

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. Organizational DUNS:

d. Address:

* Street1:

Street2:

* City:

County/Parish:

* State:

Province:

* Country:

* Zip / Postal Code:

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

Title:

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

*** 12. Funding Opportunity Number:**

* Title:

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	<input type="text"/>	<input type="text"/>				
2. Fringe Benefits	<input type="text"/>	<input type="text"/>				
3. Travel	<input type="text"/>	<input type="text"/>				
4. Equipment	<input type="text"/>	<input type="text"/>				
5. Supplies	<input type="text"/>	<input type="text"/>				
6. Contractual	<input type="text"/>	<input type="text"/>				
7. Construction	<input type="text"/>	<input type="text"/>				
8. Other	<input type="text"/>	<input type="text"/>				
9. Total Direct Costs (lines 1-8)	<input type="text"/>	<input type="text"/>				
10. Indirect Costs*	<input type="text"/>	<input type="text"/>				
11. Training Stipends	<input type="text"/>	<input type="text"/>				
12. Total Costs (lines 9-11)	<input type="text"/>	<input type="text"/>				

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Abstract

Middlesex Community College, located in Lowell and Bedford Massachusetts, is one of the largest community colleges in Massachusetts awarding 1548 degrees and certificates in 2015. The city of Lowell is the site of MCC's primary campus in terms of enrollment as well as the number of Asian American students it serves. Asian Americans in Lowell comprise 20.9% of the city's total population of 110,000, including the second largest Cambodian community in the United States. More than 11% of MCC's credit students are Asian American, primarily Southeast Asian, and 56% of the students at MCC receive financial aid. The majority of Asian American students MCC serves are also from families in which they are the first to attend college. Their community has among the lowest income in the state and many come from families who have suffered significant hardships and trauma. Consistent with the economic data regarding the poverty and income levels of the Asian American population in Massachusetts and the Lowell area, there is a high demand for financial aid/support among Asian American students at MCC with more than 70% of those enrolled at MCC applying for financial aid. IPEDS information (2012-2015 Outcomes) demonstrates that for Asian American "First Time Full Time" (FTFT) students the graduation and transfer rates between 2008 and 2015 were consistently lower (39%) than the average for all groups together (42.3%).

To improve the academic outcomes of, and learning environments for, Asian American students, MCC proposes a set of interrelated activities:

- The development of an Asian American Connections Center (AASC) and peer support program "Asian American Student Network" to increase a sense of connection and belonging to the college, address personal coaching and referral needs, as well as foster mutual support and leadership.
- Personalized support (through a dedicated Asian American Student Advancement Specialist) to better navigate college processes related to course selection, understanding enrollment processes, and meeting financial aid demands and deadlines – in conjunction with the integration of technology - to ensure better follow through at critical steps/junctures in their college lives.
- Interventions focused on continued support for writing skills to aid ELL students as they transition to college courses and in their progress to completion. This will include the use of technology/computerized classrooms and approaches that are known to be responsive to college level writing demands.
- An initiative aimed at improving the awareness and understanding of faculty and staff related to Asian American students and families to include engagement with community organizations/activities, the involvement of Asian American Graduate Fellows from UMass Lowell with MCC students, and the development of academic curriculum relevant to the cultural heritage of Asian American students.

This project meets the Absolute Priority, "Projects that support high-need students which are designed to improve their academic outcomes; learning environments, or both." Seeking Competitive Preference Priority 2, MCC submits two studies describing interventions the College plans to implement and the student outcomes that the interventions will improve. Bettinger, E. P., & Baker, R. (2011). <http://www.nber.org/papers/w16881>. Stephens, N. M., Hamedani, M. G., & Destin, M. (2014). <http://www.ncbi.nlm.nih.gov/pubmed/24553359>

Middlesex Community College
Asian American and North American Indian Pacific Islander
Serving Institutions Program
“Program for Asian American Student Advancement”

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a. Need for project.

1. The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.

Middlesex Community College (MCC), serving Middlesex county in northeast Massachusetts, enrolled its first degree students in 1970 and now has an annual enrollment of 13,000 credit students and 15,600 non-credit students. MCC is one of the largest community colleges in Massachusetts awarding 1,548 degrees and certificates in 2015; **more than 11% of MCC's credit students are Asian American, primarily Southeast Asian, and 56% of the students at MCC receive financial aid.**

Table 1: Number and Percentage of Low Income and First Generation MCC Students, Fall 2015

Race/Ethnicity	Number Enrolled	% Low income (based on Pell applicants)	% First Generation (of those enrolled)
American Indian/Alaskan	31	58%	25%
Asian American	1052	71%	62%
Black/African-American	631	62%	44%
Hispanic/Latino	1294	79%	63%
White	6453	49%	38%
2 or more races	101	70%	39%

This AANAPISI project, the *Program for Asian American Student Advancement*, will reach and serve the significant Asian American population (that is, people of Asian heritage living in the US) who attend MCC in order to improve their persistence, retention, and graduation or transfer outcomes in higher education.

MCC reaches its service area through two campus locations, the college's original site in suburban Bedford and an urban campus in the city of Lowell. Many of MCC's graduates find employment in the life science and technology businesses that make Middlesex County one the most concentrated high tech regions in the United States.¹ Students also benefit from opportunities for further education and transfer at the University of Massachusetts – Lowell

¹ Middlesex county is the most populous in New England and ranks first among the leading 20 counties nationwide in terms of the number of people employed in biotech research and development, Massachusetts Biotechnology Council, Industry Snapshot 2014; based on US Bureau of Labor Statistics (QCEW).

(UML) campus that is within walking distance of MCC and provides a valuable educational pathway for students as well as readily available resources through the research and outreach centers of the university.

The city of Lowell is the site of MCC's primary campus in terms of enrollment as well as the number of Asian American students it serves. **Asian Americans in Lowell comprise 20.9% (22,714) of the city's total population of 110,000 including the second largest Cambodian community in the United States.** Among the total Asian American population in Lowell 2,377 (2.2%) are Asian Indian, 1,864 (1.7%) are Vietnamese, and 17,611 (or 16.2%) are termed "other Asian" which includes the large Cambodian population. The 2010 US Census data counted Cambodians in Lowell at that time to be 14,470 individuals.² Current Asian American enrollment at MCC is consistent with these figures with **more than 75% being of Southeast Asian heritage.**

The city of Lowell embraces its legacy as home to a dynamic mix of cultures and people of diverse backgrounds. Once renowned as the cradle of the American industrial revolution Lowell saw waves of immigrants who were drawn to the strength of its industrial economy during the 19th and early 20th century; in the 1930's more than 70% of the city's population was composed of immigrants.³ Today, Lowell retains its welcoming character and has a population that is 40% minority including a large Southeast Asian diaspora as well as significant numbers of Hispanic and African immigrants and newcomers.

The presence of the Asian American community in Lowell, especially the Cambodian community, is evident in the vibrant cultural life that is part of the city's renewal and its growing profile as a center for culture and the arts. Cambodian and Southeast Asian art forms have been

² Asian Americans in Massachusetts: A Census Profile

³ Ethnicity in Lowell

an integral part of the recognition Lowell has received for events such as the Lowell Folk Festival, the Southeast Asian Water Festival, and the Asian American Cultures Festival. Other arts and cultural endeavors that have gained national attention include the Angkor Dance Troupe and numerous projects related to the arts and culture of Asia including several renowned Cambodian master artists and musicians who have persevered in continuing traditional art forms.

The growth of the Cambodian, Vietnamese, as well as the Laotian populations in Lowell reflects the arc of contemporary history in Southeast Asia starting in the late 1970s and the profound impact of war, genocide, and the relocation and refugee experience of millions of Southeast Asians.⁴ The Cambodian residents of Lowell who arrived fleeing the horrors of the killing fields and Pol Pot were largely from more rural backgrounds and less educated than those who came to the United States before the late 1970s. Vietnamese refugees were frequently escaping the aftermath of the Vietnam War and American occupation of that country and suffered horrific experiences even in their journey to the United States, such as those of the boat people, while many Laotians left their country in 1980s to avoid the violent regime of the Pathet Lao. For Cambodians in particular, the need for mutual support and the desire to maintain many of the cultural traditions that the Khmer Rouge and Pol Pot attacked led to an internal migration within the United States as Cambodians refugees sought out friends, families and, as in the case of Lowell, a Buddhist temple that served as a religious and cultural anchor.⁵

The Asian American population in Lowell is projected to grow, continuing the trend in Massachusetts as a whole in which the Cambodian population expanded from 22,886 to 28,424

⁴ Ethnicity in Lowell, pages 145-148

⁵ Ethnicity in Lowell, pages 145-148

between 2000 and 2010, or an increase of 24.2%. During this same time period, the Asian American population in Lowell grew from 18,781 to 22,764 or 21.2%.⁶

Overall, a large percentage of residents of the post-industrial city of Lowell need access to quality educational programs if they are to participate fully in the promising regional economy. This is demonstrated by the low educational attainment many of the city's residents:

Table 2: Educational Attainment of Adults Age 25+, by Number and Percent		
Comparison Area	Education Levels Below High School Completion	Education Levels Below Baccalaureate Degree
Lowell, MA	15,422 / 22%	55,151 / 78.4%
United States	24,607,312 / 11.6%	147,802,683 / 70.7%
Massachusetts	457,680 / 10.5%	2,736,808 / 60%

Source: US Census, American Fact Finder, 2015

The city also has a low median household income - \$49,164 in Lowell versus \$83,488 for the increasingly affluent Middlesex county, and \$67,846 for Massachusetts⁷ - and as a consequence has a large proportion of people living in poverty:

Table 3: Percentage & Number of Families in Lowell Living at or Below 150% of Poverty Level Compared to State and Country				
Comparison Area	Percent Below Poverty Level	# children at 100% of poverty	# children at or Below 150% of Poverty Level	% children at or Below 150% of Poverty Level
Lowell, MA	19.1%	19,899	25,212	24.2%
United States	15.6%	47,771,317	62,470,184	20.4%
Massachusetts	8.3%	134,050	209,013	15.1%

Source: US Census 2010-2014 American Community Survey

Today, the Cambodians and Vietnamese populations are among those Asian Americans in Massachusetts who are the most affected by poverty and this is true for those in Lowell. While the overall family poverty rate for Asian Americans in Massachusetts was 9.2%, Vietnamese families experienced a 17.5% poverty rate and Cambodians an 18.1% rate for the same time

⁶ Ibid,

⁷ US Census Bureau, American Factfinder, Selected Economic Characteristics; 2010-2014 ACS 5 Year Estimates

period.⁸ Additionally, the educational attainment of the predominantly Cambodian population in Lowell is lower than many other Asian American groups as a lingering result of the devastation of Cambodian educational and cultural institutions under the Khmer Rouge.

As a consequence of the trauma and displacement from their countries of origin as well as limited opportunities for formal education, the majority of the Southeast Asian immigrants who arrived in Lowell during this period generally had low educational attainment and little experience with postsecondary education that they could share with their children. Furthermore, the trauma and PTSD that resulted from the war and genocide experiences are known to affect subsequent generations as well as the overall functioning of those who experienced these things directly as a result of a “family contagion” phenomenon related to depression and PTSD that has been documented in some Cambodian families.⁹

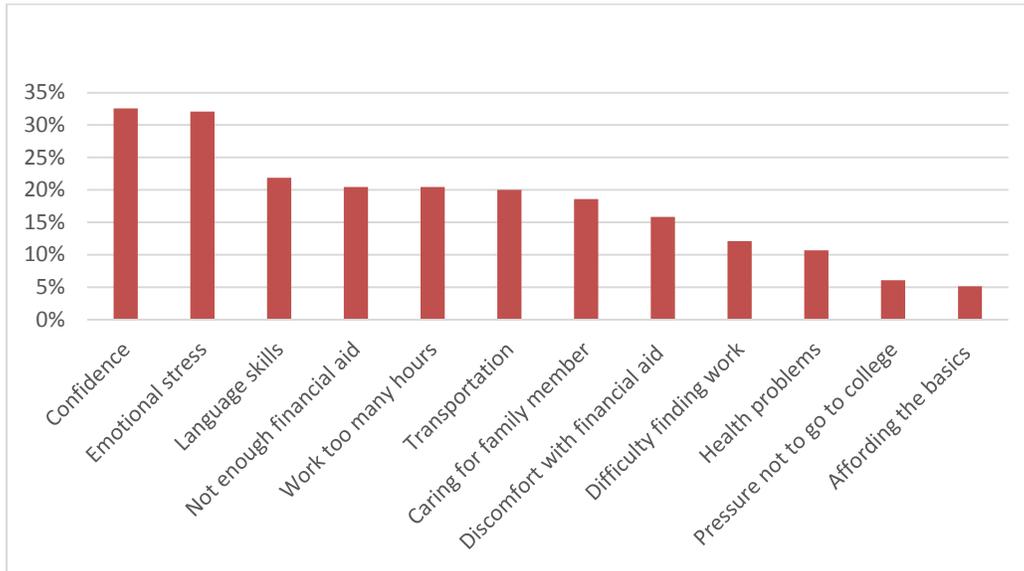
The Asian American students MCC serves are, therefore, predominantly Southeast Asian (almost 50% are Cambodian; 75%+ are Southeast Asian) and from families in which they are the first to attend college. Their community has among the lowest income in the state and many come from families who have suffered significant hardships and trauma.

A survey of over 240 MCC Asian American students enrolled at MCC in Spring of 2016 provided the following picture of the difficulties and challenges MCC’s Asian American students face in response to the question: *What difficulties have you experienced as an MCC student or in applying to MCC? (Choose all that apply)*

⁸ Asian Americans in Massachusetts: A Census Profile (based on the 2006-2010 American Community Survey)

⁹ “Posttraumatic Stress Disorder across Two generations of Cambodian Refugees”, Sack, W.H; Clarke, G.N; and Seeley, J.

Figure 1. Difficulties Identified by MCC’s Asian American students (N=240)



Answer Choices	Responses
Confidence	33% 70
Emotional stress	32% 69
Language skills	22% 47
Not enough financial aid	20% 44
Work issues: Too many hours	20% 44
Transportation	20% 43
Caring for a family member	19% 40
Financial aid application too difficult, didn't feel comfortable asking for financial aid	16% 34
Work issues: Difficulty finding work	12% 26
Health problems	11% 23
Pressure not to go to college	6% 13
Affording the basics, such as heat and food	5% 11

Using institutional research data, the Asian American student survey, and focus groups MCC has identified the following significant challenges to the academic success of its Asian American students who come from this context:

- ***Need for a personalized support network*** Many of MCC's respondents to the 2016 survey of Asian American students expressed difficulties related to stress and low confidence levels – more than 32% cited emotional stress as a difficulty and 32.5% cited difficulty with confidence. Another 10.7% indicated health problems as an issue. Given the prevalence of family trauma, poverty, and the lack of exposure to higher education in the students' background, many of MCC's Asian American students would benefit from a support network and accessible resources in adapting to the college environment. Research (Lee, Juon, Martinez, Hsu, Robinson, Bawa, and Ma, 2009) on Asian American young adults and mental health suggests that many feel extreme pressure to meet expectations, are likely to experience cultural dissonance, and are reluctant to seek professional help for mental health issues but are more likely to turn to peers.¹⁰
- ***Low income*** Consistent with the economic data regarding the poverty and income levels of the Asian American population in Massachusetts and the Lowell area, there is a high demand for financial aid/support among Asian American students at MCC with more than 70% (746 out of 1,052) of those enrolled at MCC applying for financial aid. In addition, information from MCC's survey of Asian American students showed that almost 16% felt the financial aid application was too difficult or they did not feel comfortable asking for aid, more than 20% did not receive enough financial aid, and 20% said they worked too many hours.

¹⁰ Model Minority at Risk: Expressed Needs of Mental Health by Asian American Young Adults,

- ***Language difficulties*** Although Southeast Asians living in Massachusetts have a higher percentage of US native born, in many cases these students and those who are from the “1.5 Generation” (who came to the U.S. before adolescence), speak English relatively well but have lingering issues with written English, especially academic idioms/usage.¹¹ Even for those who enter college through ELL classes, it can take years to achieve the proficiency required to function comfortably in the academic environment.¹² MCC Institutional Research data shows that 36% (N=199) of the students who entered ELL classes in the years 2011-2016 were Asian American. In a study conducted by MCC’s Institutional Research Office regarding the outcomes of ELL students, although they had relatively good persistence and retention rates, their four-year graduation rate is significantly lower than the general college population, at 8% versus 12%.¹³ Those ELL students with the lowest income, the Pell recipients, were even more vulnerable with only 6% graduating after four years compared to 14% of those who were not Pell recipients. Asian American students’ perception of their own issues related to language indicated that almost 22% felt they had difficulties with their language skills according to the Spring 2016 survey.
- ***Low completion and transfer rates*** Fully 88% of MCC survey respondents said their goal in attending MCC was to get enough credits to transfer to a four-year institution. However, IPEDs information (2012-2015 Outcomes) demonstrates that for Asian American “First Time Full Time” (FTFT) students the graduation and transfer rates between 2008 and 2015 were consistently lower than the average for all groups together. Transferring out before completion is not likely to account for the consistent disparity between the populations.

¹¹ Ferris, D. R. and Hedgcock, J. S., Teaching L2 Composition, pg. 38

¹² Ibid, pg.38

¹³ Measuring outcomes for ELL students entering as First Time, Full Time students between 2009-2011.

Table 4: MCC Success Rate	
Outcome Year	(Combined Graduation & Transfer) Asian American / Total
2011	32.1% / 36.8%
2012	28.7% / 37%
2013	25.2% / 35.7%
2014	29.5% / 34.1%
2015	39% / 42.3%

▪ ***Need for resources within the community*** As self-reported on admissions applications, 46% of MCC's students are the first in their families to attend college. Educational attainment among Asian American populations can vary widely and is known to be lower among Southeast Asian groups for the reasons cited earlier. In focus groups conducted for this proposal, the Asian American students (both high school and college aged) expressed that they have great respect for their parents/families who are a strong influence on their aspirations, that their parents were supportive of their goals, but that their parents generally did not have much experience or information about college because they had come to the United States as adults and had to focus on employment and family well-being. Many of these same students also expressed concern about the cost of education and that it would be a primary consideration in attending a community college. Lack of engagement between the college and the families of FGCG Asian American students is an important consideration in terms of supporting Asian American students' attendance and how to plan for, finance, and complete college.

2. The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

Based on the data about the Asian American population in MCC's service area, specifically the city of Lowell, as well as the information MCC has on the students it serves, there is clearly a significant proportion of low-income, first generation and educationally disadvantaged students who would benefit from the proposed project activities. These include students who are transitioning from ELL courses and students who would benefit from

personalized, intensive supports to navigate the postsecondary education environment. MCC's AANAPISI project proposes the following primary activities to address the described barriers to the academic success of Asian American, low income and first generation students:

Table 5. MCC's AANAPISI Project Strategies & Rationale	
Strategy	Rationale
1. Asian American Student Network program for Mutual Support, Mentoring and Leadership	The development of an Asian American Connections Center (AASC) and peer support program "Asian American Student Network" to increase a sense of connection and belonging to the college, address personal coaching and referral needs, as well as foster mutual support and leadership.
2. Increased Resources for Planning, Access to Financial Aid	Personalized support (through a dedicated Asian American Student Advancement Specialist) to better navigate college processes related to course selection, understanding enrollment processes, and meeting financial aid demands and deadlines – in conjunction with the integration of technology - to ensure better follow through at critical steps/junctures .
3. Academic Interventions for ELL Transition and College Completion	Interventions focused on continued support for writing skills to aid ELL students in the college environment and their progress to completion. This will include the use of technology/computerized classrooms and approaches that are known to be responsive to college level writing demands.
4. Improving Institutional Cultural Competence	An initiative aimed at improving the awareness and understanding of faculty and staff related to Asian American students and families to include engagement with community organizations/activities, the involvement of Asian American Grad Fellows from UML with MCC students, and the development of academic curriculum relevant to the cultural heritage of Asian American students.

3. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

MCC has well-developed processes for planning to identify realistic institutional priorities and assess the associated outcomes. MCC is currently revising its multi-year strategic plan through a planning process that involves a broad-based steering committee of more than 20 institutional members as well as compiling input from more than 200 external stakeholders who were gathered during the initial planning phase. Institutional leaders will then develop operational plans for their areas that correspond to the strategic plan's goals and outcomes. Additionally MCC's academic programs undergo the college's long-established review process that supports departmental and divisional planning and evaluation of the extent to which the

college is realizing its educational objectives

MCC also regularly undertakes in-depth studies and analyses to address specific issues or concerns. Among those completed during the last two years are an extensive Self Study prepared for accreditation by the New England Association of Schools and Colleges in fall 2014 and a business process review for enrollment services. These efforts have been inclusive and had significant involvement from the college community including students, faculty, staff and external partners including community members, business partners, and agencies that represent MCC constituencies.

In addition, as a Massachusetts public community college, Middlesex is part of the state’s efforts to raise performance standards through the Massachusetts Department of Higher Education’s (MADHE) comprehensive plan, the *Vision Project*, which identifies outcomes for public higher education. *Vision Project* outcomes for community colleges are:

- College Participation, college going rates of high school graduates,
- Student Learning, academic achievement by campus and national level assessments,
- Completion /Transfer, graduation and success rates of the students the college enrolls,
- Workforce Alignment, alignment of occupationally oriented college programs with employer needs, and
- Achievement Gaps, the elimination of disparities in achievement of comparable outcomes among different ethnic/racial, economic and gender groups.

Through the review of the above factors MCC has identified the following institutional weaknesses and gaps that will be addressed by the activities of this AANAPISI project.

Table 6: MCC Identified Gaps and Weaknesses Addressed		
<i>Specific Gap or Weakness</i>	<i>Characteristics/magnitude</i>	<i>New AANAPISI Strategy</i>
A comprehensive advising system works well for entering students, but	Although the targeted graduation rate for first time, fulltime degree seeking	<ul style="list-style-type: none"> ▪ Personalized planning and advising support (by

<p>the staff intensive nature of advising makes it unrealistic to use with all students, semester after semester. Students who are uncertain of how to navigate college or who need more support to continue may not get the level of support they need. Gaps in academic planning result in students taking unnecessary courses that add extra time, sometimes several semesters and stretch financial aid limits and eligibility.</p>	<p>students who graduate in 150% time is 25%, most recent figures for 2014-2015 indicate MCC rate is 17%.</p>	<p>dedicated Asian American Student Advancement Specialist);</p> <ul style="list-style-type: none"> ▪ Integration of technology to develop an IPAS; ▪ Asian American Student Network support through mentors to help navigate college processes; ▪ Increased support/advising related to financial aid processes; financial literacy.
<p>Persistence, retention and completion data for students by <i>Vision Project</i> Achievement Gap subgroup shows that MCC student rates lag in comparison to performance targets.</p>	<p>Although MCC is making progress, the 2014-15</p> <ul style="list-style-type: none"> ▪ Persistence rate for fulltime students was 80.2% (79% for Asians) vs. a target of 90%; ▪ Retention rate was 61.3% (61% for Asian American) vs. a target of 79%; ▪ Graduation rate was 17% (18% for Asian Americans) vs. the target of 25%, and ▪ Transfer rate was 35% for Asian American students vs. 44% for all students 	<ul style="list-style-type: none"> ▪ ELL support strategies to increase completion and transfer; ▪ Personalized planning and advising support Asian American Student Advancement Specialist; ▪ AACC and Asian American Student Network mutual support.
<p>A low success rate for interventions through the existing Early Alert System, limitations to educational planning that result in extraneous credits and time delays to enroll, as well as weak completion rates among all groups in comparison to targeted goals.</p>	<p>Information on student “melt” (the rate at which students withdraw from all of their classes before the second week of the semester) points to the greater risk students face for attrition the further they are from their initial enrollment at MCC. Data from MCC’s Office of Institutional Research for 2014 shows that 9% of students “melt” during their first semester, 10% “melt” two semesters after their initial enrollment, 13% “melt” seven semesters out, and those who initially enrolled 12 semesters previously “melt” at 16%.</p>	<ul style="list-style-type: none"> ▪ Asian American Student Center activities for increased engagement and use of college resources; ▪ Personalized support through a dedicated Asian American Student Advancement Specialist who will provide proactive interventions for Asian American Student Network students; ▪ Mutual support and coaching through mentors to help navigate college processes.

b. Quality of the project design.

MCC proposes a set of activities that will engage and support Asian American students as they enroll at MCC and facilitate their progress to the successful completion of a program of study and/or transfer. These services and activities will reflect the cultural backgrounds of MCC’s Asian American students, will address primary obstacles to their personal and academic

success, and will provide them will valuable tools and strategies for advancing educationally and professionally. This program design has been shaped by the discussions of a core planning group formed to guide the development of programming for Asian American students, and is informed by evidence-based best practices and information gathered for this purpose.

1. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

Table 7: Goals, Objectives and Outcomes of the Program for Asian American Student Advancement	
Goal 1: To increase the retention, completion/transfer rates of Asian American students by building a support program with dedicated staff for advising and support, a mentoring program, and leadership opportunities that reflects the cultural identity of MCC’s Asian American students	
<i>Objectives</i>	<i>Outcomes</i>
1.1 Develop <u>Asian American Connections Center</u> with engagement and leadership activities in partnership with UML to strengthen the college-going identity of first generation Asian American students	<ul style="list-style-type: none"> ▪ Increase graduation and transfer rates of participating MCC Asian American students (at least 250/year), by 10% over 5 years
1.2 Develop pre-semester orientation program for entering Asian American cohort as foundational experience of Asian American Student Network program	<ul style="list-style-type: none"> ▪ Engage 25-30 entering MCC Asian American students each summer and 10+ students each January to begin co-curricular “Asian Connections” program, with 95% completion/transfer rate of participants over 5 years; ▪ Serve an additional 250 Asian American students/annually with connected activities through new Asian American Connections Center, with 90% completion/transfer rate of participants over 5 years; ▪ Develop link to UML Multicultural Affairs and UML program opportunities with 50+ MCC Asian American students participating each year, with 90% student satisfaction rate of participants
1.3 Create mentoring network UML and MCC Multicultural offices for outreach and support that links high school, MCC, and UML students in Lowell	<ul style="list-style-type: none"> ▪ Increase graduation and transfer rates of participating MCC Asian American students, by 5% over 5 years
1.4 Develop college engagement program with partner organizations including speakers and activities that highlight the benefits of higher education opportunities to reach parents/families	<ul style="list-style-type: none"> ▪ Increase outreach to Asian American/Cambodian community to better engage around higher education opportunities, conduct a minimum of 6 events per year
Goal 2: To improve the persistence and retention rates of Asian American and low-income students by providing increased access to financial, advising/planning support and resources	
<i>Objectives</i>	<i>Outcomes</i>
2.1 Develop and deliver culturally/linguistically responsive financial literacy education program for Southeast Asian families and students	<ul style="list-style-type: none"> ▪ Provide financial literacy program focusing on Southeast Asian families and students to explain progression of financial steps to postsecondary attendance and completion, reaching 46+ family members/parents per year; ▪ Conduct community engagement and train the trainer model resulting in network of community

	<ul style="list-style-type: none"> members and organizations with financial literacy background, 4 training sessions/delivered annually ▪ Increase the percentage of MCC Asian American returning students who complete FAFSA renewals, by 5% per year
2.2 Provide professional development training for MCC Student Information Center, Enrollment, Financial Aid related to diversity and cultural considerations with Asian American/Southeast Asian students and families	<ul style="list-style-type: none"> ▪ Train 25 MCC staff/year by conducting 4 multi-session trainings on culturally responsive practices for Southeast Asian families in partnership with Center for Asian American Studies (CAAS) at UML
2.3 Provide infrastructure/technology (Starfish) to improve planning and academic decision making through Integrated Planning and Advising System (IPAS) model linked to personalized support through the Asian American Student Advancement Specialist	<ul style="list-style-type: none"> ▪ Increase graduation/transfer rates of Asian American students using new IPAS/Starfish (advising management system) enabled model linked to Asian American Student Advancement Specialist, by 5% per year
Goal 3: To improve the academic transition of Asian American/ELL students to college-level coursework and program of study completion and transfer	
Objectives	Outcomes
3.1 Link Intensive English Language Institute (IELI) to AANAPISI programming for improved outcomes of ELL students entering college level classes.	<ul style="list-style-type: none"> ▪ Increase the number of Asian American students entering college coursework after completing ELL courses, by 5% over 5 years ▪ Increase college completion/transfer rates of ELL students, by 5% over 5 years
3.2 Provide focused writing support for ELL students in college-level courses through Learning Specialists and trained Supplemental Instruction (SI) Leaders working with the Academic Center for Enrichment (ACE).	<ul style="list-style-type: none"> ▪ Increase Asian American students advancing from Advanced ELL 088/089 to college level courses successfully completing COMP I, by 10% per year; ▪ Increase Asian American (former ELL) students reaching graduation, by 5% over 5years
3.3 Provide technology support for writing skills for ELL students transitioning to college level courses by implementing computer lab with dedicated Learning Specialist	<ul style="list-style-type: none"> ▪ Increase course completion rate of participating Asian American students, (former ELL) in COMP I, by 5% per year
3.4 Implement intensive support through dedicated Asian American Student Advancement Specialist to Asian American ELL students transitioning to college-level courses	<ul style="list-style-type: none"> ▪ Increase in graduation/ transfer rates of these 100+ Asian American ELL students who receive personalized support and advising, by 5% over 5 years
Goal 4: To develop the competence and expertise within the institution - as well as the institutional infrastructure - to effectively serve Asian American students and their families	
Objectives	Outcomes
4.1 Host engagement activities with community-based organizations serving the Asian American community of Lowell onsite at MCC	<ul style="list-style-type: none"> ▪ Increase institutional experience and exposure to the Asian American experience through 4+ events per year, reaching 100+ people/event, target 80% improve understanding shown by participant survey
4.2 Engage Grad Fellows in AACC mentoring network, Academic Centers for Enrichment, and/or academic programs to increase student and institutional awareness of Asian American perspective	<ul style="list-style-type: none"> ▪ 2 to 3 UML Grad Fellows placed at MCC each year, develop projects to increase engagement and understanding, present findings and products at student and faculty/staff events
4.3 Conduct professional development training across all components to improve institutional understanding of cultural considerations and priorities related to Asian American /Southeast Asian students and families	<ul style="list-style-type: none"> ▪ Engage and train 300+ faculty and professional-unit staff annually through multi-session professional training program, affecting all parts of the college, participant survey indicates 80% improve understanding
4.4 Develop culturally relevant curriculum that links to	<ul style="list-style-type: none"> ▪ Develop and embed 12 curriculum modules related

Asian culture and scholarship, especially Cambodian culture, as a means of academic engagement through cultural connection	to Cambodian literature, history or art in MCC Humanities programs, linked to East-West Center
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2. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

The goals, objectives and activities of this AANAPISI grant respond directly to the identified and well-documented needs of MCC's Asian American and low-income student population. Each of the primary goals with their associated elements is outlined here:

1. To Increase Retention, Completion/Transfer through an Asian American Connections Center (AACC) with a Asian American Student Network program for Mutual Support, Mentoring and Leadership

- Development of Asian American Connections Center Building on the work of MCC's existing Multicultural Center, the centerpiece of the AANAPISI ***Program for Asian American Student Advancement*** at MCC will be the formation of an Asian American Connections Center (AACC) that will initiate outreach and engagement with Asian American students from an initial orientation program through the duration of the their enrollment at MCC ***and*** build connecting activities with the Multicultural Affairs center at UML. The Asian American Student Advancement Specialist will work out of the AACC and an array of activities and services will take place through the Center including leadership and support activities, the Asian American Student Network program, and mentoring. The importance of the AACC can be found in literature on validation theory that documents the critical significance of expressions of care and concern for students who may not initially feel connected to college (Rendon Linares and Munoz, 2011).

- Asian American Student Network Program A mutual support program for Asian and Asian American students will begin before fall and spring semesters with a 3 day orientation for

entering cohorts of Asian American students. This will include a panel presentation/intervention based on Stephens, Hamedani, and Destin's (2013) research on first generation students and the importance of developing a sense of belonging and the development of strategies to address background specific challenges. Ongoing activities with the cohorts will build on this intervention and employ group discussions, Asian American Student Network students creating videos about their own experiences to be posted on the AACC website, and presentations they prepare and deliver to other students groups. Many of the ongoing activities of Asian American Student Network will be open to Asian American students who may not have participated in an orientation but elect to participate in other activities. These include mentoring and leadership development opportunities.

- “Community to College” Engagement Activities Although MCC is proud of its involvement with the Cambodian community through numerous cultural heritage and arts initiatives, the creation of the AACC is an opportunity to engage Cambodian parents and families directly regarding access and success in higher education. Asian American Student Network leadership activities will undertake multiple events with the community to strengthen these ties and emphasize MCC's commitment to better awareness and understanding of Asian American populations and making them feel comfortable and welcome at the college.

2. To Improve Persistence/Retention by Resources for Planning, Access to Financial Aid

- Culturally/Linguistically Responsive Financial Literacy Program A business process review of enrollment processes at MCC revealed that many FTFT community college students who attend MCC are successfully able to gain admittance and complete an initial FAFSA only to miss steps in re-applying in subsequent semesters. Given the large percentage of Asian American students who use financial aid, better information about how financial aid relates to other college

processes (i.e. academic progress, etc.), the timeline for making decisions and applying, as well as other strategies related to financing college would be very advantageous. Making this information available through respected community resources and engaging parents and family will be an essential way to support Asian American students. The AANAPISI project will develop a Khmer language, culturally appropriate curriculum for financial literacy for postsecondary education and deliver it in partnership with community based organizations.

- Technology Support for Planning (IPAS) and Dedicated Advising This component will build on MCC's commitment to best practices such as those of Complete College America (CCA) that provide a clear framework of academic progress and completion. MCC has undertaken the development of academic maps and advising guides, available on the website, to support the guided pathways and an emphasis on "15 to Finish (credits per semester)". While these tools provide essential information, they are only the initial steps in empowering students to better understand educational choices and make informed decisions. An integrated planning and advising system (IPAS) that is enabled by multiple technology elements such as improved online applications, registration through a multi-semester Degree Works template, and an advising management system (Hobson's Starfish) will foster better student outcomes and completion especially when linked to personal supports such as a dedicated advisor and peer mentoring.

3. To improve ELL Transition and College Completion through Academic Interventions

- Support for ELL Students Transitioning to College-level Courses and Coordination with an Intensive English Language Institute (IELI) Students in English Language Learning (ELL) classes can face serious obstacles to college completion even in the initial sequence length of the ELL classes that prepare them for college level work. Additionally MCC faculty note that many

former ELL students continue to have problems with written English after entering college programs of study. MCC has undertaken the development of an Intensive English Language Institute (IELI) to increase international and ELL students' access to college level programs. This AANAPISI project will align its support activities of ELL students to the coursework of the IELI to reach and serve these Asian American students through the Asian American Student Advancement Specialist who will facilitate their transition to, and completion of, college level programs.

- Strategies to Support ELL Students with College level Writing As described earlier, ELL students experience lower graduation and transfer rates over the long-term. MCC Institutional Research on 122 ELL students over a three-year period (2007 to 2010) who took ELL 088/089 (the highest level class) shows that within that timeframe 61% went on to take college level COMP 101 and pass. However, overall 4 year graduation and transfer rates for ELL students in 2014 show that completion is generally much lower than the institutional rate of 14.25% and as recently as Spring 2013, only 4% were able to graduate within the 4 year period.

Additionally, many students may not enroll in ELL although English is not their first language, or they appear to be fluent, but their secondary school education left them underprepared for college level writing. Researchers have noted the difference between ELL's basic interpersonal communicative skills (BICS) versus cognitive academic language proficiency (CALP) (Zacarian, 2011).¹⁴ This is especially true of the 1.5 Generation who may have hidden language issues.¹⁵ Proposed strategies in this AANAPISI project to address and strengthen the writing skills of these students include developing Supplemental Instruction (SI) for Advanced ELL and COMP I courses that train SI leaders in specific language issues of ELL and 1.5

¹⁴ Zacarian, D. (2011). *Transforming schools for English learners: A comprehensive framework for school leaders*. Thousand Oaks, CA: Corwin.

¹⁵ "1.5 Generation Asian American", Danico, M.Y.

Generation students; technology mediated instruction in which Advanced ELL and COMP I and other writing intensive courses are taught in computerized classrooms; and a dedicated Learning Specialist in the Academic Center for Enrichment (ACE) who is charged with coordinating writing support for ELL transitional students through Supplemental Instruction, tutoring, and training for MCC English faculty. The AACC and Asian American Student Network program will also provide support for Asian Americans transitioning from ELL or who express the need for writing support to the Asian American Student Advancement Specialist.

- Connected, Personalized Support for Asian American ELL Students An Asian American Connections Center (AACC) will be created and staffed by the *Program for Asian American Student Advancement* Project Director and an Asian American Student Advancement Specialist. They will be dedicated to serving Asian American students who become connected through the Asian American Student Network orientation and programming, through participation in AACC activities and events, as well as ELL transition programming and support. The Asian American Student Advancement Specialist will conduct outreach to Asian American ELL and IELI students transitioning to college-level English COMP classes to provide individualized support, advising and referrals to resources.

4. To Increase Institutional Cultural Competence of MCC Faculty and Staff

- Asian American Grad Fellows Program in Collaboration with UML The development of this AANAPISI proposal has helped MCC develop a working partnership with the Multicultural Affairs Office and the Center for Asian American Studies (CAAS) at the University of Massachusetts-Lowell both of which have been very supportive of this project. Involving Asian American Grad Fellows (from the Graduate School of Education and other departments) from UML will be an essential way in which this project increases the sense of

connection that MCC's Asian American students have with the higher education environment through successful role models and mentoring. The Grad Fellows will be engaged not only with the AACC but have the opportunity to work with other parts of the institution to develop a project related to the activities of the *Program for Asian American Student Advancement* and present their findings to the college community to advance the goal of MCC becoming culturally responsive, and ultimately, culturally competent.

- Professional Development for Faculty and Staff through CAAS at UML A repeated theme throughout the planning phase for this project was the importance of creating an institutional climate that is culturally responsive with regards to MCC's Asian American students. This means an increase in the number of Asian American faculty and staff and an improved ability among existing college staff to communicate in a culturally sensitive way about college processes such as those related to enrollment, financial aid, and resources as well as academics. Cultural considerations for Asian American or low income and first generation families may be different than those of traditional college students and their families. Stephens, Hamedani, and Destin (2013) point to this as a factor in terms of first generation students' need to develop the "belief that people who backgrounds like theirs deserve to attend college and can thrive there" (p.944). An institutional initiative for this purpose, that draws on the expertise of UML's Center for Asian American Studies faculty, will develop and implement ongoing training in partnership with MCC's Human Resources office.

