

We are seeking opportunities to partner with community-based organizations and companies to provide more scholarship opportunities for our students.

**Goal #5: Hire a full-time ASPIRE Program Specialist**

ASPIRE has experienced a steady increase in program growth. In fall 2024, as of 11/22/2024, **56** students have joined our program and in spring 2024, **46** joined. Recently, more ESL students has joined our program.

ASPIRE has a Program Coordinator, Vivian Yabumoto, the sole person in the office who oversees the day-to-day operations of the program.

Indispensable and critical to day-to-day operations of the ASPIRE Program, Vivian's presence in the office is much needed to answer phone calls and help students who drop by to ask questions or request services. Besides helping students and managing the office, she carefully monitors the budget, schedules students' counseling appointments, assists in following up with students' progress in their classes, and monitors their success, retention, and persistence rates.

In the past few years, as the ASPIRE program continues to grow, her daily tasks and duties in the ASPIRE office have left her with little or no time for outreach activities and events on and off campus to continue to promote the excellent services we offer to students. As our program continues to grow so has the workload of processing applications, following up with students, and monitoring their progress. Thus, we are in dire need of an ASPIRE Program Specialist to support the ASPIRE Program Coordinator and focus on outreach and promote our excellent services.

**Goal #6: Adding a Half-time counselor in the ASPIRE Program**

As stated earlier, ASPIRE has experienced a steady increase in program growth and enrollment. In fall 2024, as of 11/2/2024, **56** joined our program and in spring 2024, **46** students joined.

Recently, more ESL students has joined our program. A key factor in the recent enrollment growth is that we have Counselor Hang Chu, who is fluent in Vietnamese and understands many ESL students' cultural and linguistic backgrounds and academic goals here at EVC. An immigrant herself, she can deeply understand many AAPI students' and ESL students' experiences, and students can relate to hers as she's personable and empathetic.

Since January of 2024, 102 students have joined ASPIRE, as of 11/22/2024. As a result of the steady increase in program growth, we have experienced increased demand for more counseling hours. In fact, for fall semester 2024 alone, as of 11/22/2024, we have had 308 counseling appointments. November and December are extremely busy times for our counselor as more and more ASPIRE students are coming in to see the ASPIRE counselor for graduation petitions and for registering for classes for spring 2025.

Given that Counselor Chu is on a 10-month employment contract, from mid-August to mid-May, we have had students in our program who needed to see a counselor from mid-May to August, but we were unable to serve their counseling needs. Due to increasing demand for counseling appointments, we have used Student Equity funds given to us to pay Counselor Chu to work additional hours in December before spring semester started and in June before summer session and fall semester began. Even with additional counseling hours for Counselor Chu from Student Equity funds, ASPIRE was not able to accommodate some students who needed to meet with our counselor during the summer months when Counselor Chu was not contracted to work.

Thus, besides having Counselor Chu, we're requesting an additional half-time ASPIRE Counselor due to growing enrollment. The need for the additional half-time counselor is pressing, especially during the summer months when Counselor Chu is off and during the academic year when her counseling appointments are fully booked. On a positive note, while we're stating this as a need, it is actually a good sign because it shows that our program is thriving and robust.

## Program Set Standards

Overall, EVC's Institution Set Standard for success rate is 74%, and the aspirational goal for student success is 76%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'19-F'23 average		73.04%		

### Courses with no Degree or Certification

Program Success Rate 83.50%

**Program Set Standard**: It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.

Program Set Standard 74.88%

**Recommendation**: 90% of the 4 year average success rate could be your program standard (average x 0.9).

**Program Success Goal**: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.

Program Success Goal 85.00%

- Is your program success rate higher or lower than the campus?

Higher

- If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?

- a. If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?

The ASPIRE Program's success rate is 10% higher than the campus.

As explained earlier in the program review, counseling is among the core services the ASPIRE program offers. The comprehensive counseling component greatly appeals to students. In particular, EVC's large Vietnamese immigrant and Vietnamese American students at EVC join the ASPIRE program. The reason is that ASPIRE has a Vietnamese-speaking counselor, Hang Chu. Fluent in Vietnamese, Counselor Chu is able to communicate with many of our ESL students in their native language. In the initial appointment with new students, Counselor Chu is thorough in explaining what ASPIRE has to offer and comprehensive in helping students create their educational plans. More importantly, she helps them register for courses and plan for the next term, thus increasing student retention and persistence term to term.