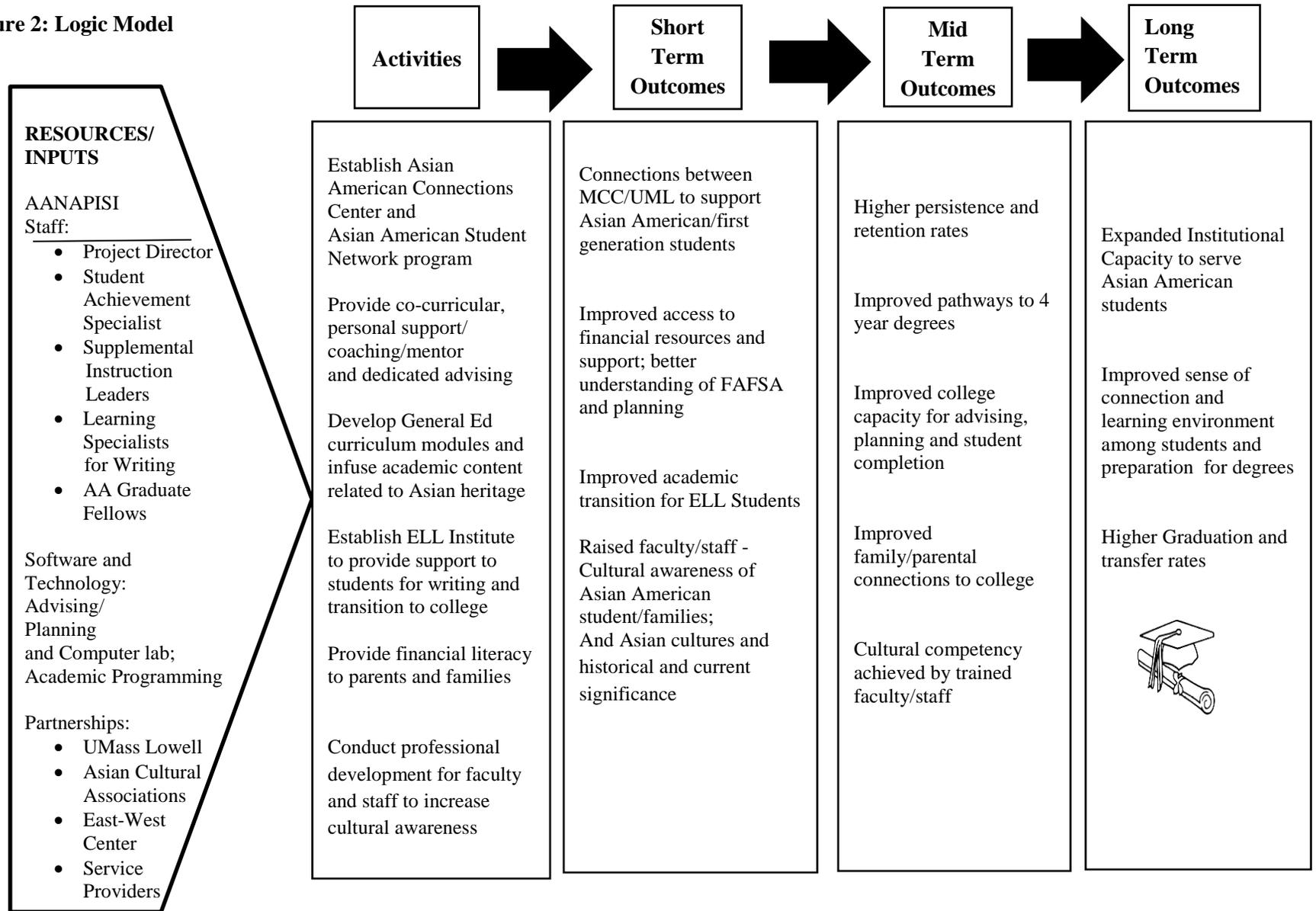
- Culturally Relevant Curriculum on Asian/Cambodian Heritage This component will build on the foundation of MCC's Global Education division that offers a Liberal Arts concentration - History, Politics & Global Studies - and operationalizes the college's commitment to internationalizing its curriculum through the infusion of global themes and

content. MCC has a longstanding history of engaging Asian Studies in its curricular and co-curricular programming evidenced by the fact that MCC was the first institution on the U.S. mainland to be designated a regional Asian Studies Development Program Center by the Asian Studies Development Program.

MCC initiatives have deepened ties to the Asian American community through a National Endowment for the Arts (NEA) project to build a traditional style wood fire Cambodian kiln for teaching and use by one of the few surviving Cambodian master ceramists in the world as well as a privately funded Cambodian classical music project that supports Lowell Public School teachers in instructing students in the musical heritage and use of classical Cambodian Pin Peat instruments. In 2015, MCC received its third Fulbright-Hays Group Projects abroad grant for travel to Cambodia - *Cambodia's Cultural Heritage in the Modern World* - bringing together the Lowell Public Schools, the East-West Center, and local community-based organizations. MCC also just received notification that named scholar Dr. Reth Soeng from Cambodia will serve as MCC's Fulbright Scholar-in-Residence for the 2016-2017 AY.

The main purpose of the curriculum component will be to create modules on Cambodian/Khmer themes that will be embedded into courses across the general education curriculum. These modules will be designed to raise challenging and engaging themes and thereby to connect the study of various disciplines to the current conditions that may be seen in Cambodia and in the Cambodian American experiences in Lowell that affect many MCC students directly.

Figure 2: Logic Model



c. Quality of project services.

1. The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.

The described services of MCC's AANAPISI project will directly address the identified needs of the Asian American and low-income populations the college serves and result in improved outcomes as shown below.

Table 8: AANAPISI Strategies and Expected Outcomes		
<i>Strategies/Activities</i>	<i>Needs Addressed</i>	<i>Outcomes</i>
1. AACC and Asian American Student Network Support and Engagement	<ul style="list-style-type: none"> ▪ Expressed needs related to stress and confidence; ▪ FGCG need to develop sense of belonging in college environment; ▪ Need to increase graduation and transfer rates 	<ul style="list-style-type: none"> ▪ Support through staff and peers and personalized advising; ▪ Increased AA student engagement in MCC through co-curricular activities; ▪ Improved persistence and retention; ▪ Improved graduation and transfer
2. Resources for Planning and Access to Financial Aid	<ul style="list-style-type: none"> ▪ High rates of reliance on financial aid and need to reduce time to completion and unnecessary courses; ▪ Lack of familiarity with how higher education and processes work; ▪ Need for continuing support on financial planning for higher education 	<ul style="list-style-type: none"> ▪ Improved completion rates –less time to completion and transfer; ▪ Improved understanding of financial aid resources; ▪ Improved rates of continuing FAFSA applications; ▪ Improved planning for long term education, financing of education; ▪ Improved connection to primary transfer partner, UML
3. Interventions for ELL Transition to College level coursework	<ul style="list-style-type: none"> ▪ Ineffective transition to college level work for ELL students, especially weak writing; ▪ Low completion and transfer rate among ELL students 	<ul style="list-style-type: none"> ▪ Improved performance in college level classes/GPAs, ▪ Improved persistence and retention; ▪ Improved graduation and transfer
4. Improving Institutional Cultural Competence	<ul style="list-style-type: none"> ▪ Lack of coherent response to cultural factors of Asian American students and their families; ▪ Need for better information about postsecondary education and outreach to parents and families. 	<ul style="list-style-type: none"> ▪ Improved information on college processes and FA; ▪ Improved student and family satisfaction with MCC; ▪ Improved persistence and retention; ▪ Improved graduation and transfer

2. The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

The identified strategies for this AANAPISI project are based on research and evidence-based practice to ensure that the intended objectives can be achieved and have the expected outcomes for the target audience of Asian/Asian American and low income students.

AACC with “Asian American Student Network” program for Support, Mentoring, Leadership

Significant research exists on first generation and low-income students and their need to establish a sense that they belong in higher education and that their identity and background, whether cultural or socio-economic, has meaning and value in the college setting thereby validating their personal experiences in the new context.¹⁶ Rendon introduced “validation theory” in 1994 and it has gained widespread acceptance since then as well as being the catalyst for additional research and insight. The difference-education intervention used by Stephens, Hamedani, and Destin is an example of just such research and provides a clear means for applying Rendon’s theory and findings.

MCC’s Asian American Student Network program will use the difference-education intervention during the orientation preceding each semester and incorporate the discussion of differences that may be relevant to being Asian American, first generation, or low-income college students. As noted by Rendon Linares and Munoz (2011) “validation is most critical when administered early in the college experience, especially during the first few weeks of class and the first year of college.”¹⁷ Continued meetings among Asian American Student Network students and group activities developed as part of the program will cultivate a framework for the students’ using their cultural and socio-economic backgrounds to gain an “overall sense of comfort, and improve their ability to transition and adjust to the novel college context.”¹⁸

Similarly, the Asian American Student Advancement Specialist will use strategies for individualized support – in the forms of counseling, coaching, advising, and mentoring – that are

¹⁶ Rendon Linares and Munoz

¹⁷ Ibid

¹⁸ Stephens, Hamedani and Destin, Pg. 944

substantiated by relevant evidence. One example of such evidence is Bettinger & Baker (2011)¹⁹ randomized experiment on individualized student coaching. Their findings discuss how students who lack basic information for college and academic success or have information but fail to act on it, can be supported through a counseling intervention, in this case coaching, to improve persistence and completion. Bettinger's study explored coaching as a regular and ongoing intervention to assist students in identifying and clarifying long-term goals, putting those goals of the context of their daily activities, and then in building skills that could help them realize these long-term aspirations. The skill building included time management, self-advocacy and study habits. This study found that retention and completion rates were greater for students receiving the intervention for than those who did not over every length of time that was measured.

In Bettinger's discussion on coaching there are three main approaches or parts – helping students prioritize academics, planning for how to be successful, and identifying and addressing barriers to success.²⁰ Another important element to coaching, and in fact different types of counseling and advising, is the social support these services provide to students who may not feel integrated into the college environment.

Increased Resources for Planning, Access to Financial Aid

Without proper tools for educational planning, and delays in getting advising support, students are more likely to enroll in courses that don't support completion and may acquire excess credits that delay completion and can deplete financial aid. Students who rely heavily on financial aid cannot afford these obstacles to completion.

In looking at the student experience, Rassen, et al (2013) offer a useful definition of that of a “series of interactions between the student and the college” which can be seen as the

¹⁹ Bettinger, E. P., & Baker, R. (2011). *The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring*. https://cepa.stanford.edu/sites/default/files/bettinger_baker_03_0711.pdf.

²⁰ Ibid, p. 2.

“building blocks of completion.” These interactions can become obstacles, however, and as Bailey (2014) points out, poorly organized institutional systems are broadly recognized to stymie students’ progress . . . “Colleges often lack the structure and coherence in academic planning, advising, career counseling, financial aid, and course-taking patterns that are required if larger numbers of students are to succeed” (Bailey, pg. 26). MCC seeks to address the structural issues that may inhibit first generation Asian American students in navigating postsecondary processes through the adoption of both high intensity personalized services provided by the Asian American Student Advancement Specialist coupled with improved institutional technology resources that will enable students to have better and more immediate access to advising and educational planning support and tools.

“Integrated Planning and Advising Services/Systems” (IPAS) are composed of multiple components that are require coordination to provide “students, faculty and staff with holistic information and services that contribute to the completion of a degree or other credential.”²¹ An IPAS is intended to address the concern that Bailey raises, that is, that the coordination and integration of information and systems, staff, and systems works together in coherent manner. A benchmarking study conducted by Educause identified 12 different component parts, with the six most widely deployed being: degree audit/progress tracking, advising center management, credit transfer/articulation systems, academic early alerts, advising/case management tracking, and education plan creation. MCC currently has Degree Works (degree audit and education planning) and is seeking to expand its capacity for advising center management and advising/case management tracking.

²¹ Yanosky, Ronald, *Integrated Planning and Advising Services: A Benchmarking Study*, 2014, Educause Center for Analysis and Research

Academic Interventions for ELL Transition and College Completion

The traditional pathway for English Language Learners is the completion of ELL coursework and then entrance into conventional college level English and college programs sometimes coupled with developmental writing interventions. Supplemental Instruction (SI) is a well-established, effective means of increasing student success in specific courses that can be barriers to degree completion. Since the 1970s, research studies have repeatedly supported the efficacy of SI (Arendale, 2005; Malm, Bryngfors, & Morner, L. 2011; Allen, Kolpas, Stathis, 1992)²². Not surprisingly, the results of implementing a fledgling SI program at MCC have been consistent with national data. After the first two years, the data show students who participated in SI study sessions in specifically identified barrier courses in STEM fields were more likely to persist in their programs until graduation.

SI is an academic support program in which a student (SI Leader) has successfully completed a course and is recommended by faculty to participate in the program. The student is trained in the SI model, paid to sit in classroom again modeling student success skills, and facilitates SI study sessions outside the classroom each week. The SI model is provided for high risk courses, in contrast to models of academic support that focus on high risk students. By focusing on courses rather than individuals, the model avoids the remedial stigma often attached to seeking academic assistance (Arendale, 2005, p12; Arendale, 2010, pg1)²³. The SI group sessions are comprised of students of varying abilities and are not segregated based on academic ability.

²² Allen, M., Kolpas, S., & Stathis, P. (1992). Supplemental Instruction in Calculus (SIC) at a community college. *Collaborative Learning Exchange*, 8-9.

²³ Arendale, D. R. (n.d.). Understanding the supplemental instruction (SI) model [Framework]. Retrieved March, 2010, from Dalhousie University Advising Center website:
<http://academicadvising.studentservices.dal.ca/Files/Arendale.pdf>

In the SI model, students construct knowledge through a process of social interaction, exploration, and application, helping them become independent learners. MCC believes this is especially appropriate for Asian American students engaged by the Asian American Connections Center and other *Program for Asian American Student Advancement* activities. Additionally, effective learning strategies practiced in SI sessions can translate to other subjects and improve a student's overall success. Interacting with others around new ideas is a crucial component of developing personal understandings. Social learning theory describes the active role learners must take in creating new knowledge and the essential nature of social interaction to the learning process (Dewey, 1990; Lave & Wenger, 1991; Vygotsky, 1978)²⁴. In particular, Vygotsky's notion of the Zone of Proximal Development, the difference between the actual and potential achievement of a learner, highlights the need for interaction with more skillful peers to provide the scaffolding necessary for learning.

Based on the success of implementing SI in STEM and Health and the college's commitment to embed SI in English Composition I courses, MCC began to research new models for writing courses. One approach to SI, used at South Carolina State University, is to implement SI as a writing studio. In this model, the SI sessions incorporate strategies to help students to process texts and organize ideas collaboratively. SI Leaders still plan sessions, but take a flexible approach to what happens in the session. This allows the session to be driven by the writing tasks and materials students provide. SI Leaders use organizers, outlining, processing texts, and

²⁴ Dewey, (1990). *The school and society. The child and the curriculum.* The University of Chicago Press: Chicago, IL.

Lave & Wenger (1991). *Situated learning: legitimate peripheral participation.* Cambridge, UK: Cambridge University Press.

Vygotsky, L. S. (1978). *The mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

collaborative processes such as peer review to help students improve their writing. The SI session approach used in English Composition I courses will be transferrable to ELL courses.

Increased Institutional Cultural Competence

MCC seeks to improve its overall institutional climate regarding the way in that it serves Asian American students and their families and develop a culturally competent staff that can successfully meet the needs of an increasingly diverse student population and specifically its Asian American students and their families. This will take place through trainings that reach and engage faculty and staff in a multiphase process in which cultural awareness is initially developed through exposure to new ideas and concepts around diversity, cultural sensitivity is developed by gaining greater depth/knowledge beyond the initial exposure, and cultural competence is ultimately achieved as participants gain new skill sets that they can apply in their interactions with students and families.

Although not directly speaking about professional development with faculty and staff, the literature on the value of ethnic studies programs in higher education provides insight that is compelling related to the social impact of diversity coursework. Sleeter (2011) discusses the effect on racial attitudes when intercultural communication is addressed among diverse groups of participants, including White participants:

“In an experimental study, Carrell (1997) found that university students who completed an intercultural communication course that directly focused on cultural awareness and intercultural communication competence made significant gains in empathy, while students who completed an independent assignment about diversity that constituted a small portion of a control group course did not gain in empathy.”²⁵

In courses focused on diversity there was “a consistent pattern of finding a positive impact of diversity coursework on reducing students’ biases.”²⁶ There was also evidence that exposure to

²⁵ Sleeter, Christine, “The Academic and Social Value of Ethnic Studies: A Research Review” p.16

²⁶ Ibid, p. 17

diversity training or coursework has a more positive impact if conducted over longer periods or multiple courses thereby supporting the strategy of ongoing training. In referring to research conducted by Bowman from 2010, Sleeter notes the finding:

that many students who take a single diversity course experienced a reduced sense of well-being due to having to grapple with issues they have not been exposed to before. However, students who took more than one diversity course experienced significant gains

Addressing cultural competence for the purposes of better student outcomes is critical because first generation, low income or ethnic minority students experience the culture of academic institutions and that of their own experience as being largely incongruent.²⁷ Rendon's work on validation emphasizes the need for faculty and staff to be proactive in approaching these students and in understanding their needs . . . "validation does not assume students can form connections on their own and asks college faculty and staff to take the initiative in reaching out to students to assist them to learn more about college, believe in themselves as learners, and have a positive college experience."²⁸

d. Quality of project personnel.

MCC strives to attract and retain faculty and staff who represent the racial and ethnic diversity of the student body. The Diversity and Equity Affairs Division, with activities facilitated by Darcy Orellana, Affirmative Action Officer/Assistant Director of Human Resources, infuses the values of diversity and equity into all aspects of the College. A college-wide commitment to inclusive excellence and to the educational benefits of diversity require a culture where diversity and equity are woven into the College's teaching, learning and operations, and where all the College's communities are active partners in this work with shared responsibility for its success. To support diversity in hiring practices, MCC intentionally forms

²⁷ Rendon, Laura, "Reconceptualizing Success for Underserved Students in Higher Education," p. 4

²⁸ Ibid, p 5.

search committees that are composed of individuals with cognitive, racial, ethnic and cultural diversity, and with expertise in different areas.

Effective outreach strategies include the broad marketing of open positions; effective networking; and the use of inclusive language in position descriptions. The success of these hiring strategies is evidenced by the diversity within MCC's faculty and staff. There are 141 full-time faculty, 19% representing racial or ethnic minority groups; 349 full-time non-instructional staff members with 21% representing racial and ethnic minorities, and 342 part-time non-instructional staff with 25% representing racial and ethnic minorities. In September 2015, MCC was recognized as an exemplary college committed to diversity by Minority Access Inc. at its 16th annual National Role Models Conference, held recently in Baltimore, MD.

1. The qualifications, including relevant training and experience, of the project director or principal investigator.

Reporting directly to MCC's Provost and Vice President for Academic and Student Affairs, Phil Sisson, the AANAPISI Principal Investigator, **Pam Flaherty, M.Ed., Senior Student Affairs Officer/Dean of Students** will assume primary responsibility for the organization, implementation, and oversight of the project, including convening the Project Director Search Committee, serving on the Steering Committee, overseeing the external evaluation, and fully integrating project activities with student affairs and student support services. A member of the College's Leadership Team, Flaherty brings over 20 years of experience as a higher education leader in student affairs at MCC, having served initially as the Coordinator, Students with Physical and Psychiatric Disabilities and later as Director, Disability Support Services. Flaherty's leadership includes oversight of Student Support Services, which includes two active U.S. Department of Education Student Support Services TRIO programs, as

well as International and Multicultural Affairs, Center for Health and Wellness, Academic Center for Enrichment (ACE), and Community Standards. Flaherty possesses a deep understanding of cultural competency as well as commitment to meeting the needs of underrepresented students, and has the authority to initiate new activities and initiatives in multicultural affairs as well as tutoring and advising.

Matthew Olson, Ed.D., Division Dean, Humanities & Social Sciences, also reporting directly to MCC’s Provost and Vice President for Academic and Student Affairs, will serve as Co-PI. A member of the College’s Leadership Team, Olson offers extensive experience in engaging faculty in professional development, including culturally competent advising; spearheading curricular revisions in the humanities; and managing a \$3 million Division budget, which includes multiple federal grants. He co-presented on “Embedding Institutional Learning Outcomes in an Asian Studies Program to Prepare Millennial Students for Globalization” as part of the 2011 AAC&U Arts and Humanities Conference. He will be able to engage faculty and staff in professional development, support curricular changes in the humanities and social sciences, and implement the proposed ELL strategies.

Table 9: Qualifications AANAPISI co-Principal Investigators
<p>Required Qualifications: The PI’s collectively must have:</p> <ul style="list-style-type: none"> • Master’s-level degrees preferably in Education. • Extensive federal grants management experience, including U.S. Department of Education grants • Expertise in engaging faculty and staff in professional development to support curricular revisions, effective advising strategies, and cultural competency. • Extensive knowledge of strategies for effectively supporting underrepresented students; track record of participating in professional associations and work groups to identify best practices. • Extensive experience supervising staff.

2. The qualifications, including relevant training, experience, of key project personnel.

Phitsamay Uy, Ed.D., Assistant Professor, UMass Lowell Graduate School of Education, has been actively involved in the MCC planning process and will provide consultation on the professional development components of the project for faculty and staff and serve on the

Steering Committee. Uy has published and presented on immigrant education and Asian American students’ experiences. College-level courses taught include Southeast Asians in America, Teaching Diverse Populations, and Culture, Identity, and the Asian American Experience. Uy also works as an educational consultant to help develop curriculum and policy briefs and evaluate youth development and educational programs. Uy holds an M.Ed and Ed.D from Harvard University. **Sue J. Kim, Ph.D., Associate Chair of English & Professor, and co-Director, Center for Asian American Studies at UML**, will also participate in the Steering Committee and provide consultation. Kim’s expertise includes Asian American Studies and cognitive cultural studies, and she has just been elected to the Board of Directors of the Association for Asian American Studies. Kim holds a Ph.D. from Cornell University. **Peter Hershock, Ph.D., Director of the Asian Studies Development Program**, East-West Center, is an internationally-recognized scholar of Asian and comparative philosophy. Hershock offers extensive experience designing and directing higher education faculty and institutional development programs that seek to mainstream the study of Asian cultures and societies in the undergraduate classroom, as well as leading and participating in federal grants. He will be engaged, with additional scholars, in advising on the curriculum development. Additional project personnel will be hired. Responsibilities and qualifications are illustrated in the table below:

Table 10: AANAPISI Key Personnel	
The College seeks candidates of diverse cultural backgrounds and abilities. As an Affirmative Action/Equal Opportunity Employer, MCC encourages members of underrepresented groups to apply. The Affirmative Action Office works with hiring managers to develop the pool of talented, diverse candidates	
Responsibilities	Qualifications
<p>Project Director/Program for Asian American Student Achievement Director/ (100%). Reports directly to Senior Student Affairs Officer/Dean of Students</p> <ul style="list-style-type: none"> ▪ Manage project, including annual and quarterly reporting, supervision of objectives and activities, coordination of professional development, and project budget. ▪ Serve as liaison for project to Lowell HS, UML, and community-based organizations. 	<ul style="list-style-type: none"> ▪ Master’s Degree in Education, Behavioral, or Social Science. ▪ Demonstrated experience with, and commitment to serving, AANAPI population. ▪ Expertise in implementing culturally competent strategies to improve support student success outcomes.

<ul style="list-style-type: none"> ▪ Convene and serve on Steering Committee; other committees that will support project outcomes. ▪ Ensure the accomplishment of objectives and implementation strategies. ▪ Work directly with the Dean of Institutional Research, to gather internal data in order to measure progress on achievement of project objectives. ▪ Work with Principal Investigators and External Evaluator to support external evaluation. ▪ Supervise staff. 	<ul style="list-style-type: none"> ▪ Experience engaging community-based stakeholders. ▪ Experience managing federal grant programs, preferably U.S. Department of Education and/or AANIPISI programs. ▪ Experience in staff supervision ▪ Community college professional experience with programs serving Asian American students preferred.
<p>Asian American Student Advancement Specialist. Reports directly to AANAPISI Project Director.</p> <ul style="list-style-type: none"> • Coordinate, lead, facilitate and assess programs that enhance Asian American student engagement and success. • Act as a liaison between Asian American students and staff for campus services including Alumni, Center for Leadership Engagement, Admissions, Advising, Registration and Financial Aid Departments. • Mentor Asian American students to support their personal growth, college involvement and academic success. • Interact with the Lowell community by providing information sessions at community sites serving target populations. • Assist with the development of a website for the Program for Asian American Student Advancement. • Attend professional workshops and conferences in order to maintain professional knowledge in applicable areas. • Serve on college committees. • Communicate in foreign language and serve as language translator as needed. • Supervise UML Graduate Students. 	<ul style="list-style-type: none"> • Bachelor’s degree in student affairs/development, counseling, or related field. • Experience in student activities or multicultural programs. • Bilingual skills preferred • Excellent collaboration and organizational skills. • Culturally competent with experience and/or knowledge working with students, staff and/or faculty of diverse socioeconomic, cultural, racial and ethnic backgrounds, including those with different levels of academic preparation and varying physical and learning abilities. • Master’s degree preferred. • Community college professional experience with programs serving Asian American students preferred.
<p>ELL to College Transition Learning Specialist, (Part-Time). Reports to Director of Academic Support Programs.</p> <ul style="list-style-type: none"> ▪ Participate in hiring, training, supervision and evaluation of ELL to College Peer Tutors and Writing peer tutors in accordance with College Reading and Learning Association Guidelines ▪ Collaborate and communicate with English and ELL faculty to build academic support partnerships. ▪ Serve as a mentor to other Learning Specialists, Peer Writing Tutors, Peer ELL to College Tutors and faculty. ▪ Provide ongoing professional development to support staff and faculty in the integration of ELL to college teaching strategies. ▪ Work with faculty creating writing across the curriculum assignments to develop and use appropriate ELL literacy strategies, implementation plans, and assessment tools. ▪ Provide small group and individualized ELL to college tutoring to students enrolled in college credit courses. ▪ Assist new students to prepare for the reading and writing placement exams. ▪ Maintain student-specific data relative to academic support services using automated scheduling services. 	<ul style="list-style-type: none"> ▪ Master’s degree in Education, or related field ▪ Experience in developing and/or in delivering ELL or ESL faculty training ▪ Bilingual endorsement and/or a TESOL certification. ▪ Knowledge of tutoring techniques and learning strategies ▪ Cultural awareness and competency. ▪ Experience working with AAPISI students and community college students with limited English proficiency and students enrolled in developmental education classes preferred. ▪ Experience teaching English Composition or College Writing ▪ College Reading and Learning (CRLA) certified or knowledge of program requirements preferred.

Asian American Graduate Fellows from UMass Lowell will be hired each year to further the cultural competency work, strengthen the Asian American Connections Center mentoring,

support the ELL instruction, and/or contribute to the curricular programs. Supplemental Instruction Leaders will be trained in ELL strategies and will plan and facilitate collaborative learning study sessions.

e. Adequacy of resources.

1. The extent to which the budget is adequate to support the proposed project.

The project budget for MCC's *Program for Asian American Student Advancement* has reasonable costs for the effective implementation of the described project and directly supports the four primary goals in this application. The project implementation will also leverage the expertise of faculty and staff and the time and efforts of high-level administrators to meet the needs of MCC's Asian American and low-income students.

The AANAPISI budget supports the costs of two fulltime staff, the Project Director and the Asian American Student Advancement Specialist, who will directly implement the program activities and services to Asian American students. A part-time Learning Specialist and SI Leaders will work with ELL students as they transition to college level coursework in 10 courses per year. Strategies that build capacity include the Learning Specialist's work in training and facilitating faculty in approaches for using SI and how to integrate it into course curriculum. Asian American Grad Fellows are another cost effective resource that will provide immeasurable benefit through the Asian American Student Network program mentoring and support activities.

Other activities such as advising through the Asian American Student Advancement Specialist to support ELL transitioning students and Asian American Student Network program participants, increased use of technology to support instruction, and the development of curriculum modules and faculty/staff professional development, all impact current students as well as build institutional capacity.

2. *The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.*

This project has four activity areas that will serve the indicated number of participants:

Strategy	Activities and Anticipated # Served
AACC with Asian American Student Network program for Mutual Support, Mentoring and Leadership	<ul style="list-style-type: none"> ▪ AACC engagement activities, 250+ Asian American students and 50 + families/parents, 200+ community members each year x 5 ▪ Asian American Student Network, 50+ orientation, 50+ through mentoring each year (and ELL support and planning/advising) each year x 5 years
Increased Resources for Planning, Financial Aid Access	<ul style="list-style-type: none"> ▪ Asian American Student Advancement Specialist, 100+ in advising and planning each year x 4 years
Academic Interventions for ELL Transition	<ul style="list-style-type: none"> ▪ 25+ students in 10 COMP I courses per year (200) x 5 years
Improving Institutional Cultural Competence	<ul style="list-style-type: none"> ▪ Intensive professional development, 300+ faculty and staff over 5 years

This AANAPISI is notable as well for the increased institutional capacity that will be developed as a result of the project activities. Improvements in ELL transitional support and those in advising and planning practices will become incorporated into the ongoing work of those areas while the faculty/staff development will become embedded into the institutional culture of the college.

f. Quality of the management plan.

1. *The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.*

MCC has extensive experience in successfully implementing federal, state and foundation grant projects and has the expertise and systems in place to achieve the objectives of this AANAPISI project, on time and within budget. This includes fiscal and grant management procedures that will assure detailed accounting of expenditures, compliance with EDGAR and all applicable state policies, as well as accurate and timely reporting.

The plan for project management will support effective implementation of the activity as well as facilitate important communication within, and between, the Academic Affairs and

Student Affairs areas as well as throughout the College. The Principal Investigator and Co-Principal Investigator will work closely with the external evaluator as well as the Design Teams and project staff to reach the goals of the project. The primary elements of this AANAPISI project are under the authority of MCC’s Provost and Vice President for Academic and Student Affairs Philip Sisson, and so the direct lines of communication and authority between Academic Affairs (with the Humanities division, and Global Education) and Student Affairs (with the Academic Centers for Enrichment, Advising, and the Multicultural Center) already exist.

In addition, a **Steering Committee** will be formed with representatives of the participating college departments as well as representatives of community partner organizations and the Center for Asian American Studies at the University of Massachusetts-Lowell. Design teams for the areas of ELL Transition, the Asian American Connections Center, and Planning and Financial Aid Support will be formed as well as a means of ensuring productive communication within the parts of the college involved in each activity area and as a resource for guiding project implementation. **Figure 3: Project Management**

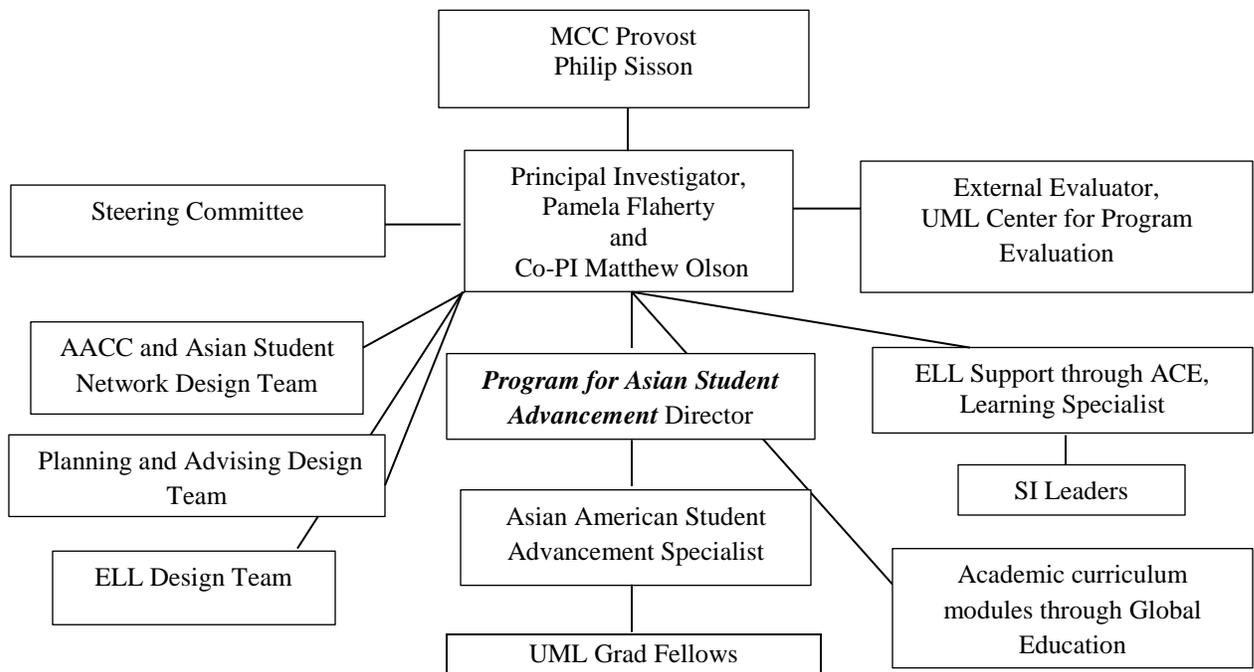


Table 12: MCC, Program for Asian American Student Advancement - Implementation Strategies and Timetable

	Specific Tasks	Participants	Methods	Results	Timeframe	
Year 1	Appoint Steering Committee; undertake hiring project staff	President; Provost/VPs; PI and Co-PI; Human Resources	<ul style="list-style-type: none"> Recommendations from Executive staff for Steering Committee and make appointments Conduct hiring process 	Steering Committee formed, orientation takes place and convening begin monthly; Project Director hired	10/1, 2016	12/1, 2016
	Form Design Teams for ELL Transition; AACC and Asian American Student Network; Planning and Financial Aid Support	Provost, VP of Enrollment, IR, & Planning; PI, Co-PI	<ul style="list-style-type: none"> Obtain recommendations and make appointments 	Design Teams formed	10/1, 2016	11/1, 2016
	Confirm administrative procedures and fiscal set-up including grant management and reporting requirements	PI, Co-PI, Project Director, Resources Development, VP of Finances	<ul style="list-style-type: none"> Develop AANAPISI procedures manual; Establish administration processes and fiscal tracking; Grant accounting in place 	Grant management and fiscal processes for successful administration and compliance in place	10/1, 2016	12/1, 2016
	Conduct regular Steering Committee and Design Team meetings, and partner convenings	PI, Co-PI, Project Staff, Provost	<ul style="list-style-type: none"> Provide regular updates and interaction regarding implementation progress, data collection and notable developments related to formative evaluation methods 	Involved staff and partners are involved in monitoring and shaping project implementation	Ongoing - 10/1, 2016 to 9/30, 2017	
	Create AACC connected to MCC Multicultural Center	PI w/Design Team, Asst Dean of International & Multicultural Affairs; Project Director	<ul style="list-style-type: none"> Work with Facilities and Administration to designate space/resources; Develop calendar of events and activities; Develop website presence and student portal; Hire Asian American Student Advancement Specialist and begin Asian American Student Network program; Hold Kick-Off event; Conduct community engagement outreach 	AACC established; web access to center established; Activities begin including events with community organizations; and Asian American Student Network Orientation held in Summer 2017 with Asian American First Generation panel	1/1, 2017	9/30, 2017
	Initiate ELL support for Writing and College Transition	Co-PI w/Design Team, Asst Dean of Humanities; ACE Director; Project Director,	<ul style="list-style-type: none"> Develop dedicated computer lab for ELL transitional writing; Hiring PT Learning Specialist for dedicated support to ELL writing; Begin delivering support through ACE 	Computer lab for writing support available Sept 2017; ACE and Learning Specialist work with faculty on interventions to be delivered	1/1 3/1, 2017	2/1 9/30, 2017
	Initiate Planning and Financial Aid Support	PI w/ Design Team, Project Director, IT	<ul style="list-style-type: none"> Begin implementation of IPAS elements/Starfish; 	Technology integration initiated;	3/1, 2017	9/30, 2017

		Project Manager, VP Enrollment, CFO, Financial Literacy consultant	<ul style="list-style-type: none"> Develop community based financial literacy and planning curriculum; Connect to Director of Diversity Outreach activities 	Financial literacy curriculum for postsecondary education developed and delivery begins		
	Undertake Curriculum Initiative for Course Modules	Co-PI, Dean of Global Education, EW Consultant	<ul style="list-style-type: none"> Identify faculty for participation; Begin faculty development with seminars also open to all community, Begin “salons” with community organizations for networking and intellectual exchange around Cambodian culture, issues 	Faculty begin foundational work for development of curriculum modules, participate in seminars and salons	3/1, 2017	9/30, 2017
	Undertake Professional Development with MCC faculty and staff	PI w/ with UML CAAS, Asst Dean of International & Multicultural Affairs; Project Director, MCC HR	<ul style="list-style-type: none"> Develop and conduct MCC specific curriculum for 3 part Diversity training with frontline staff from enrollment and FA; Develop and conduct MCC specific curriculum for 3 part Diversity training with faculty and professional direct service staff 	25 direct service staff complete training and 25 faculty and direct service staff complete training	10/1, 2016	6/30, 2017
	Evaluate Year I activities	External Evaluator; PI and Co-PI; Dean of IR and Planning	<ul style="list-style-type: none"> Confirm baseline data; establish indicators and cohorts 	Initial evaluation parameters established; Report out on this stage to Steering Committee, others	1/1	3/1
Year 2	Conduct regular Steering Committee and Design Team meetings, and partner convenings	PI, Co-PI, Project Staff, Provost	<ul style="list-style-type: none"> Provide regular updates and interaction regarding implementation progress, data collection and notable developments related to formative evaluation methods 	Involved staff and partners are involved in monitoring and shaping project implementation	Ongoing - 10/1, 2017 to 9/30, 2018	
	Develop AACC programming	PI, w/ Design Team, Asst Dean of International & Multicultural Affairs; Project Director	<ul style="list-style-type: none"> Form Student Advisory Board for AACC; Convene student groups related to AACC priorities; Begin first round of AA Grad Fellows from UML and begin mentoring activities; Begin mid-year orientation for additional cohort 	AACC has Student Advisory Board, Asian American Student Network social and leadership activities begin; UML Grad Fellows begin work on mentoring with MCC students; Summer and January orientations continue with Asian American panels	10/1, 2017	9/30, 2018
	Increase ELL Writing and Transition support	Co-PI w/ Design Team, Asst Dean of Humanities; ACE Director; Project Director	<ul style="list-style-type: none"> Develop and pilot Asian American Student Advancement Specialist protocol for working with ELL students transition to college level Begin SI model with trained AA SI leaders; Learning Specialist linked to ELL transitional writing courses; 2nd Learning Specialist hired; 	Asian American Student Advancement Specialist works closely with ELL and IELI; Learning Specialist support fully in place and SI model for writing fully implemented	10/1, 2017	9/30, 2018