Moreover, in their counseling meetings, ASPIRE students receive information about GE and degree requirements, time to degree and program completion, ASPIRE tutoring and other student support resources on campus. Follow up appointments are scheduled after the initial appointment with Counselor Chu in order for us to continue to monitor students' progress, provide early intervention, tutoring, and other support services if needed. While ASPIRE does not teach its own career exploration counseling courses, our ASPIRE counselor usually recommends ASPIRE students to register for COUNS 13: Career Planning to explore their future careers and develop an educational plan to complete their academic goals. Also recommended is COUNS 14: College Success. This course covers effective study skills and methods by contrasting ineffective study habits with techniques that maximize learning and memory. Lecture topics include effective listening and note-taking skills, textbook reading, marking and vocabulary systems, memory strategies, and research paper methods using library resources. This course orients students to transition to college course expectations and procedures.

**Workshops during PDD:** At PDD (Professional Development Day) prior to the start of the academic year, ASPIRE hosts a workshop and meeting with our faculty members to communicate, emphasize, and encourage our faculty members to adopt a proactive approach in identifying struggling students in their classes by the first assignment. ASPIRE also participates in campus-wide Early Alert and monitors students' progress using ASPIRE Mid-term Progress Report. ASPIRE faculty members are asked to forward that information to our program coordinator and counselor so that struggling students can receive the support they need early in the semester to successfully complete their courses.

**Textbook Resources and Supplies:** ASPIRE encourages all our faculty members to adopt OER (Open Educational Resources) and ZTC/LTC (Zero-Textbooks-Cost/Low-Textbooks-Cost) to cut textbook cost for our students. ASPIRE also lends textbooks of various disciplines, provides book vouchers, purchases digital access codes for -ebooks, and lends calculators to our students to use in their classes. We also provide class materials such as scantrons, blue books, goggles, notebooks, pens, pencils, highlighters etc. to our students. ASPIRE students can also access computers and printer in our tutoring center.

**Tutoring:** ASPIRE hires student tutors who are familiar with our faculty members and student population.

**Scholarships:** Money raised from our weekly badminton night in the past and donations from on- and off-campus organizations have helped ASPIRE to provide scholarships and financial aid to our students.

- **Is the current program success rate higher than the program set standard?**

Yes

- **How close is the program to meeting the program success goal?**

While ASPIRE did not establish a program success goal during the last review, we are currently exceeding EVC's average success rate of 73%. ASPIRE Program's success rate is **83.50%**, **10%** higher than the campus's success rate.

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

Yes

Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian: 73 - 74.340%**  
**Program Average Total Enrolled**  
2.000  
**Program Success Rate**  
100.000

- **Asian: 8733 - 81.380%**  
**Program Average Total Enrolled**  
31.000  
**Program Success Rate**  
89.230
- **Latinx: 8737 - 65.770%**  
**Program Average Total Enrolled**  
4.000  
**Program Success Rate**  
55.000
- **Two or More Races: 595 - 71.790%**  
**Program Average Total Enrolled**  
5.000  
**Program Success Rate**  
60.000

## Success Rates: Measures by Gender

- **Female: 11409 - 74.310%**  
**Program Average Total Enrolled**  
13.000  
**Program Success Rate**  
95.220
- **Male: 9287 - 71.460%**  
**Program Average Total Enrolled**  
25.000  
**Program Success Rate**  
75.130

## Success Rates: Measures by Age

- **18-24: 14103 - 71.450%**  
**Program Average Total Enrolled**  
34.000  
**Program Success Rate**  
81.750
- **25-39: 4017 - 73.590%**  
**Program Average Total Enrolled**  
4.000  
**Program Success Rate**  
90.000
- **40 & Over: 1761 - 76.680%**  
**Program Average Total Enrolled**  
3.000  
**Program Success Rate**  
91.670

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

The disaggregated success rates show that Latinx students (4 students total) and students with two or more races (5 students total), have success rates of 55% and 60%, respectively. The ASPIRE program will work hard to monitor and provide greater support to these groups of students in terms of counseling and following up with them to provide academic tutoring, personal and academic counseling and advisement.

We will also do the same with male students in our program, seeing that their success rate is 20% lower than their female peers.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

The ASPIRE program was designed to improve the success rates of Asian and Pacific Islander students. ASPIRE student data show that the success rate of Asian students in our program is 89.23% which is higher than EVC's success rate of 73.04%, higher than EVC's institution set standard for success rate of 72%, and higher than the ASPIRE program's average success rate of 83.5%. The success rate of female students in our program is especially high, at 95.22%. And finally, the success rate of students 25 years and older is also high, hovering at 90% and 91.67% for those 40 years and older.

- c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.

ASPIRE does not offer fully online courses.

## Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx) ([http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx))

You will need to select drop down menus and then “select program type by major of study” (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.

Degree Type

## Student Enrollment Types

Student Enrollment Type: Day or Evening Student

- Day: 4195 - 48.750%**  
**Program Average Headcount**  
 8.000  
**Program Percentage of Total**  
 80.000
- Day & Evening: 2069 - 23.890%**  
**Program Average Headcount**  
 3.000  
**Program Percentage of Total**  
 30.000
- Evening: 827 - 9.610%**  
**Program Average Headcount**  
**Program Percentage of Total**

Student Enrollment Type: Academic Load

- Full Time: 2740 - 32.000%**  
**Program Average Headcount**  
 7.000  
**Program Percentage of Total**  
 70.000
- Half Time or less than half time: 5614 - 65.600%**  
**Program Average Headcount**  
 3.000  
**Program Percentage of Total**  
 30.000

- a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?

- All courses in ASPIRE are offered during the day to meet our students' schedules.

- More than half of ASPIRE students were full-time students taking classes during the day while the rest took both day and evening classes.

-80% of ASPIRE took classes during the day while the rest took classes during the day and evening.

- b. Discuss how do your program enrollments (Pct of total) compare to EVC?

The data show that ASPIRE had 80% day-time students and 30% day and evening students compared to EVC's 49% of day-time students and 24% of day and evening students. ASPIRE had 70% full-time students compared to EVC's average of 32% full-time students. Thus, the majority of ASPIRE students are full-time students and take most of their courses in day-time.

- c. Based on the data, would you recommend any changes?

At this time, no changes in course offerings in terms of days and times are needed as all ASPIRE courses are offered during the day when most ASPIRE students take classes.

## Student Demographics - Headcount

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### Student Demographic: Gender

- **Female: 4755 - 55.610%**  
**Program Headcount**  
13.000  
**Program Percentage of Total**  
95.220
- **Male: 3758 - 43.850%**  
**Program Headcount**  
25.000  
**Program Percentage of Total**  
75.130

### Student Demographic: Age

- **18-24: 5092 - 59.440%**  
**Program Headcount**  
34.000  
**Program Percentage of Total**  
81.750
- **25-39: 2004 - 23.480%**  
**Program Headcount**  
4.000  
**Program Percentage of Total**  
90.000
- **40 & Over: 897 - 10.480%**  
**Program Headcount**  
3.000  
**Program Percentage of Total**  
91.670

### Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 29 - 0.340%**  
**Program Headcount**  
2.000  
**Program Percentage of Total**  
100.000
- **Asian: 3526 - 41.210%**  
**Program Headcount**  
31.000  
**Program Percentage of Total**  
89.230
- **Latinx: 3519 - 41.150%**  
**Program Headcount**  
4.000  
**Program Percentage of Total**  
55.000
- **Two or More Races: 248 - 2.920%**  
**Program Headcount**  
5.000  
**Program Percentage of Total**  
60.000
- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

Robust and vibrant, The ASPIRE program is growing. This is due to the wrap-around support services we provide along with comprehensive counseling, tutoring, follow-up appointments, and early intervention strategies as discussed earlier in the program review.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

In terms of ethnicity, about 90% of ASPIRE students are Asian, which is logical as the ASPIRE Program was originally designed to promote and increase the success of Asian/Pacific Islander students. In terms of age, 82% of students in ASPIRE are between the ages of 18-24, while the campus's rate for the same age group is 72%. In terms of gender, the success rates of female students in ASPIRE is 95% compared to 75% for male students in ASPIRE, a difference of 20% while the gap at the campus level is about 3%, 74.31% for female and 71.46% for male students

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

As discussed earlier, the disaggregated success rates show that Latinx students (4 students total) and students with two or more races (5 students total), have success rates of 55% and 60%, respectively. The ASPIRE program will work hard to monitor and provide greater support to these groups of students in terms of counseling and following up with them to provide academic tutoring, personal and academic counseling and advisement.