			<ul style="list-style-type: none"> Asian American Student Advancement Specialist and ACE develop IELI alignment 			
	Increase Financial and Planning Resources	PI w/ Design Team, Project Director, IT Project Manager, VP Enrollment, CFO, FA Director, Financial Literacy consultant	<ul style="list-style-type: none"> Continue implementation of IPAS technology; Pilot financial literacy workshop trainings at community partner organizations; Pilot and implement advisor protocol for working with AA students related to planning and timeline for FA 	IPAS enabled with Starfish, Financial Literacy resources for parents/family in place with community partners, personal support and advising related to financial and enrollment fully implemented	10/1, 2017	9/30, 2018
	Continue Curriculum Initiative for Course Modules	Co-PI, Dean of Global Education, EW Consultant	<ul style="list-style-type: none"> Continue series of seminars and salons; Convening of faculty cohort for multi-day Institute with East West Center expert; Undertake development of curriculum modules 	Seminars and salons that include readings, speakers, exposure to expert presentations, engagement with local Cambodian cultural organizations and visits to museums completed	10/1, 2017	9/30, 2018
	Conduct Professional Development with MCC faculty and staff	PI w/ with UML CAAS, Asst Dean of International & Multicultural Affairs; Project Director, MCC HR	<ul style="list-style-type: none"> Conduct MCC specific curriculum for 3 part Diversity training with frontline staff from enrollment and financial aid, 2 groups; Conduct MCC specific curriculum for 3 part Diversity training with faculty and professional direct service staff, 2 groups 	50 direct service staff complete training and 50 faculty and direct service staff complete training	10/1, 2017	6/30, 2018
	Evaluate Year 2 activities	External Evaluator; PI and Co-PI; Dean of IR and Planning	<ul style="list-style-type: none"> Confirm baseline, data and process 	Report out on this stage to Steering Committee, others	6/1, 2017	9/30, 2017
Year 3	Conduct regular Steering Committee and Design Team meetings, and partner convenings	PI, Co-PI, Project Staff, Provost	<ul style="list-style-type: none"> Provide regular updates and interaction regarding implementation progress, data collection and notable developments related to formative evaluation methods 	Involved staff and partners are involved in monitoring and shaping project implementation	Ongoing - 10/1, 2018 to 9/30, 2019	
	Develop AACC programming	PI, w/ Design Team, Asst Dean of International & Multicultural Affairs; Project Director	<ul style="list-style-type: none"> Student Advisory Board for AACC involved in guiding activities and programming; Convene student groups related to AACC priorities; Asian American Student Network and Specialist staff ongoing support to students; AA Grad Fellows from UML and involved in mentoring activities and building network 	Asian Connections social and leadership activities ongoing; UML Grad Fellows build mentoring network with MCC students and MCC outreach to Lowell Public Schools; Summer and January orientations ongoing with Asian American panels and videos on AACC website	10/1, 2018	9/30, 2019

	Increase ELL Writing and Transition support	Co-PI w/ Design Team, Asst Dean of Humanities; ACE Director; Project Director	<ul style="list-style-type: none"> Asian American Student Advancement Specialist supports ELL students transitioning to college level; Learning Specialists linked to ELL transitional writing courses provides support and oversees SI model with AA SI leaders Asian American Student Advancement Specialist and ACE work with IELI students to provide support and alignment AACC activities 	Asian American Student Advancement Specialist works closely with ELL and IELI students; Learning Specialist support in place and SI model for writing implemented and ongoing	10/1, 2018	9/30, 2019
	Increase Financial and Planning Resources	PI w/ Design Team, Project Director, IT Project Manager, VP Enrollment, CFO, Financial Literacy consultant	<ul style="list-style-type: none"> Deliver financial literacy workshop trainings at community partner organizations; Develop and implement advisor protocol for working with AA students related to planning and timeline for FA 	Financial Literacy resources for parents/family in place with community partners, personal support and advising related to financial and enrollment fully implemented		
	Infusion of Curriculum Initiative Course Modules	Co-PI, Dean of Global Education, EW Consultant	<ul style="list-style-type: none"> Development of curriculum modules; Modules infused into Humanities courses; Open educational resource (OER) digital repository that includes a bibliography, lesson plans, presentations, and content expert contacts created for dissemination. 	Curriculum modules related to Asian/Cambodian literature, history, arts developed and infused into MCC courses and OER established	10/1, 2017	9/30, 2018
	Conduct Professional Development with MCC faculty and staff	PI w/ with UML CAAS, Asst Dean of International & Multicultural Affairs; Project Director, MCC HR	<ul style="list-style-type: none"> Conduct MCC specific curriculum for 3 part Diversity training with frontline staff from enrollment and financial aid, 2 groups; Conduct MCC specific curriculum for 3 part Diversity training with faculty and professional direct service staff, 2 groups 	50 direct service staff complete training and 50 faculty and direct service staff complete training	10/1, 2018	6/30, 2019
	Evaluate Year 3 activities	External Evaluator; PI and Co-PI; Dean of IR and Planning	<ul style="list-style-type: none"> Review data on new strategies; review current pilots 	Report out on progress; recommend modifications	6/1, 2018	9/30, 2018
Year 4	Conduct regular Steering Committee and Design Team meetings, and partner convenings	PI, Co-PI, Project Staff, Provost	<ul style="list-style-type: none"> Provide regular updates and interaction regarding implementation progress, data collection and notable developments related to formative evaluation methods 	Involved staff and partners are involved in monitoring and shaping project implementation	Ongoing - 10/1, 2019 to 9/30, 2020	
	Develop AACC programming	PI, w/ Design Team, Asst Dean of International & Multicultural	<ul style="list-style-type: none"> AACC activities ongoing with students involves in guiding activities and programming; Convene student groups related to Asian 	Asian American Connections social and leadership activities ongoing; UML Grad Fellows foster	10/1, 2019	9/30, 2020

		Affairs; Project Director	<ul style="list-style-type: none"> Connections priorities; AA Grad Fellows from UML and involved in mentoring activities and building network 	mentoring with MCC students and MCC outreach to Lowell Public Schools; Summer and January orientations		
	Increase ELL Writing and Transition support	Co-PI w/ Design Team, Asst Dean of Humanities; ACE Director; Project Director	<ul style="list-style-type: none"> Asian American Student Advancement Specialist supports ELL students transitioning to college level; Learning Specialists linked to ELL transitional writing courses provides support and oversees SI model with AA SI leaders Asian American Student Advancement Specialist and ACE work with IELI students to provide support and alignment 	Asian American Student Advancement Specialist works closely with ELL and IELI students; Learning Specialist support in place and SI model for writing implemented and ongoing	10/1, 2019	9/30, 2020
	Increase Financial and Planning Resources	PI w/ Design Team, Project Director, IT Project Manager, VP Enrollment, CFO, FA Director, Financial Literacy consultant	<ul style="list-style-type: none"> Deliver financial literacy workshop trainings at community partner organizations; Implement advisor protocol for working with AA students related to planning and timeline for FA ongoing 	Financial Literacy resources for parents/family with community partners ongoing, personal support and advising related to financial and enrollment ongoing	10/1, 2019	9/30, 2020
	Ongoing Work of Curriculum Initiative for Course Modules	Co-PI, Dean of Global Education	<ul style="list-style-type: none"> Continue faculty engagement and increase infusion into Humanities curriculum 	Additional courses incorporate content	10/1, 2019	9/30, 2020
	Conduct Professional Development with MCC faculty and staff	PI w/ with UML CAAS, Asst Dean of International & Multicultural Affairs; Project Director, MCC HR	<ul style="list-style-type: none"> Conduct MCC specific curriculum for 3 part Diversity training with frontline staff from enrollment and financial aid, 2 groups; Conduct MCC specific curriculum for 3 part Diversity training with faculty and professional direct service staff, 2 groups 	50 direct service staff complete training and 50 faculty and direct service staff complete training	10/1, 2019	6/30, 2020
	Evaluate Year 4 activities	External Evaluator; PI and Co-PI; Dean of IR and Planning	<ul style="list-style-type: none"> Review and compare all cohorts and strategies to date 	Report out on mid-point progress; recommend modifications	6/1, 2019	9/30, 2020
Year 5	Conduct regular Steering Committee and Design Team meetings, and partner convenings	PI, Co-PI, Project Staff, Provost	<ul style="list-style-type: none"> Provide regular updates and interaction regarding implementation progress, data collection and notable developments related to formative evaluation methods 	Involved staff and partners are involved in monitoring and shaping project implementation	Ongoing - 10/1, 2020 to 9/30, 2021	
	Develop AACC programming	PI, w/ Design Team, Asst Dean of International &	<ul style="list-style-type: none"> AACC activities ongoing with students involves in guiding activities AA Student Network programming ongoing; 	AACC social and leadership activities ongoing; UML Grad Fellows foster	10/1, 2020	9/30, 2021

	Multicultural Affairs; Project Director	<ul style="list-style-type: none"> Convene student groups related to Asian Connections priorities; AA Grad Fellows from UML and involved in mentoring activities and building network 	mentoring with MCC students and support MCC outreach to Lowell Public Schools; AA Student Network, Specialist support and Summer and January orientations		
Increase ELL Writing and Transition support	Co-PI w/ Design Team, Asst Dean of Humanities; ACE Director; Project Director	<ul style="list-style-type: none"> Asian American Student Advancement Specialist supports ELL students transitioning to college level; Learning Specialists linked to ELL transitional writing courses provides support and oversees SI model with trained AA SI leaders Asian American Student Advancement Specialist and ACE work with IELI students to provide support and alignment AACC activities 	Asian American Student Advancement Specialist works closely with ELL and IELI students; Learning Specialist support in place and SI model for writing implemented and ongoing	10/1, 2020	9/30, 2021
Increase Financial and Planning Resources	PI w/ Design Team, Project Director, IT Project Manager, VP Enrollment, CFO, FA Director, Financial Literacy consultant	<ul style="list-style-type: none"> Deliver financial literacy workshop trainings at community partner organizations; Implement advisor protocol for working with AA students related to planning and timeline for FA ongoing 	Financial Literacy resources for parents/family with community partners ongoing, personal support and advising related to financial and enrollment fully implemented and ongoing	10/1, 2020	9/30, 2021
Ongoing Work of Curriculum Initiative for Course Modules	Co-PI, Dean of Global Education	<ul style="list-style-type: none"> Continue faculty engagement and increase infusion into Humanities curriculum 	Additional courses incorporate content	10/1, 2020	9/30, 2021
Conduct Professional Development with MCC faculty and staff	PI w/ with UML CAAS, Asst Dean of International & Multicultural Affairs; Project Director, MCC HR	<ul style="list-style-type: none"> Conduct MCC specific curriculum for 3 part Diversity training with frontline staff from enrollment and financial aid, 2 groups; Conduct MCC specific curriculum for 3 part Diversity training with faculty and professional direct service staff, 2 groups 	50 direct service staff complete training and 50 faculty and direct service staff complete training	10/1, 2020	6/30, 2021
Evaluate Year 5 activities	External Evaluator; PI and Co-PI; Dean of IR and Planning	<ul style="list-style-type: none"> Compile data, compare baseline and data on all cohorts; assess impact 	Report out on overall impact and effectiveness	6/1, 2020	9/30, 2021

2. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

MCC's ***Program for Asian American Student Advancement*** has well defined procedures for obtaining feedback from the various actors and participants in the project and also the means to incorporate this feedback into the operations of the project as it moves forward. These include a management plan with clear lines of authority and communication including Principal Investigators who are leaders within the college and can ensure coordination with the ongoing work of various MCC departments.

Part of the management plan will be the creation of an AANAPISI Steering Committee and also Design Teams for the primary activity areas of the project. These groups will be convened by the PI and Co-PI and review the progress of the project, its adherence to the objectives to be achieved, and unexpected developments. The teams will advise and work with project staff to achieve the project objectives while assisting to develop approaches for addressing new developments and ensure ongoing improvements in the activity areas. The Steering Committee and Design Teams will also advise the project on how to align AANAPISI activities and objectives with other college and community activities. The Design Teams will provide existing expertise in the activity areas and provide a mechanism for the project to communicate specific factors, concerns and developments to others at MCC. The Academic program areas affected through the development of curriculum modules have existing structures for infusing these modules across the general education curriculum and will rely on those.

The formative elements of the evaluations – the progress of the implementation to achieve the project's objectives, assessment of the effectiveness of the implementation strategies, adherence to the project timeline, and connection to institutional resources – will be carefully

monitored by the PI and Co-PI with the support of the external evaluator to assess needed modifications in the project strategies and implementation.

3. The adequacy of mechanisms for ensuring high-quality products and services from the proposed project.

MCC is accomplished as maximizing the benefits and impact of its grant funded projects and has numerous mechanisms in place for this purpose. A grants development and management manual, available on the college's intranet, outlines the proper procedures for grant accounting and fiscal processes, time and effort reporting, the use of Institutional Research capabilities to track and measure project progress, human resources policies and practices, as well as other important information to assist in the implementation of grant projects. The director of the AANAPISI project, assisted by the Resource Development Office, will establish a policies and procedures manual specifically for this project that includes staff responsibilities, job descriptions, a project calendar based on the implementation strategies, reporting forms and schedules and present this information to the Steering Committee and Design Teams as well as sharing it with departments within the college that will be involved. High-quality products and services will be shaped by the following:

Table 13: Mechanisms to Ensure High Quality Products and Services	
<i>Project oversight:</i>	<ul style="list-style-type: none"> ▪ Regular monthly meetings of the Steering Committee and bi-monthly meetings of the Design Teams, regular presentations and reporting to the Executive Staff and the Academic and Student Affairs Council;
<i>Staff monitoring:</i>	<ul style="list-style-type: none"> ▪ Bi-monthly staff meetings on project progress and the production of written staff monthly reports detailing the activities completed and in planning;
<i>Fiscal monitoring:</i>	<ul style="list-style-type: none"> ▪ Review of project expenditures by Project Director, PI /Co-PI with MCC's Senior Fiscal Grant Manager on a quarterly basis to ensure expenditures and spending processes are in line with federal and institutional processes;
<i>Bi-Annual and Annual Performance Reports:</i>	<ul style="list-style-type: none"> ▪ the Bi-Annual written report will apprise all stakeholders of the project's activities and progress while the preparation of the APR will detail MCC's evaluation of the project towards its stated objectives.

g. Quality of the project evaluation.

1. *The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.*

Overseen by the AANAPISI Project Director and linked closely to the Institutional Research & Planning Office, the evaluation plan is based on the project’s measurable objectives and performance indicators, involves the accumulation of formative and summative evidence of accomplishments including quantitative and qualitative assessment, and engages both internal and external expertise in support of continuous improvement.

An external evaluator will be formally engaged to (1) assess accomplishments relative to the measurable objectives and performance indicators (both project related and GPRA); (2) measure the effectiveness of the project in meeting annual and overall objectives; and (3) determine the progress toward achieving long-range institutional capacity with regards to improving the outcomes of its Asian American and low income students and therefore, the institutional impact beyond the grant period.

Table 13: External Evaluator Qualifications
<p>Required Qualifications: At least 10 years of experience designing and conducting evaluations of U.S. Department of Education grant programs; qualified by the American Evaluation Association.</p> <p>Responsibilities: Establish and confirm baseline data for project objectives; oversee and validate formative evaluation methods and benchmarks; oversee and validate summative evaluation methods and benchmarks; review implementation strategies with timeline and outcomes for implementation tasks. Be able to conduct several site visits each year to verify and advise on progress.</p>
<p>Evaluator Qualifications: The Center for Program Evaluation (CPE) will be contracted to complete the evaluation. Jill H. Lohmeier, Ph.D. serves as the director of the CPE. She has been a member of the American Evaluation Association for over 13 years and has been conducting educational program evaluation for local, state and federal grant programs during that time. Other affiliates from the CPE will be involved in the evaluation, including, Xiaoxia Newton, Ph.D. who has also served as lead evaluator for numerous federal, state and local grants. The CPE is currently serving as the evaluator for National Science Foundation grants and state and local Department of Education grants. Drs. Lohmeier and Newton both teach graduate level courses in program evaluation, research methods and data analysis.</p> <p>Educational: Jill H. Lohmeier received her Ph.D. in cognitive psychology in 1995 from the University of Massachusetts Amherst. Xiaoxia Newton received her Ph.D. from the University of California Berkeley in education in 1999.</p>

The external evaluator will meet with the Project Director, Principal Investigator/Co-Principal Investigator, and Steering Committee in the first quarter of the grant to review project objectives, baselines, and indicators (project and GPRA related) and to map out the data collection plan for evaluation. This will offer the benefit of ensuring that systems are in place to capture and input relevant data for evaluation and analysis while also enhancing internal evaluation processes. The PI will maintain monthly reports on project activities, their status and outcomes, and, in cooperation with MCC’s Institutional Research Office, will collect and analyze internal data, all of which will be shared with the Steering Committee, respective design teams, and external evaluator. Prior to the six-month Internal Project Review (IPR), the external evaluator will convene again with the AANAPISI’s key personnel to check on progress. The external evaluator will then meet at the end of the first year, and annually in subsequent years, to prepare of Annual Performance Reports to the US Department of Education. The following is a framework for the external evaluation.

Table 14: Evaluation Framework	
<p>Formative Evaluation Questions</p> <ul style="list-style-type: none"> • Are major objectives successfully implemented? • Are identified implementation strategies effective? • Are problems identified in a timely manner to facilitate correction? • Are institutional resources supporting implementation of the Activity? 	<p>Summative Evaluation Questions</p> <ul style="list-style-type: none"> • Are major issues/conditions identified in the Needs section being addressed? • What has been the institutional impact of the implementation of the project? • What evidence substantiates the institutional impact of the Activity? • How has the expenditure of grant funds contributed to institutional impact?

Quantitative Assessment: During the first year, a baseline databank from existing campus resources will be established and will include data on the target audience of students related to enrollment, persistence, retention, completion, and the implementation of new elements related to the technology infrastructure starting in Fall 2016. This data will be

maintained by Institutional Research for use in making statistical comparisons to assess project achievement and impact.

Annual Performance Reports, based on evaluation data that includes GPRA indicators, will be submitted to the Department of Education and posted on the project website. Student enrollment, persistence, retention, completion and baseline data will be established during the initial two years and cohorts formed to measure progress against all those baselines.

Qualitative Assessment: Qualitative information will be gathered through surveys/questionnaires, focus groups, interviews and other means of recording participant feedback in order to describe the context of the project's implementation and its direct impact on the participants according to those individuals. This information will be gathered to gauge the overall effectiveness of the interventions in terms of the project's success at engaging its participants, and ultimately, in achieving the project's defined outcomes.

Compliance with Government Performance and Results Act (GPRA) of 1993: The evaluation plan, outlined in detail below, clearly indicates the various methodologies and approaches to be used and what type of data will be collected, including that related to required GPRA indicators regarding postsecondary persistence, and transfer/completion rates of AANAPISI participants.

2. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The table on the next page summarizes the evaluation timeline, data collection elements, and activities to be undertaken.