We will also do the same with male students in our program, seeing that their success rate is 20% lower than their female peers.

## Institutional Effectiveness

EVC Capacity: 61.69% EVC Productivity: 13.26

### Program Capacity

2.44%

### Program Productivity

1000.00

### Is your capacity rate higher or lower then the campus?

lower

### Is your productivity goal higher or lower than the campus?

Lower

### If the program capacity and/or productivity is lower than the campus, please provide rationale

The formula used to calculate the productivity and capacity of **an academic department** is as follows: full-time equivalent of students (FTES) taught in **an academic department** divided by full-time equivalent of faculty positions (FTEF). Examples of academic departments are English, ESL, Mathematics, Biology, Chemistry, Psychology, Ethnic Studies, etc.

EVC ASPIRE Program is not an academic department per se. We're a **special** academic program with a mission to increase success, persistence, and retention rates among Asian/Pacific Islander students in the areas of access, course completion, program completion, degrees, and transfer.

ASPIRE's academic course offerings feature subject areas from three different academic divisions: Language Arts; Math, Sciences & Engineering; Social Science, Humanities, Arts & Physical Education. Each semester, ASPIRE offers courses from English, ESL, Math, Communication Studies, Ethnic Studies, and Psychology departments. Coupled with an array of course offerings, ASPIRE's comprehensive counseling, timely intervention and follow-ups, book loan, mentorship, and scholarship opportunities complete our wrap-around services. The course offerings and wrap-around services were intentionally designed to meet the singular goal of supporting and increasing students' success in our program.

Thus, the formula used to calculate productivity and capacity of an academic department does not apply to ASPIRE. The low numbers are results of using a formula that appropriately applies to an academic department but not to ASPIRE. And so, the low numbers of productivity and capacity do not accurately capture ASPIRE's true productivity and capacity as an academic program.

## Curriculum

### Related Assessments

- **1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.**

#### Current courses offered by ASPIRE in Fall 2024:

- Communications 20: Oral Communications (updated in 2024) (3 units)
- Communications 40: Introduction to Argumentation (updated in 2024) (3 units)
- Communications 45: Small Group Communication (updated in 2024)) (3 units)
- English 1A: English Composition (updated in 2023, course number will be changed) (3 units)
- English 1B: English Composition (updated in 2023) (3 units)
- Ethnic Studies 42: APA Culture and Experience (updated in 2022) (3 units)
- Math 63: Elementary Statistics (updated in 2024, course number will be changed) (3 units)
- Psychology 1: General Psychology (updated in 2023, course number will be changed) (3 units)

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why).**

#### Current courses offered by ASPIRE in Fall 2024:

- Communications 20: Oral Communications (updated in 2024) (3 units)
- Communications 40: Introduction to Argumentation (updated in 2024) (3 units)
- Communications 45: Small Group Communication (updated in 2024)) (3 units)



- English 1A: English Composition (updated in 2023, course number will be changed) (3 units)
  - English 1B: English Composition (updated in 2023) (3 units)
  - Ethnic Studies 42: APA Culture and Experience (updated in 2022) (3 units)
  - Math 63: Elementary Statistics (updated in 2024, course number will be changed) (3 units)
  - Psychology 1: General Psychology (updated in 2023, course number will be changed) (3 units)
- **3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

ASPIRE does not offer a degree or certificate.

- **4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

ASPIRE employs multiple approaches to maximize student learning and deploys multiple early intervention strategies to increase course completion success rates:

- ASPIRE faculty's teaching and learning practices are anchored in the culturally responsive and relevant pedagogy.
- ASPIRE course offerings are intentional and strategic. Core courses in English, Mathematics, Communication Studies, Ethnic Studies, History, Psychology, and Political Sciences all meet the CSU GE Breadth requirements and Intersegmental GE Transfer Curriculum (IGETC).
- Comprehensive counseling and follow-up counseling appointments are among our core services offered to ASPIRE students.
- ASPIRE faculty are encouraged to adopt OER (Open Educational Resources) and ZTC/LTC (Zero-Textbooks-Cost/Low-Textbooks-Cost).
- ASPIRE deploys Mid-term Progress Reports to monitor students' progress and provides early intervention if needed.
- ASPIRE participates in EVC Early Alert Program.
- ASPIRE tutoring provides academic support to ASPIRE students who have been identified as in need of tutoring and other academic support through Mid-term Progress Reports and Early Alert.
- ASPIRE library has a collection of textbooks to loan to students at the beginning of each semester and provides textbook vouchers for students to purchase textbooks needed for their classes but that we don't already have in our collection.
- ASPIRE provides advanced electronic calculators to those who take ASPIRE MATH 63.
- ASPIRE loans laptops to students who are unable to secure a laptop from EVC.

In sum, the ASPIRE program provides wrap-around services—from comprehensive counseling, course offerings, early intervention, tutoring, textbook and laptop loan, mentoring, scholarships,—to maximize student learning and increase student success at course and program levels.

- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

ASPIRE does not offer degrees or certificates. That said, we continually strive to expand our course offerings and are working towards the goal of offering HIST 01: Survey of American History, HIST 23: Asian American History, and POLSC 01: Politics and Government in America in order to build an Asian American studies program.

- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

N/A to ASPIRE

- **7. If external accreditation or certification is required, please state the certifying agency and status of the program.**

N/A to ASPIRE

## Student Learning Outcome and Assessment

### Related Assessments

### Student Learning Outcomes

### Program Learning Outcomes

- **1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs. Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.**

N/A to ASPIRE

- 2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.

**ASPIRE SLO Activities and Methodology:** The ASPIRE Counselor assesses our counseling appointment SLOs every semester. ASPIRE SLO data are collected from pre- and post-surveys given to students at the initial counseling meeting once they've joined our program. On pre- and post-surveys, ASPIRE students are asked to rate whether they strongly agree, agree, disagree, or strongly disagree with three statements: (See Counseling Appointments SLOs below)

**Counseling Appointment SLOs:**

1. I know the various academic and support services provided by the ASPIRE Program.
2. I know the General Education courses I need to complete for my intended goal.
3. I know the courses I need to complete my major.

**Summary of ASPIRE SLO assessments:** From Fall 2019 semester to Fall 2023 semester (\*with the exception of spring and fall 2020), we collected **206** pre- and post-surveys at students' initial meetings with the ASPIRE Counselor. \*The percentages are averaged over 7 semesters of data.

\* **Please note:** ASPIRE does not have SLO data for spring and fall 2020, when the College abruptly transitioned all learning, teaching, and student-counselor interactions to online and remote due to the pandemic and physical distancing protocols. Therefore, we did not and could not ask students to complete pre- and post- counseling surveys in those two semesters. We resumed SLO data collection and assessment in spring 2021. For more granular SLO data and SLO data tables, please see the attached SLO file.

Counseling Appointment SLO's:	206 Pre-surveys prior to the initial counseling meeting	206 Post-surveys after the initial counseling meeting
I know the various academic and support services provided by the ASPIRE Program.	*42% of students indicated that they know the various academic and support services provided by the ASPIRE Program.	* <b>99.6%</b> of students indicated that they know the various academic and support services provided by the ASPIRE Program versus 42% prior to their appointment
I know the General Education courses I need to complete for my intended goal	*46% of students knew the General Education courses they need to complete their intended goal.	* <b>90%</b> of students knew the General Education courses they need to complete their intended goal, versus 46% prior to their appointment
I know the courses I need to complete my major	*49% of students know the courses they need to complete for their major	* <b>90%</b> of students know the courses they need to complete for their major, versus 49% prior to their appointment

**Analysis of results of SLOs:** The positive results of **206** pre- and post-surveys further confirm and validate the critical role of the ASPIRE counselor in helping students navigate the college system and in providing critical information about academic and non-academic support services, GE and major course requirements. In a nutshell, prior to the counseling meeting, less half of 206 students were aware of the various academic and support services available to them; less than half of 206 students knew the GE courses needed to complete their educational goals; less half of 206 students knew the courses they needed to complete their majors. However, after the initial meeting with the ASPIRE Counselor, nearly all of them (90% to 99.6% ) could identify the various academic and support services they could access, GE and major requirements they needed to complete to earn a certificate, associate degree and/or transfer to a four-year university. That's impressive!

The survey results show that ASPIRE, through its counselor, has been successful in equipping students with knowledge, resources, and pathways to allow them to follow and complete their programs of study expeditiously and shorten their time to educational goal completion. And by extension, ASPIRE, through its counselor, has been successful in supporting the College in meeting its Educational Master Plan.