Table 15: Evaluation of Objectives

AANAPISI Performance Indicators Corresponding GPRA	Info Collected	Who Collects	How Collected	When Collected/ Analyzed
Increase the <u>number of Asian American students entering college coursework after completing ELL courses</u> ; GPRA PI 1	Student-level enrollment data	Dean, IR & Planning	Banner	Fall 2016 (baseline) - 2021
Increase <u>completion of COMP I and COMP II among students in ELL courses from the previous year</u> ; GPRA PI 3	Student-level enrollment data	Dean, IR & Planning	Banner	Fall 2016 (baseline) - 2021
Increase in <u>GPA's of ELL students who transition to college level coursework</u> , GPRA PI 1	Student-level enrollment data	Dean, IR & Planning	Banner	Fall 2016 (baseline) - 2021
Increase <u>graduation and transfer rates of Asian American ELL students over 5 years</u> ; GPRA PI 5	Student-level enrollment data; grad and transfer data; IPEDS	Dean, IR & Planning;	Banner Completion reports	Fall 2016 (baseline) and Fall 2021
Increase <u>understanding of financial aid and related processes among parents/families of Asian American students</u> . Supports GPRA PI 1, 3, and 5	Participation levels; satisfaction; survey results; FA data	Project Director; Dean, IR & Planning	Surveys, interviews of family participants; # of FAFSA completed in multiple yrs	Fall & Winter 2016 (baseline) - 2021
Increase <u>MCC faculty and staff awareness and understanding of cultural priorities and considerations for AA students and families</u> ; Supports GPRA PI 1, 3, and 5	Participation levels; student satisfaction; survey results	Project Director; Dean, IR & Planning	Student satisfaction surveys; staff pre & post surveys; interviews participants, Grad Fellows	Spring 2017 (Baseline) - 2021
Increased <u>graduation and transfer rates of AA students who participate in 1.) more than 5 activities, 2.) participate in mentoring network, 3.) who receive dedicated advising through AASC, or 4.) who use IPAS planning (with dedicated advising)</u> ; GPRA PI 3, 5	Student-level enrollment data; graduation and transfer data; AANAPISI student records	Project Director; Dean, IR & Planning	Banner Completion reports	Fall 2016 (baseline) and Fall 2021
Improve <u>persistence and retention of AA students engaged in Asian American Student Network</u> ; GPRA PI 3	Student-level enrollment data; AANAPISI student records	Project Director; Dean, IR & Planning	Banner	Fall/ Spring 2016 (baseline) and Fall/Spring 2021
Increase <u>effectiveness of student decision-making among students receiving advising support and IPAS tools</u> ; Supports GPRA PI 3, 5	Student-level enrollment data by major; Program of Study changes	Dean, IR & Planning, Asst Dean of Enroll Data	Banner	Fall 2016 (baseline) and Fall 2021
Increase <u>MCC curriculum with content related to Asian culture and Asian American experience</u> ; Supports GPRA PI 3, 5	MCC Course catalog	Project Director; Dean of Global Education	Program reviews and Academic Department information	Fall 2016 (baseline) and Fall 2021

3. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Internal evaluation will be embedded in the responsibilities and activities of the Steering Committee and project design teams. The Steering Committee will oversee assessing the progress of the objectives and effectiveness of the implementation strategies. These efforts will be further supported by the many existing institutional practices and activities informing continuous improvement such as MCC's participation in the statewide Vision Project and reporting and analysis of disaggregated student success data; the compilation of the annual *MCC Fact Book and Outcomes Report* with robust institutional data and annual comparisons; the program review process; and MCC's annual Assessment Day (May of each year) and Professional Development days. The internal evaluation will be further strengthened by the expertise and functions of members of the Steering Committee which will include the Provost/Vice President for Academic Affairs; the Dean of Assessment; and the Dean of Institutional Research & Planning.

The evaluation process (internal and external) supports formative evaluation through both the monthly internal collection and review of data and the more intensive analysis at mid and final points of each year, thereby allowing for ongoing adjustments and corrections. A summative evaluation of impact, conducted jointly by the Steering Committee, key personnel, and the independent external evaluator, will assess the achievements of each year (and cumulatively for the last grant year) and their effect on the key issues to be addressed by the project. This report and resulting recommendations will be prepared and shared with the Steering Committee before being presented to the President and the college's Executive Staff. Project results will be posted on the project website and disseminated at relevant forums and conferences.

Middlesex Community College AANAPISI Budget Narrative

1. Personnel: Position grade levels have been established by collective bargaining with the Mass. Community College Council (MCCC). Salaries are budgeted to show a 2.5% cost of living increase through project years 1-5. Faculty stipends are set according to contract and consultant rates are based on the level of service. The following personnel are essential to the successful implementation of the project.

Principal Investigators. PI Dean Pamela Flaherty (50% effort, YRS 1-5) and co-PI Dean Matthew Olson (25% effort, YRS 1-5) will dedicate time to the project at no charge to the grant.

AANAPISI Project Director (to be named). 1.0 FTE/100% effort YRS 1-5. It is estimated the Project Director will begin Feb 2017. Rate of pay is \$65,000/year, and pay is prorated YR1.

Multicultural Specialist/Advisor (to be named). 1.0 FTE/100% effort YRS 1-5. It is estimated this position will begin June 2017. Rate of pay is \$54,000/year, and pay is prorated YR1.

ELL Learning Specialist (to be named). Part-time 15-18.5 hours/week (~750 hours/year). It is estimate this position will begin Jan 2017. Rate of pay is \$28.29/hr and pay is prorated YR1.

Supplemental Instruction Leaders. MCC students to lead supplemental instruction using ELL strategies. Rate of pay is \$12/hr. SI is approximately ~\$1000 per course; 5 courses in YR 1, and 10 courses in YRS 2-5.

UML Asian American Studies Graduate Fellows. Asian American Studies graduate student fellows from UML will develop projects at MCC to increase engagement and understanding and will present findings and products at student and faculty/staff events. 2 @ \$10,000 each in YRS 2-3, 3 @ \$10,000 each in YRS 4-5.

Faculty & Staff Professional Development Stipends. For participation in cultural competency training led by Phitsamay Uy and Sue J. Kim. \$35/hr for participation in training. Note that

extra compensation for staff will depend on staff categorization; some will be trained as part of duties, and some in addition to existing duties. It is estimated 25-30 faculty/staff per year will be trained in YRS 2-5.

Faculty Curriculum Development Stipends. Asian American Connections Faculty Fellows (10 MCC faculty per year YRS 1-2) will participate in structured monthly faculty development seminars; informal intellectual exchange/networking “salons” hosted in conjunction with local Cambodian/Khmer organizations; and one five-day intensive institute led by the Asian Studies Development Program. Asian American Connections Faculty Ambassadors (20 faculty YRS 2-3) will participate in activities at a smaller scale. Six-hour curriculum modules focused on Asian heritage and current cultural topics will be embedded in courses in history, philosophy, art appreciation, literature, world religions and other general education courses. Stipends for 10 Faculty Fellows (YRS 1 & 2) Per MCC contractual rate of \$35/hr for extra service x 35 hours/year=\$1225/faculty member per year. 2) Stipends for 20 Faculty Ambassadors (YRS 2&3) to embed modules @ \$250 each x 20 per year.

AANAPISI Budget	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel	16-17	17-18	18-19	19-20	20-21	
PI-Dean Pam Flaherty--MCC 50% effort	MCC	MCC	MCC	MCC	MCC	-
Co-PI Dean Matthew Olson--MCC 25% effort	MCC	MCC	MCC	MCC	MCC	
AANAPISI Project Director	43,333	66,625	68,291	69,998	71,748	319,995
Asian American Student Advancement Specialist	18,000	55,350	56,734	58,152	59,606	247,842
ELL Transition to College Learning Specialist	14,145	21,748	22,292	22,849	23,420	104,454
Supplemental Instruction Leaders	5,000	10,000	10,000	10,000	10,000	45,000
Asian American UML Graduate Fellows		20,000	20,000	30,000	30,000	100,000
Faculty & Staff-Cultural Competency Training Stipends		10,000	20,000	20,000	10,000	60,000
Asian American Connections Faculty Fellows/Ambassadors	12,250	17,250	5,000			34,500
Subtotal Personnel	80,478	200,973	197,316	210,999	204,774	894,540

2. Fringe Benefits: To establish fringe benefits, MCC uses rates established by the MA Office of the Comptroller as negotiated with the US Dept. of Health and Human Services. The budget reflects a full time rate of 35.17% for five years increasing a projected 3% each year. Fringe rate for FT/benefitted staff includes Insurance, Retirement, Terminal Leave, Unemployment Insurance, Universal Health Tax, Medicare Tax. MA Fringe Benefits for PT and Stipended Employees includes Unemployment Insurance, Universal Health Insurance, Medicare Tax; FY17=1.67% MA Health and Welfare Trust (FT Employees) is \$810 per 1.0 FTE.

AANAPISI Budget	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Fringe Benefits	16-17	17-18	18-19	19-20	20-21	
FT/Benefitted Employees	21,571	44,186	45,290	46,422	47,583	205,052
PT and Stipended Employees	320	1031	1207	1384	1226	5,168
MA Health and Welfare Trust (FT Employees)	810	1620	1620	1620	1620	7,290
Subtotal Fringe	22,701	46,837	48,117	49,426	50,429	217,510

3. Travel: Key project personnel to attend annual AANAPISI Directors’ Meeting conference, and other professional development that support meeting project objectives. \$7500 budgeted YR1-2, \$10,000 YRS 3-4, and \$5000 YR5.

AANAPISI Budget	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Travel	16-17	17-18	18-19	19-20	20-21	
AANAPISI Directors' Meeting and prof. dev.	7,500	7,500	10,000	10,000	5,000	40,000
Subtotal Travel	7,500	7,500	10,000	10,000	5,000	40,000

4. Equipment: A dedicated computerized classroom for ELL at \$30,000. Servers @ \$16,200 each (YRS 1 & 5).

AANAPISI Budget	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Equipment	16-17	17-18	18-19	19-20	20-21	
ELL Computerized Classroom;	30,000					30,000
Servers @ \$16,200/ea	16,200				16,200	32,400
Subtotal Equipment	46,200	-		-	16,200	62,400

5. Supplies:

Supplies & Materials for Asian American Student Network Orientation, student programming.

AANAPISI Budget	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Supplies	16-17	17-18	18-19	19-20	20-21	
Student Orientation, Asian American Connections materials	5,000	10,500	7,500	7,500	7,500	38,000
Subtotal Supplies	5,000	10,500	7,500	7,500	7,500	38,000

6. Contractual:

East West Center/Asian Studies Development Program Curriculum Development Consultation.

\$750 per day consultation x 3 scholars/day x 5 days=\$11,250 (YRS 1-2); Additional consultation for curriculum implementation @ \$750 per day x 10 days (YRS 1-3); Travel, Housing, Per Diem for three Scholars. GSA Rate hotel @ \$136/night x 5 nights x 3 days. RT Airfare @ \$800 x 3 scholars; Rental car @ \$70/day x 6 days=\$420. GSA Rate M&I for Scholars @ \$64/day x 5 days x 3 scholars. Travel YRS 1-2.

UMass Lowell Asian American Studies Program Cultural Competency Training Consultation.

Phitsamay Uy and Sue Kim, UML Center for Asian American Studies @ \$50/hr. YR 1 Training to Project Staff, Steering Committee, and Development of Training; 100 hrs each YR 1; Broad-based training to MCC faculty/staff 120 hrs each YRS 2-5.

Independent Evaluator. To evaluate AANAPISI project. \$10,000 per year.

AANAPISI Budget	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Contractual	16-17	17-18	18-19	19-20	20-21	
East West Center/Asian Studies Development Program-Curriculum Consultation	24,570	24,570	7,500			56,640
Faculty/Staff Cultural Competency Professional Development/Training	10,000	12,000	12,000	12,000	12,000	58,000
Independent Evaluator	10,000	10,000	10,000	10,000	10,000	50,000
Subtotal Contractual	44,570	46,570	29,500	22,000	22,000	164,640

7. Construction: N/A

8. Other:

Starfish by Hobsons. The Starfish® Enterprise Success Platform™ integrates SIS, LMS, and Degree Audit as well as your systems for Student Surveys, Analytics, Portal to bring together information and scale your student support initiatives. \$130,000 YR1 (includes set up, migration), \$22,000 YR2, \$30,000 YRS 3-5.

Internet Bandwith Increase. To support Starfish.

Marketing/Communications: Development of materials for Asian American Connections, orientation, and family/community engagement.

Intensive English Language Institute (IELI) Accreditation. For expenses related to preparing for and receiving accreditation from Commission on English Language Accreditation. \$5000 YR2, \$10,650 YR3, \$1700 YR4, and \$1700 YR5.

AANAPISI Budget	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Other	16-17	17-18	18-19	19-20	20-21	
Starfish/Hobsons	130,000	22,000	30,000	30,000	30,000	242,000
Internet bandwidth increase	5,000	7,500	7,500	10,000	10,000	40,000
Marketing/Communications	5,000	2,000	1,000	1,000	1,000	10,000
CEA Accreditation for IELI		5,000	10,650	1,700	1,700	19,050
Subtotal Other	140,000	36,500	49,150	42,700	42,700	311,050

BUDGET SUMMARY						
MCC AANAPISI	Year 1	Year 2	Year 3	Year 4	Year 5	Total
	16-17	17-18	18-19	19-20	20-21	
Subtotal Personnel	80,478	200,973	197,316	210,999	204,774	894,540
Subtotal Fringe	22,701	46,837	48,117	49,426	50,429	217,510
Subtotal Travel	7,500	7,500	10,000	10,000	5,000	40,000
Subtotal Equipment	46,200	-		-	16,200	62,400
Subtotal Supplies	5,000	10,500	7,500	7,500	7,500	38,000
Subtotal Contractual	44,570	46,570	29,500	22,000	22,000	164,640
Subtotal Other	140,000	36,500	49,150	42,700	42,700	311,050
Total Direct Costs	346,449	348,880	341,583	342,625	348,603	1,728,140

ED GEPA 427

The Middlesex Community College's (MCC) **Asian American Native American Pacific Islander Serving Institution (AANAPISI)** project will provide services to all eligible students without regard to race, creed, religion, color, gender, gender identity, sexual orientation, age, disability, genetic information, maternity leave, military service and national origin ("protected class(s)/classification(s)"). In all activities, MCC will strive to ensure that technology is accessible to faculty and students with disabilities and that individuals receive reasonable accommodations, where needed.

MCC is an Affirmative Action/Equal Opportunity Employer in compliance with Title IX and does not discriminate on the basis of age, sex, race, color, national origin, ancestry, sexual orientation, veteran status, religion, or handicap status, genetic information or gender identity in its education programs or in admission to, access to, treatment in or employment in its programs or activities as required by Title VI and Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973, Americans with Disabilities Act, MGL, Chapter 151B and Chapter 151C and regulations promulgated thereunder. MCC admits students without regard to age, sex, race, color, national origin, ancestry, sexual orientation, veteran status, religion, handicap status, genetic information or gender identity to all programs and activities generally accorded or made available to students at the College. It does not discriminate on the basis of age, sex, race, color, national origin, ancestry, sexual orientation, veteran status, religion, handicap status, genetic information or gender identity, in the administration of its educational policies, scholarships, and loan programs. The MCC AANAPISI project honors fully the College's commitment to pluralism and non-discriminatory

practices, as described in the *Middlesex Community College Statement on Diversity and Pluralism*.



Middlesex Community College

OFFICE OF THE PRESIDENT
DR. JAMES C. MABRY

mabryj@middlesex.mass.edu
www.middlesex.mass.edu

April 20, 2016

James E. Laws, Jr., Ed.D.
Acting Director, Strengthening Institutions Programs
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Dr. Laws:

As President of Middlesex Community College (MCC), I enthusiastically support this proposal to the U.S. Department of Education for the Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) Program. Currently, MCC enrolls over 13,000 credit students, more than 11% of whom meet AANAPISI criteria. The overall goal of MCC's *Program for Asian Student Advancement* will be to support the success of Asian American students and to improve and expand the College's capacity to serve this population.

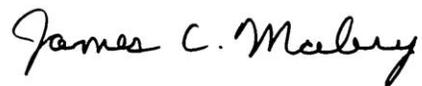
The story of Lowell, where MCC's primary campus is located, is one of immigrants. Thousands of people from Europe sought work in the Lowell textile mills at the turn of the century, and most recently, Southeast Asians fled from the terror of war and genocide in the 1970's and 1980's and found a home here. At this time, more than 20% of Lowell's residents are of Asian ancestry.

Middlesex Community College seeks grant funds to focus on Asian American students and foster their academic success including transfer to the University of Massachusetts, Lowell that is a partner in this project. The college stands prepared to deliver the programming and services outlined in this proposal including personalized support and academic advising, peer group activities and mentoring, professional development for faculty and staff, and the development of curriculum modules. This grant project will also significantly expand community engagement and outreach to create a shared knowledge base around postsecondary education and financial literacy within Lowell's Asian community.

MCC is prepared to offer significant in-kind support for the grant. In addition to the time allotted for oversight of the program by two academic deans (Matthew Olson, Dean of Humanities and Social Science and Pamela Flaherty, Dean of Students), MCC will provide office space, computers, access to all college facilities including parking, and professional development for all staff hires. A highly experienced Finance office will ensure fiscal compliance and reporting and work in concert with the Resource Development office on grant management processes and adherence to all federal government grant regulations.

MCC students have benefitted greatly from US Department of Education grants in the past that have helped MCC advance academic programming and student support. We believe that this AANAPISI grant will similarly improve services as well as students outcomes. Please feel free to contact me should you have any questions.

Sincerely,

A handwritten signature in black ink that reads "James C. Mabry". The signature is written in a cursive style with a large, prominent initial "J".

Dr. James C. Mabry
President

SETH MOULTON

SIXTH DISTRICT, MASSACHUSETTS

COMMITTEE ON ARMED SERVICES

COMMITTEE ON THE BUDGET

COMMITTEE ON SMALL BUSINESS

SUBCOMMITTEE ON HEALTH AND TECHNOLOGY

RANKING MEMBER



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UNITED STATES
HOUSE OF REPRESENTATIVES

April 21, 2016

James E. Laws, Jr., Ed.D.
Acting Director, Strengthening Institutions Programs
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Dr. Laws:

I am writing to express my support for Middlesex Community College's (MCC) proposal to the U.S. Department of Education for the Asian American and Native American Pacific Islander-Serving Institutions Program. I am proud to represent the Sixth Congressional District in Massachusetts, home to the College's Bedford campus, which enrolls more than 4,400 students. The majority of MCC students are from Middlesex County, which has historically welcomed large immigrant populations. Currently, the largest city in the county, Lowell, has more than 30,000 residents of Southeast Asian descent. The grant they seek focuses on Asian American students. Specifically, the funding would be used to foster their academic success and career aspirations.

As a member of the Small Business Committee, I promote all efforts to educate and train college students in entrepreneurship, business practices, marketing, and analytical skills. MCC has a solid reputation for student success in these areas and encourages students to pursue four year and advanced degree opportunities through the state University system. Innovation and technology have been crucial to the Massachusetts and U.S. economy, and students must be prepared to engage in these fields. Funding MCC's request will support high-need students who have had numerous barriers to enrollment. Their future, as well as ours as a nation, will be brighter if MCC has the funds for their planned initiatives.

Financial support for MCC will improve the lifetime earnings potential of hundreds of students through the outstanding educational and cultural programming offered by the College. I respectfully request a comprehensive review of MCC's proposal by the Department of Education, and I appreciate your attention to this matter.