- 3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.

ASPIRE pre- and post-surveys of counseling SLOs are good tools to gauge student learning outcomes from the initial counseling appointments, so we will continue to use them. ASPIRE will also continue to assess SLOs every semester.

## Faculty and Staff

### Part D: Faculty and Staff

- 1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.

Listed in alphabetical order 8 full-time faculty teaching in the ASPIRE Program: Sravani Banerjee, Emily Banh, John Carrion, Hang Chu, Teck Ky, Ambica Gill, Baljit N

Faculty/Staff	Areas of Expertise	Student Success
<b>Banerjee, Sravani</b>  <i>B.A. English Literature, St. Xavier's College, Calcutta, India</i>  <i>M.A. English Literature, San Jose State University, San Jose, California</i>	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.	Professor Banerjee teaches all levels of English composition. She also teaches in the ASPIRE (Asian and South Pacific Islander R students in our developmental courses and the IL lab for students in English 1A, English 1B and English 1C. She also teaches the
<b>Banh, Phuong Emily</b>  <i>San Francisco State University: MA in Teaching English to Speakers of Other Languages (TESOL)</i>  <i>Graduate Certificate in Teaching First and Second Year Composition</i>  <i>Graduate Certificate in Teaching Post-Secondary Reading</i>  <i>San Francisco State University- BA in English Studies and French</i>	TESOL, Teaching integrated reading and writing, pronunciation	For the past 29 years, Professor Banh has taught all levels of ESL with an emphasis in teaching integrated reading/writing at the up the Student Success Committee launched EVC Early Alert Program campus wide, and for the next 10 years she coordinated the Ea  Recently, she participated in two major campus-wide initiatives: Humanizing Curriculum and Instruction (2021) and OFAR-Open Fo  Recently, she served on the College Budget Committee and Academic Senate. While a Senator, she served on statewide ASCCC (, ASPIRE program.
<b>Carrion, John</b>  <b>B.A. Speech Communications, Long Beach State University.</b> <b>M.A. Speech and Communications, San Francisco State University.</b>	Group Communication, Introduction to Argument, Interpersonal Communication, use of multimedia technology, and communication skills with the Asian Pacific Islander community.	Professor Carrion comes to the Communication Program with 17 years of experience teaching communication courses. Having tau Communication, Association (NCA) and Western Speech Communication Association (WSCA) conference which gather communication teachers fro Oral

<b>Chu, Hang</b>	Counseling, matriculation, retention, and transfer	Counselor Chu has over ten years of experience working with community college students. She has worked at DeAnza College, Oh At EVC, Hang has taught Guidance courses in Guide 193-New Student Orientation, Guide 85- Blueprint to Success, and Guide 95- She is bilingual in English and Vietnamese.
<i>San José State University - MA in Educational Counseling and Pupil Personnel</i>		
<i>San José State University- BA in Child Development.</i>		
<b>Gill, Ambica</b>	Oral Communication, Introduction to Argument, Interpersonal Communication,	As a first generation Indo-American, Professor Gill grew up in the Bay Area and is a San Jose native. After completing her high school and participated in a Graduate Teaching Assistant (GTA) program where she learned and fostered the art of teaching. Prof
<i>B.A. Speech Communications, San Jose State University</i>		As a tenured Professor of Communication Studies at EVC, Ambica is a recognized expert in the fields of persuasion, public speaking
<i>M.A. Speech and Communications, San Jose State University</i>	use of multimedia technology, and communication skills with the Asian Pacific Islander community.	
<b>Ky, Teck</b>	Elementary and advanced statistics and mathematics	As a faculty member, Professor Ky's major contribution to the success of the ASPIRE program is high retention rates among students with Analytic Geometry, Mathematics 72: Calculus II with Analytic Geometry and Mathematics 63: Elementary Statistics. He takes Using his knowledge of advanced statistics and mathematics and extensive experience teaching community college students, Prof
<i>Master's Degree in Statistics and a Bachelor's Degree in Mathematics</i>		
<b>Nagi, Balgit</b>	12+ years of experience working in the field of human services, focusing on mental and behavioral health services;	Professor Nagi began her teaching career at EVC in 2014. She has taught the following courses: PSYCH 001: General Psychology, Drug Use and Recovery, PSYCH 055: Best Practices: At-Risk Population, PSYCH 060: Personal Growth and Adjustment, PSYCH 061: Human Services. Professor Nagi has contributed to the department on many levels. She's developed the Behavioral Intake and Assessment Certification Staff Development Committee as the At Large position and Academic Senate in the past. Currently, she is a co-advisor of the Psychology Department. As an EVC faculty member, she also collaborated with Hispanic University by teaching PSYCH 001: General Psychology on the campus.
<i>San Jose State University - a Master of Social Work (M.S.W), 2007</i>		
<i>San Jose State University - a BA in psychology with a minor in biology, 2007</i>		
<b>Nguyen, Hai</b>	American history, Asian-American history, and California history	Professor Hai Nguyen is proud to be a first-generation Vietnamese American who comes from a working-class boat-refugee family in Vietnam. His views on history, race, immigration, and labor. These views are central to how he teaches his courses. Professor Nguyen believes history can be a powerful tool for change.
<i>B.A. and M.A. in American History from San Francisco State University</i>		