Sincerely,

A handwritten signature in blue ink, appearing to read "Seth Moulton".

SETH MOULTON
Member of Congress



The Commonwealth of Massachusetts

HOUSE OF REPRESENTATIVES
STATE HOUSE, BOSTON 02133-1054

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REPRESENTATIVE
18TH MIDDLESEX DISTRICT
LOWELL

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April 14, 2016

James E. Laws, Jr., Ed.D.
Acting Director, Strengthening Institutions Programs
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Dr. Laws:

I enthusiastically support Middlesex Community College's (MCC) application to the Department of Education to receive funding as an Asian American and Native American Pacific Islander Serving Institution. As a Cambodian refugee, I have first-hand knowledge of the challenges faced by many in the Asian-American community in Lowell. As a member of the Massachusetts House of Representatives, I hear from my constituents every day about what supports they need to be successful citizens. Funding of this application will aid so many in my district as well as a sizable population of Lowell and beyond.

I arrived in the United States because my family was displaced by civil war and systematic extermination of the Cambodian population. Though my family had many struggles to acclimate to the American way of life, I sought and received U.S. citizenship in 1990. I became involved in neighborhood organizations and established my own business before running for elected office. There are numerous individuals and institutions that have played a role in my success and Middlesex Community College is one of them. The College is an important part of Lowell, not only for providing excellent educational opportunities, but also offering enrichment programming for non-traditional learners, support for non-English speakers and workforce development. Their mission statement is "Everyone teaches, everyone learns" and the College embodies this spirit very well.

Funding for this application will allow MCC to serve and enroll more of the chronically underserved members of our community and brighten many futures. As a former student and entrepreneur, I found the skills gained through attending MCC invaluable towards my career and a way out of the cycle of poverty that claims so many refugees. I recommend without reservation that MCC be one of the institutions funded by the Department of Education this year.

Sincerely,


Rady Mom
State Representative
18th Middlesex House District

April 11, 2016

James E. Laws, Jr., Ed.D.
Acting Director, Strengthening Institutions Programs
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Dr. Laws:

As a Trustee of Middlesex Community College, I write to express my full support of this proposal to The U.S. Department of Education Asian American and Native American Pacific Islander-Serving Institutions program. I have had the opportunity to be engaged in planning meetings to inform the direction of the project, and I believe this project is well-planned initiative that will strongly elevate the students served and the broader Southeast Asian-American community in Lowell.

I myself am of Cambodian descent, having been born in Phnom Penh shortly after the fall of the Khmer Rouge. My family fled when I was three and we lived in a refugee camp in Thailand for six years before coming to the U.S. in 1989. I had the opportunity to pursue postsecondary education and now work in banking.

It is my passion to mentor and support underrepresented students, and in addition to Middlesex Community College, I am involved in the leadership and volunteer activities of multiple community organizations including the Cambodian Mutual Assistance Association and Girls, Inc. Through my professional and community-based work, I have developed a wide network of colleagues whom I can connect to this project, and I also serve as a volunteer mentor to young individuals. I look forward to the opportunity to assist Middlesex Community College in this project by serving on the project's advisory board. Most rewarding will be the opportunity to speak to students at orientation and through the activities of the Asian-American student club and center. I had many mentors assist me along my path, and my hope is that by sharing my own experiences students will be able to identify and see that college and career success is attainable for them as well.

I cannot express enough my enthusiasm for and commitment to this project, and I look forward to supporting Middlesex Community College during the five-year grant period—and beyond—as it endeavors on these critical activities to support educational opportunities for Asian-American students.

Sincerely,



Bopha Malone, MBA
Middlesex Community College Trustee
Regional Business Advisor, Greater Lowell Region Enterprise Bank

April 11, 2016

James E. Laws, Jr., Ed.D.
Acting Director, Strengthening Institutions Programs
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Dr. Laws:

As a trustee of Middlesex Community College and as an alumnus, I express my full support of this proposal to the U.S. Department of Education for a grant under the Asian American and Native American Pacific Islander-Serving Institutions program.

A Southeast Asian-American, I was raised in Lowell and graduated from Lowell High School. I received an Associate in Science in business administration from Middlesex Community College in 2007, then went on to pursue a Bachelor of Science in accountancy and master's degree in business administration from Bentley University. I now work as a tax specialist with large public multinational corporations.

I have assisted as a volunteer with multilingual application nights at Lowell High School, offering translation in Khmer while explaining college access, admissions and financial aid to prospective students and families. Particularly in the Southeast Asian community, engaging prospective students' families, many of whom have had limited experience with U.S. postsecondary education and financial aid forms, is important for the college application process. Also important is the opportunity for Asian-American youth to meet with positive role models who share their own stories and show them that a college education and careers are possibilities for them. I look forward to the opportunities to be involved in alumni panels and other mentoring and outreach activities as part of this grant. I also look forward to participating in financial literacy opportunities.

Thank you for your engagement in providing educational resources to Asian American and Native American Pacific Islander-Serving institutions. I look forward to supporting this important initiative.

Sincerely,



Steven Iem, CPA
Senior Tax Associate, PricewaterhouseCoopers
Trustee, Middlesex Community College



One University Avenue
Lowell, Massachusetts 01854
tel: 978.934.2635
fax: 978.934.5200

OFFICE OF THE PROVOST

April 12, 2016

James E. Laws, Jr., Ed.D.
Acting Director, Strengthening Institutions Programs
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202

Dear Dr. Laws:

On behalf of UMass Lowell, I write to express my support of the proposal to the U.S. Department of Education Asian American and Native American Pacific Islander-Serving Institutions Program being submitted by Middlesex Community College (MCC).

UMass Lowell (UML) is a national research university that enrolls over 17,000 students, 8.5% of whom are Asian American. Last academic year, over 800 Middlesex Community College students transferred to UML. As such, UML is strongly invested in the success of MCC students, and UML and MCC partner on numerous initiatives to support student success.

In fall of 2013, the Massachusetts Department of Higher Education Vision Project funded an initiative called, "Building the Faculty Toolkit," building on the successes achieved by both institutions through a Quality Collaboratives (QC) grant funded by AAC&U and the Lumina Foundation. Through this initiative, teams of faculty from transfer programs between UML and MCC collaborated to develop shared expectations for student learning as well as scaffolded, cumulative assignments. Faculty at both institutions continue to be engaged in these initiatives. The statewide *Mass Transfer* agreement, as well as the infrastructure, commitment, and relationships that have already been developed by UML and MCC through these vertical teaming initiatives, strongly support the AANAPISI project, particularly those initiatives related to the development of Asian Studies courses and curriculum modules. I support the commitments of Phitsamay Uy, Assistant Professor in the Graduate School of Education, and Sue J. Kim, Associate Chair of English, Professor, and Co-Director of UML's Center for Asian American Studies, in this project. They will contribute greatly to the professional development of MCC faculty and staff and development of curriculum modules and will also generate knowledge that will contribute broadly to supporting the educational success of Asian American students. Additionally, I support the engagement of UML's Center for Program Evaluation to offer a rigorous external evaluation.

I look forward to supporting the project through its fruition. Please feel free to contact me at 978-934-2635 or Donald.Pierson@uml.edu.

Thank you.

Donald E. Pierson, Ph.D.
Provost



University Crossing, Suite 366
220 Pawtucket Street
Lowell, MA 01854-3093
tel. 978-934-4336
fax. 978-934-3072
Multicultural_Affairs@uml.edu

OFFICE OF MULTICULTURAL AFFAIRS

April 19, 2016

James E. Laws, Jr., Ed.D.
Acting Director, Strengthening Institutions Programs
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Dr. Laws:

Please accept this letter of support on behalf of the Office of Multicultural Affairs (OMA) at UMass Lowell for Middlesex Community College's (MCC) application to the U.S. Department of Education AANAPISI grant.

MCC has been a strong collaborative force and an integral partner in numerous initiatives with UMass Lowell. Being a bridge and a pathway for many transfer students, UMass Lowell and our office are currently engaged in efforts to provide greater and a more seamless transition and enhanced student support services. Our partnership between both campuses' Multicultural Offices establish a visible presence, communication and a partnership that is conveyed to the students from point of entry to matriculation.

Programming between both campuses will seek to enhance the experience of our students, especially, with the Asian American cohort and groups that will be supported through the AANAPISI focus. At UMass Lowell, the Asian American population is currently one of the higher 'minority' populations. OMA provides programming and support services through a cultural competency framework and work to increase campus climate efforts toward inclusion. Our office is committed to supporting and working closely with MCC in their efforts to support Asian Americans and their college experience. Additionally, our current efforts and collaborations with the Office of Admissions will continue to be refined to enhance the initial transition from MCC to UMass Lowell and their pathway to engagement, community and success.

Please do not hesitate to contact me should you have additional questions! I can be reached at 978-934-4670 or Leslie_Wong@uml.edu.

Sincerely,

A handwritten signature in black ink, appearing to read 'Leslie Wong', written over a white background.

Leslie Wong
Director



University of
Massachusetts
Lowell

College of Fine Arts, Humanities, and Social Sciences
Lowell, Massachusetts 01854
web www.uml.edu/Research/CAAS
email CAAS@uml.edu

CENTER FOR ASIAN AMERICAN STUDIES

April 12, 2016

James E. Laws, Jr., Ed.D.
Acting Director, Strengthening Institutions Programs
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Dr. Laws:

I write in support of the proposal to the U.S. Department of Education Asian American and Native American Pacific Islander-Serving Institutions Program being submitted by Middlesex Community College.

I was invited by Middlesex Community College to participate in the planning team for its AANAPISI grant. This project meets a significant need in the Lowell community to assist Southeast Asian American students in succeeding in postsecondary education as well as engaging students' families and the broader community in supporting students' educational aspirations.

I serve as co-director of the UMass Lowell Center for Asian American Studies, which was launched in 2013 to promote research and education around the cultures, histories, and experiences of Asian Americans. The center collaborates across departments to develop health, cultural and educational initiatives that serve community needs, help gather information, and build relations between the university and organizations supporting the Asian American community locally and nationally.

My research strengths lie in Asian American studies, particularly literature and culture; I have published essays in the *Journal of American Studies* and two monographs that incorporate Asian American Studies. Currently, I am co-teaching the course Introduction to Asian American studies at UMass Lowell, a course developed by myself and the Center's Co-Director, Professor Ivy Ho (Psychology). I have just been elected to the Association for Asian American Studies Board of Directors as the New England representative for a three-year term. I am currently serving as co-investigator on a number of research projects, including the "Southeast Asian American College Readiness" project with Assistant Professor Phitsamay Uy, which seeks to assess success among Southeast Asian American students in higher education, and the Southeast Asian Digital Archive, which seeks to preserve cultural heritage materials from the Southeast Asian American community in the Lowell region.

As a member of the advisory team for the project, I will freely share with Middlesex Community College information about best practices for working with Asian American students and families as well as promote the project within the Southeast Asian community in Middlesex County. I will also support Middlesex Community College in this project by helping to develop curriculum in Asian American Studies and providing support for professional development of its faculty and staff. I look forward to supporting the project as much as I am able, and to contributing to the educational outcomes of Asian American students in our community.

Sincerely,

A handwritten signature in blue ink that reads "Sue J. Kim". The signature is written in a cursive style with a large initial "S" and a long, sweeping underline.

Sue J. Kim, Ph.D.
Professor and Associate Chair of English
Co-Director, Center for Asian Studies



University of
Massachusetts
Lowell

525 O'Leary Library
61 Wilder Street
Lowell, MA 01854-3051
tel: 978.934.4617
fax: 978.934.3005
email: Jill.Lohmeier@uml.edu

Jill H. Lohmeier, Ph.D.
Associate Professor
Director

THE GRADUATE SCHOOL OF EDUCATION
CENTER FOR PROGRAM EVALUATION

April 22, 2016

Dear AANAPISI Proposal Review Panel,

I am writing to support the AANAPIS proposal being submitted by Susan Anderson, at Middlesex Community College and to provide my commitment to the project. I am willing to serve as the external evaluator for the project.

I am an associate professor in the Graduate School of Education and the Director of the Center for Program Evaluation at the University of Massachusetts Lowell. I am well qualified to assist in the educational evaluation portion of this project. I have directed, and am currently directing the evaluation of several educational programs at both the K-12 and higher education levels, from both Department of Education and National Science Foundation funded projects. I am active in the American Evaluation Association and frequently teach program evaluation and data analyses courses. The Center for Program Evaluation is well equipped to complete the evaluation for this program with faculty, graduate student and staff support.

I am looking forward to working on this project. Please feel free to contact me if you have any questions regarding my involvement in the project or the evaluation portion of the grant.

Sincerely,

Jill H. Lohmeier, Ph. D.
Associate Professor
Graduate School of Education
Center for Program Evaluation
University of Massachusetts Lowell



1601 East-West Road
Honolulu, Hawai'i
96848-1601

Tel: 808.944.7443
Fax: 808.944.7070
EastWestCenter.org

April 12, 2016

Education Program

James E. Laws, Jr., Ed.D.
Acting Director, Strengthening Institutions Programs
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Dr. Laws:

I write in enthusiastic support of the proposal to the U.S. Department of Education Asian American and Native American Pacific Islander-Serving Institutions Program being submitted by Middlesex Community College.

The East-West Center promotes better relations and understanding among the people and nations of the United States, Asia, and the Pacific through cooperative study, research, and dialogue. The Asian Studies Development Program is a joint initiative of the East-West Center and the University of Hawai'i. With over twenty-five years of experience, ASDP has developed a highly effective model of faculty and curriculum development through content-focused programs that bring together nationally and internationally recognized Asia scholars and exemplary undergraduate teachers in multi-disciplinary, seminar-like communities of inquiry. Since its inception, ASDP has hosted residential summer institutes, field seminars in East and Southeast Asia, and workshops and conferences attended by more than 4,000 college and university professors and administrators across the country. Eighteen colleges and universities across the U.S. (including Middlesex Community College) have been designated ASDP Regional Centers, and have assumed mentoring roles for other schools in their geographical region that are committed to infusing Asian content into the undergraduate core curriculum.

As a scholar consultant to the program, I commit to traveling to Massachusetts for the faculty institute and to engaging other scholars from the East-West Center to participate. Additionally, I commit to providing additional support to the project, including consultation on the curricular program and support for dissemination through the East-West Center website.

If you have any questions, please contact me at HershockP@EastWestCenter.org.

Thank you.

Sincerely,



Peter D. Hershock, Ph.D.
Director, Asian Studies Development Program
East-West Center



LOWELL PUBLIC SCHOOLS
Henry J. Mroz Administration Offices
English Language Education Department
155 Merrimack St.
Lowell, Massachusetts 01852

Dr. Phala Chea,
Coordinator of ELE Program
Jaana K. Thorarensen,
ELL Specialist for Research and Testing
Carrie Powers,
ELL District Support Specialist

Tel: (978) 674-2109
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pchea@lowell.k12.ma.us
jthorarensen@lowell.k12.ma.us
cpowers@lowell.k12.ma.us

April 14, 2016

James E. Laws, Jr., Ed.D.
Acting Director, Strengthening Institutions Programs
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Dr. Laws:

As an educator and administrator for the Lowell Public Schools, I express my support for Middlesex Community College's (MCC) proposal to the U.S. Department of Education for the Asian American and Native American Pacific Islander-Serving Institutions Program (AANAPISI) and the goal of improving the learning environment for this high need population. I have worked for Lowell Public Schools since 1995 and have been an advocate for English Language Learners and their families for many years.

In addition, I have been involved with the Southeast Asian population of Lowell as I have been Chair of the Cambodian Mutual Assistance Association and the Treasurer of the Southeast Asian Water Festival. I have returned to Cambodia, where I was born, six times to work with the Documentation Center of Cambodia on the Genocide Education Project. The resulting Teacher's Guidebook I co-wrote is being used by over 500 Cambodian educators to help bring understanding of the history of Cambodia civil war and genocide to young people across the nation.

My association with MCC has also been productive. In July 2010, I led a Fulbright-Hays Group Study Abroad Project in Cambodia with fourteen educators from the Lowell Public Schools and the College. The importance, support, and financing of MCC and its programming are critical to the community and the over 30% Southeast Asian population residing in Lowell. MCC is well respected for its educational standards and enrichment activities. Funding that allows the College to focus on the needs consistent with the goals of AANAPISI will foster our youth's interest in academics and give them confidence to pursue College level courses, attain degrees and/or transfer to four year institutions to set themselves on a successful career path or gain immediate employment.

Like many large cities, Lowell has the same urban living challenges. Lowell is also the home of the second largest Cambodian population in the United States which brings additional layers of complexity: emotionally-scarred refugees, non-English speakers, and many do not know how to seek help for fear of authority. Over the years, MCC has been able to be a resource to this community and it deserves funding as an AANAPISI program. This program will enable MCC to continue expanding its educational mission. If you have questions regarding my support, please do not hesitate to contact me. Thank you.

Sincerely,

Phala Chea, Ed.D.
Coordinator of English Language Education Program



AUPP
AMERICAN UNIVERSITY
OF PHNOM PENH
STUDY LOCALLY. LIVE GLOBALLY.

James E. Laws, Jr., Ed.D.
Acting Director, Strengthening Institutions Programs
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

April 18, 2016

Dear Dr. Laws:

I am writing this letter to express my support for Middlesex Community College's proposal to the U.S. Department of Education to support initiatives for Asian-American students.

I recently received formal notification from the Fulbright Foreign Scholarship Board that I have been approved to serve as a Fulbright Scholar-in-Residence at Middlesex Community College for the academic year 2016-2017. During my residency, I plan to teach two economics courses each semester, engage in activities to support internationalization of the curriculum, and participate in activities to further my scholarship in economics.

I was born to a poor, rice-farming family in Kampeaeng commune, Kirivong district, Takeo province in a remote area of Cambodia. I attended the Royal University of Phnom Penh for my undergraduate studies in mathematics, received a Master of Finance from Pannasastra University of Cambodia, and received a Ph.D. in Applied Economics from University of Antwerp, Belgium. I am now an Adjunct Professor of Economics at the American University of Phnom Penh (AUPP), teaching Macroeconomics and Visiting Professor of Economics in English-based Master Program at Royal University of Law and Economics (Rule)/Ecole Nationale d'Administration (ENA) in Cambodia, teaching Comparative Economics of EU and ASEAN. I have also served as a visiting Lecturer in Economics and Economic History of Cambodia at the Royal School of Administration in Phnom Penh, Cambodia.

I welcome opportunities to support Middlesex Community College as it works to support its Southeast Asian-American students. I will participate in committees, advisory boards, and other activities to support Middlesex Community College and its partners in understanding Cambodian culture and history and furthering partnerships with Cambodian institutions. I also look forward to opportunities to teach and advise Asian-American students and share my own experiences in order to support student success.

If I am of further assistance, please do not hesitate to contact me at soengreth@gmail.com or at +855 12 63 54 63

Sincerely yours,

Reth SOENG, Ph.D.



Bedford Campus • 591 Springs Road • Bedford, MA 01730-1197 • 781-280-3200
Lowell Campus • 33 Kearney Square • Lowell, MA 01852-1987 • 978-656-3200

April 12, 2016

James E. Laws, Jr., Ed.D.
Acting Director, Strengthening Institutions Programs
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Dr. Laws:

I am writing to express my enthusiastic support for and commitment to the proposal being submitted to the AANAPISI program. My position at the college focuses both on globalizing the curriculum and on increasing international partnerships for students, faculty, and staff. I have served on the planning team and look forward to contributing to the implementation of the project.