- 2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.

21/24

<b>ASPIRE faculty &amp; staff</b>	<b>ASPIRE Retreat</b>  ASPIRE wants to have a half-day retreat for ASPIRE faculty and staff at the beginning of each academic year to: 1) have ASPIRE faculty share teaching and learning strategies that are culturally relevant, culturally responsive that are particularly effective in their classes and 2) learn from (a) guest speaker(s) regarding effective strategies in the classroom with AAPI students, in particular.
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## Additional Information

### Part G: Additional Information

- Please provide any other pertinent information about the program that these questions did not give you an opportunity to answer.

## Prior Budget Usage

### Did you request Resource Allocation funds in your last Program Review / Annual Resource Request?

No

### If yes, how much funding did you request?

How much discretionary funding did you receive including the Fund 10, Fund 17, and any budget transfers? Select from each category below and tell how much funding you received

#### Equipment

**Supplies** 34591.06

#### Technology

**Other (Contract, Subscriptions, Memberships, etc.)** 2000.00

**Total** 36591.06

### Are you requesting additional resources?

Yes

If yes, please fill out the Resource Allocation Request page below.

## Future Needs and Resource Allocation Request

### Classified/Faculty

#### 1. Classified Member(s)

##### Number of positions and which department for each position

1 Classified position for ASPIRE --\$71,000

##### Is there an ongoing cost for this item

Yes

##### If so, what is it?

71000

#### 2. Faculty Member(s)

##### Number of positions and which department for each position

Half-time counselor to support the current ASPIRE counselor due to increasing student enrollment in our program,- \$25,000.

##### Is there an ongoing cost for this item

Yes

##### If so, what is it?

25000

### Equipment, Technology and Supplies

#### 1. Equipment

##### Total Amount Requested

1000

##### Provide a detailed list of each item being requested in this category to include item name(s), amount(s), and quantity.

Konica Minolta C3350 Color Multifunction Laser printer copier Scanner

##### If there is any Ongoing Cost of this item?

No

##### If so, what is it?

### Total

Classified Member(s)

Total Amount Requested:71000

Faculty Member(s)

Total Amount Requested:25000  
Equipment  
Total Amount Requested:1000  
Ongoing Cost: 0

Criteria for Resource Allocation

Department Background & Performance

1 Classified Member:

Rationale: As of 11/22/2024, ASPIRE has **421** students enrolled in our program. In fall 2024, as of 11/22/2024, 56 students have joined our program and in spring 2024, 46 joined. ASPIRE has a Program Coordinator, Vivian Yabumoto, the sole person in the office who oversees the day-to-day operations of the program.

In the past few years, as the ASPIRE program continues to grow, the daily tasks and duties of the ASPIRE Program Coordinator in the ASPIRE Office have grown, which left her with little or no time for outreach activities and events on and off campus to continue to promote the excellent services we offer to students. As our program continues to grow so has the workload of processing applications, following up with students, and monitoring their progress. Thus, we are in dire need of an ASPIRE Program Specialist to support the ASPIRE Program Coordinator and focus on outreach and promote our excellent services.

The additional classified member will tremendously support ASPIRE's growing enrollment, outreach activities, following up with students' progress in their classes, and monitoring their success, retention, and persistence rates. All this, to help students shorten their time in achieving their educational goals.

Aligned with: Education Master Plan, College Equity Plan, Facilities & Technology Master Plans

Faculty Member: Total Amount Requested:25000

As of 11/22/2024, ASPIRE has **421** students enrolled in our program. In fall 2024, as of 11/22/2024, **56** students have joined our program and in spring 2024, **46** joined. Recently, more ESL students have joined our program. Counseling is among the core services the ASPIRE program offers. The comprehensive counseling component greatly appeals to students. In particular, EVC's large Vietnamese immigrant and Vietnamese American students at EVC join the ASPIRE program. The reason is that ASPIRE has a Vietnamese-speaking counselor, Hang Chu.

Given that Counselor Chu is on a 10-month employment contract, from mid-August to mid-May, we have had students in our program who needed to see a counselor from mid-May to August, but we were unable to serve their counseling needs. Thus, besides having Counselor Chu, we're requesting an additional half-time ASPIRE Counselor due to growing enrollment.

ASPIRE's program success rate is high at 83.50%, which is 10% higher than the College's success rate of 73.04%. This is due to the excellent work of our counselor and program coordinator, who together, provide comprehensive counseling, advisement, monitoring students' process, following up with them, intervening early in the semester to ensure that students succeed in their courses. All this, to shorten students' times to complete their educational goals, thus helping the College meets its EMP.

Viability of the program, department or unit, including: immediate health or safety risk, and legal mandates

Assessment results (could include: SAO/SLO)

Additional Resources

Fall 2023 - Spring 2024 Funding

Amount & Source	Amount & Comments
Student Equity	Extended counseling hours for Hang Chu
Total: \$50K	<ul style="list-style-type: none"><li>\$4,008.94 – Fall 2023 December 2023</li><li>\$6,539.94 – Spring 2024, May 8,9,10,13,14,15,16</li><li>\$11,116.51 – Summer 2024: June 3, 4, 5, 6, 10, 11, 12,13, 14,17,18,19, 20</li></ul>
	Summer 2024 Math Boot Camp:
	<ul style="list-style-type: none"><li>\$728.46 – Faculty's salary (to prepare students to learn and review mathematical concepts/technology for college level work), June 11-13</li></ul>
	Access Codes for ESL Labs
	<ul style="list-style-type: none"><li>\$2000 (used only \$1,695 for 100 codes for ESL students in the ESL Lab)</li></ul>
	Total: \$24,393.85
Basic Needs Funding	\$8000 for Amazon
\$15K	\$7000 for Follet
	Total: \$15,000

Previous use of funds

Fall 2022- Summer 2023 Funding

Amount & Source	Expense & Comments
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Student Equity Budget	Extended counseling hours for Hang Chu:
Total: \$50K	<ul style="list-style-type: none"> <li>• \$6,142.19 - Fall 2022 (December 5 - 13, 2022)</li> <li>• \$5,502.10 – Spring 2023 (May 12, 15, 16, 17, 18, 19)</li> <li>• \$5,502.10 – Summer 2023 (June 5, 6, 7, 8, 12, 13)</li> </ul>
	\$2,550.00 - Tutoring (June 2023)
	\$7,500.00 - Textbooks
	\$10,896.72 - Laptops
	Marketing & Gifts:
	<ul style="list-style-type: none"> <li>• \$9829.50 - Century Graphics (tote bags, pens, t-shirts, etc.)</li> <li>• \$2497.98 - AMAZON (supplies for students: caps, gowns, graduation gifts, etc.)</li> </ul>
	Total: \$50,420.59

### Manager/Vice-President Prioritization

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**Total Amount Requested** 97000.00

**Total Amount Requested by Manager** 57000.00

Itemized List (should equal the total of the Total Amount Requested by the Manager):

**Amount Requested**

**Ranking (1-4) 1 - highest priority 4 - least priority (scores cannot be the same)**

**Supplies**

35000.00

**Supplies Ranking**

1

**Equipment**

1000.00

**Equipment Ranking**

3

**Technology**

2000.00

**Technology Ranking**

2

**Other (Contract, Subscriptions, Memberships, etc.)**

**Other Ranking**

### Attach Files

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Attached File

### IEC Reviewers

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**IEC Mentor**

Robert Brown

**IEC Second Reader**

Fahmida Fakhruddin