MCC has a longstanding history of engaging Asian Studies in its curricular and co-curricular programming. MCC was the first institution on the U.S. mainland to be designated a Regional Center by the Asian Studies Development Program, a twenty-five year program of the East-West Center. The East-West Center has supported efforts at MCC to infuse Asian Studies into the undergraduate curriculum through faculty professional development, MCC's Asian studies Seminar Series, and on-campus workshops. In addition, MCC partnered with the East-West Center on multi-year Title IV and NEH Bridging Cultures grants to enhance undergraduate Chinese language, cultural studies, and curriculum development.

In 2015, MCC received its third Fulbright-Hays Group Projects abroad grant for travel to Cambodia; *Cambodia's Cultural Heritage in the Modern World* includes engagement of Lowell Public Schools, the East-West Center, and local community-based organizations. This month, MCC received notification that named scholar Dr. Reth Soeng from Cambodia will serve as MCC's Fulbright Scholar-in-Residence for the entire 2016-2017 academic year.

In support of the AANAPISI initiatives, my office of Global Education at MCC will offer specific programming for Asian and Asian-American students as well as faculty study and shared instruction across the curriculum and local community, engaging the

historical and contemporary experiences of Asian and Asian-American students across the disciplines of Humanities, Social Sciences, Business, and STEM. A culminating regional teaching and learning symposium, open educational resource, and conference presentations will provide further opportunities for dissemination to the broader community within Lowell and beyond.

The following questions will guide and inform the Global Education cultural heritage and cultural dynamism programming approach: How do Middlesex Community College faculty and students use and define the terms Asian and Asian-American in reference to culture and identity? How do Asian refugees, first-and second-generation and beyond, navigate and reconcile the past and value (or devalue) cultural heritage(s)? In what ways do Asian traditions and experiences, influenced by recent cultural dynamism, interact with those in the U.S., creating new, dynamic cultures? How, then, might individuals who are not of Asian descent, comprehend and translate the history, experiences, and traditions of our Asian and Asian-American classmates and neighbors? How are these experiences and traditions informing the present Lowell and Bedford communities? And how are they relatable to individuals' experiences as well as those of ancestors to deepen understanding of our local and global communities?

Through student-focused curriculum, robust faculty development, and innovative programming, Global Education aims to deeply engage, with students and faculty through the ANNAPISI initiatives.

Sincerely,

A handwritten signature in cursive script that reads "Dona M. Cady". The signature is written in black ink and is positioned below the word "Sincerely,".

Dona Cady
Dean, Global Education

Middlesex Community College
Trustees House #105
Bedford, MA 01730



CMAA គម្រោងជំនួយ
CAMBODIAN MUTUAL ASSISTANCE ASSOCIATION OF LOWELL, INC.

April 12, 2016

James E. Laws, Jr., Ed.D.
Acting Director, Strengthening Institutions Programs
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Dr. Laws:

I am pleased to submit this letter of support on behalf of the Cambodian Mutual Assistance Association of Greater Lowell, Inc. (CMAA) for Middlesex Community College's proposal for an AANPISI grant.

I serve as Executive Director of CMAA, which is dedicated to improving the quality of life for Cambodian Americans and other minorities and economically disadvantaged persons in Lowell through educational, cultural, economic and social programs. As an alumna of MCC and a member of the "1.5 generation," I know directly the challenges that Asian American students at MCC face. I also have first-hand experience with MCC's caring and dedicated faculty and staff. I am passionate about my involvement with MCC. I have served on the planning committee for this grant and personally look forward to serving on the Advisory Board as well as speaking to students as part of the Asian American student orientation.

All generations of the greater Lowell Cambodian community continue to deal with the impact of the Khmer Rouge genocide. We have found that educational programs are of great value in creating pride and understanding among different generations of Cambodians and other community residents. The CMAA has actively collaborated with MCC on several projects related to preserving Cambodian arts and culture as well as broadening understanding of Cambodian/Khmer history and culture among the general population.

CMAA will partner on the project's financial literacy and parent/family engagement initiatives. The initiatives including having an Asian American student orientation, and Asian American student club, and Asian American Studies modules in the curriculum, in partnership with UMass Lowell, will all be important for connecting students to their cultural heritage and reducing feelings of social isolation. I look forward to contributing to this project and supporting the educational success of MCC students. Thank you for consideration of this proposal.

Sincerely,

Sovanna Pou, Executive Director
spouv@cmaalowell.org or 978-454-6200 x1010



United States Department of the Interior

NATIONAL PARK SERVICE
Lowell National Historical Park
67 Kirk Street
Lowell, Massachusetts 01852-1029

April 22, 2016

James E. Laws, Jr., Ed.D.
Acting Director, Strengthening Institutions Programs
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Dr. Laws:

I write to express my full support for Middlesex Community College's (MCC) proposal to the U.S. Department of Education for the Asian American and Native American Pacific Islander-Serving Institutions Program and the goal of improving the learning environment for this high need population.

Established in Lowell in 1978 to preserve and educate the public about America's industrial revolution, among Lowell National Historical Park's (LNHP) messages is the importance and impact immigrants have on society. We are an urban National Park in the United States and have embraced the large (over 30% of the population) community of Southeast Asians, mainly Cambodians, in Lowell. We are also an active partner with MCC on multiple initiatives related to understanding and preserving Cambodia's cultural heritage, most notably, the construction of a traditional Cambodian wood-burning kiln at the park. This kiln is the only one of its kind in the United States. Master ceramist Yary Livan, 2015 NEA National Heritage Fellow, and current resident of Lowell and an MCC instructor, is a native of Cambodia who received his training at the University of Fine Arts in Phnom Penh before the years of genocide at the hands of the Khmer Rouge in that country. As part of MCC's Ceramics program, Mr. Livan was instrumental in the building of the kiln and now provides demonstrations on the use of the kiln and its historical significance. The kiln project continues to have a profound impact on the City and LNHP, and it has brought additional national attention to the park and increased our audiences understanding of the Lowell community.

In similar community connected activities, MCC's English learner student club worked with Park Rangers in preparing and presenting a pop-up museum to share their experiences during Spring Fling and the Park recently hosted MCC's NEA-funded public forum "Immigration & Community Challenges in Lowell" for a full house audience.

Given the significance of the Southeast Asian community to the fabric of Lowell's history, particularly its recent history, Lowell National Historical Park engages in numerous activities with the Southeast Asian community, such as celebrating the Cambodian New Year, participating in cultural musical events, and participating with the annual Southeast Asian Water Festival.

I look forward to hosting students at the park to learn more about Cambodian/Khmer heritage, and to contributing to Middlesex Community College's efforts to advance the education of Asian-American students in the community.

Sincerely,


for Celeste Bernardo
Superintendent



161 Jackson Street
Lowell, MA 01852

978-937-9700
www.lchealth.org

April 20, 2016

James E. Laws, Jr., Ed.D.
Acting Director, Strengthening Institutions Programs
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Dr. Laws:

On behalf of the Lowell Community Health Center Teen BLOCK, I am pleased to offer my support of the Middlesex Community College's application to the US Department of Education's "Asian American, Native American, Pacific Islander Serving Institutions" (AANAPISI) grant program.

The Lowell Community Health Center Teen BLOCK's mission is to support the healthy development of young people and empower them to become leaders in the community by working to reduce risky behaviors that lead to teen pregnancy, HIV/STIs, substance use and violence in Lowell. By Building Leadership Opportunities in the Community and providing Knowledge on health education and prevention, we promote healthy behaviors that will enhance the future prospects for our young people.

We look forward to partnering with Middlesex Community College and their community partners in serving Asian American young adults who enter postsecondary education and in working with the project to provide cooperative support to assist these students in their academic and personal success.

The activities that the Program for Asian Student Advancement will provide – academic and coaching support for ELL students transitioning to college coursework, access to the Asian Connections Center, and a continuum of leadership and community engagement activities – will be an important resource for low income, first generation Asian youth. Many of the Asian American young people in Lowell are Cambodian and come from families that have persevered in the face of many challenges including significant trauma connected to the genocide. A program focused on meeting their needs in order to ensure academic success would be a valuable asset to the Lowell Community.

MCC has been a strong supporter of the Teen BLOCK program and a great partner on many fronts. We look forward to a collaboration with the Program for Asian Student Advancement that will help the young people that graduate from Teen BLOCK and continue to MCC have a smooth transition and a resource within the school.

Sincerely,

A handwritten signature in blue ink, appearing to read "Ruth Ogembo", is written over the word "Sincerely,".

Ruth Ogembo, MPH
Lowell CHC Teen BLOCK Department Manager

Caring for Lowell. Caring for You.

YARY LIVAN



April 16, 2016

James E. Laws, Jr., Ed.D.
Acting Director, Strengthening Institutions Programs
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Dr. Laws:

This letter is to support Middlesex Community College's (MCC) application to the Department of Education to receive funding as an Asian American and Native American Pacific Islander Serving Institution. I have had extensive involvement with MCC over the past ten years and commend the College's outreach activities, services and programs for the Asian-American population of Lowell and the Merrimack Valley area.

I was able to receive political asylum in the United States in 2001. As a master ceramist trained in the traditional Cambodian artistry methods prior to the rise in power of the Khmer Rouge and the subsequent genocide of the Cambodian people, I fled Cambodia during the war torn years to escape persecution. I am fortunate that upon arrival in the United States, my talents were recognized and nurtured. I am most pleased that in the past five years, I was hired by MCC to do traditional Cambodia ceramics instruction, and through MCC's National Endowment for the Arts grant was able to instruct Lowell Public School teachers, too. MCC secured additional private funding for me to build a kiln in which to fire all of our pottery with authentic glazes and heating conditions. It has been particularly rewarding to involve the large Southeast Asian population in Lowell in my ceramic workshops, classes, kiln firings and exhibitions. So many refugees in the area suffer from stress related to their fleeing terror and relocating to America that they relish and respond to programming that reminds them of the beauty and importance of their heritage and culture.

It is of utmost importance that MCC receive the funding necessary to expand on their student supports and to focus on Asian American students and others to improve lives and impact the future of thousands of individuals in our geographic area. So many people in my neighborhood and the city would benefit from this programming and make Lowell a more livable place and give a new generation hope for a better life.

Sincerely,



Yary Livan
Master Ceramist
2015 National Endowment for the Arts National Heritage Fellow

*Artist, Master Ceramist
Traditional Khmer Imagery, Modern Influences, Relief Carving*

EXPERIENCE:

Middlesex Community College**1996 – Present****Bedford, MA**

Senior Student Affairs Officer/Dean of Students 2012 – 2016

Serve as the Senior Student Affairs Officer; plan, oversee, organize and direct the College's student affairs services, programs and activities. To promote student access, success, and persistence by providing senior leadership, direction, and coordination of all student services activities and interests.

- The division of Student Affairs specifically encompasses services & activities in the following areas:
 - **Community Standards:** Student conduct, student grievances, grade appeals, violations of academic dishonesty, policy and procedure compliance, and SAIT team crises management.
 - **Student Support Services:** Counseling, disability support services, Transition Program, ICE student support grant, TRIO programs, Connections, adult student programming.
 - **Student Leadership and Engagement:** SUGA, student leadership programs, student mentor programs, student and academic Affairs engagement programs, Co-Curricular Programs, Community Service.
 - **Center for Health and Wellness:** Education & prevention, health, fitness and sports programming.
 - **International and Multicultural affairs:** International student programs, multicultural center programs, Veterans Resource Center, MAPP program, PAC Program, VISTA program.
 - **Academic Centers for Enrichment:** Tutoring, e-tutoring, supplemental instruction.
- Provide collaborative leadership that leads to a college environment focusing on student attainment, retention and success;
- Provide vision and direction in developing, implementing, assessing, and revising strategic plans for policies and procedures that advance the college's mission and goals to support a diverse body of students as they pursue their educational goals;
- Lead the formulation and implementation of annual and long-range plans for student services, including program planning and assessment activities;
- Provide leadership in the development and administration of annual budget for assigned areas and lead forecasting efforts for long-range resource needs;
- Serve as the chair of the Student Assessment Intervention Team (SAIT). Evaluate and make recommendation for support and planning for at -risk students and students with mental health needs.
- Serve as the *student grievance officer* or oversee resolution
- Serve as *student conduct officer* or oversee the resolution
- Administer student disciplinary procedures in accordance with college policies and procedures;
- Serve as primary resource for all student related issues and concerns. Including working with HR and academic deans to resolve all faculty and student related issues and concerns.
- In conjunction with the HR, have oversight and management responsibilities for diversity, equity, affirmative action and disability compliance for students.
- Assists in crisis management planning and development. Assume a key role in the leadership and direction of campus emergency management with particular attention given to student affairs
- Interpret and analyze pertinent educational laws, legislation, policies, regulations, and procedures to ensure compliance and accurate reporting;
- Supervise the coordination of the areas pertaining to: Student Support services, The Student Leadership and Engagement and the Student Multicultural, International and Veterans Services in accordance with the mission and goals of the college;
- Develop, monitor, and maintain effective student retention processes and procedures as they relate to student affairs

Dean of Students and Student Affairs**2004 – 2012**

- Oversee all Student Affairs activities and initiative including setting goals and strategic planning.
- Oversee all student discipline issues and serve as college grievance officer
- Work with college community to resolve student issues
- Provide professional development opportunities, trainings and workshops on student issues
- Oversee all Student Support Programs: Disability, TRIO, International, Counseling, Health Services
- Oversee all Student Development Programs: Student Life, Student Activities, Career, Leadership
- Maintain all Student Affairs division related accounts and grants

Assistant Dean of Student Development 2003 - 2004

- Oversee student discipline issues and serve as college grievance officer
- Directly supervise Disability Support Services and the Transition Program
- Work with college community to resolve student issues
- Provide professional development opportunities, trainings and workshops on student issues
- Manages department related accounts and grants

Director – Disability Support Services 2001 - 2003

- Oversee all aspects of Disability Support Services and Transition Program
- Responsible for ADA and 504 compliance
- Create and implement policy and procedures to protect civil rights and enhance learning for disabled students
- Provide consultation to faculty, staff, parents, advocates and community on disability related concerns.

Coordinator – Students with Physical and Psychiatric Disabilities 1996-2001

- Coordinate/implement accommodations in compliance with the Americans with Disabilities Act
- Consult with faculty, staff, administrators regarding the instructional needs of students
- Arrange auxiliary aids for students
- Provide information to students and faculty on disabilities and disability related issues

University of Massachusetts – BOSTON 1993 -1996 Boston, MA

Institute for Community Inclusion (University Affiliated Program)

Training Associate – The Massachusetts Transition Initiative

Implemented systems change grant providing services for youth with disabilities transitioning to adult life

- Developed and organized regional conferences
- Developed training materials, brochures, reports, surveys
- Provided extensive on site technical assistance and phone outreach
- Conducted and presented at conferences, trainings, and seminars
- Experience with diverse groups – Multicultural agencies, low income population and all areas of disabilities

Cape Organization for Rights of the Disabled 1990 – 1993 Hyannis, MA

Employment Coordinator – CORD Employment Project

- Coordinated all aspects of employment for adults with severe disabilities in need of assistive technology
- Managed and assisted in job development, job readiness, job placement and job supports
- Trained, supported, supervised consumers and job coaches
- Identified, developed, an implemented Assistive Technology
- Educated public on Americans with Disabilities Act, disability access, empowerment and human rights issues

Charles River Association for Retarded Citizens 1982 – 1990 Needham, MA

Director of Public Relations and Development – Charles River Arc – 1988 - 1990

- Implemented all aspects of public relations within surrounding communities
- Maintained development activities, including researching and writing grant proposals
- Developed all brochures, newsletters and publications
- Recruited, trained, supervised, delegated and motivated volunteers
- Informed and educated public about disabilities

Employment Specialist/Supervisor - CHARLES RIVER INDUSTRIES – 1982 - 1988 (Part-time 1982-1985)

- Assisted in job development and placement
- Assisted with case management, Individual Service Plans and Adult Daily Living Skills
- Developed, identified and implemented assistive technology

EDUCATION:

- Masters in Education
University of Massachusetts Lowell Lowell, MA
- Bachelor of Science in Communications specialization in Psychology
Fitchburg State College Fitchburg, MA

Professional Development:

- Substance Abuse Prevention and Awareness
- Multicultural Awareness
- Disability Awareness
- Mediation and Negotiation
- Personal Care Attendant
- Architectural Access Board Community Monitor
- Job Accommodations Consultant
- Whole Life Planning Facilitator
- Social Security Work Incentives (PASS Plan Writing)
- State Certified Nurses Aid
- Respite Provider
- Middlesex Leadership Institute
- Massachusetts Community College Leadership Academy

Professional Advisory Boards and Organization Memberships:

- Middlesex Adult Education Advisory Board
- Disability Commission Advisory Board
- Veterans Affairs Mental Health Intensive Case Management Advisory Board (VHA MHICM)
- National Council on Student Development Member (NCSD)
- American Association for Community Colleges Member (AACC)
- National Association of Student Personnel Administrators (NASPA)
- Association for Student Judicial Affairs (ASJA)
- Massachusetts Council of Senior Student Affairs Officers(CSSAO)

Community Involvement:

- Billerica Partnership for Education
- Kids Respecting Kids Community Civility Project
- Parent Advisory Council
- Billerica Site Council Member
- Billerica Schools Quality Assurance Committee
- Billerica Youth Soccer Coach
- Billerica Youth Basketball Coach
- Boys Club Volunteer
- Girls Inc. - Bring Your Daughters to Work - Volunteer
- Lowell High School – Writing Mentorship Program
- Lowell High School Career Awareness day
- F.J. Dutile School - Parent volunteer - Talent Show Coordinator

Professional Experience

2011 – Present Middlesex Community College Bedford, MA 01730

Division Dean, Humanities and Social Sciences

- Provide leadership and oversight for academic division consisting of approximately fifty full-time and more than 300 part-time faculty and staff including eight academic departments, Service Learning and Flexible Studies programs, as well as Adult Basic Education. Directly supervise Assistant Dean of Humanities, Assistant Dean of Social Sciences & Service Learning, Coordinator of Adult Learning Center, and HSO Achievement Coach (grant-funded position focused on closing achievement gaps).
- Ensure academic departments within the HSO division maintain clear academic pathways to degree and certificate completion for transfer and career programs that are supported by a student-focused academic schedule. In partnership with Dean of Foundational Studies, provide leadership for efforts to accelerate and contextualize developmental reading, writing and ELL. Participate in a variety of workforce development initiatives to ensure up-to-date curricula and relevancy between academic programming and workforce needs.
- Manage budgets of over \$3M including departmental operating budgets, adjunct faculty, and a variety of grants.

2010 – 2011 Middlesex Community College Bedford, MA 01730

Interim Division Dean, Social Sciences and Human Services

- During academic reorganization, provided leadership, coordination, and instructional supervision for the Social Sciences and Human Services Division consisting of Criminal Justice, Education, Paralegal, Human Services, Behavioral Science, Social Science, Service Learning departments and the Center for Community Engagement.

2002 – 2010 Middlesex Community College Bedford, MA 01730

Director, Middlesex Interactive Online Learning Department

- Administered and managed growth of online learning program at Middlesex Community College including on-campus applications of instructional technology.
- Provided vision and coordination for online distance education program consisting of eight complete degree/certificate programs, 130 courses, over 6000 annual enrollments.
- Coordinated implementation of Blackboard LMS and the production and implementation of a Reusable Learning Objects (RLOs) database.
- Planned and implemented educational technology professional development for college community.
- Served as liaison to Massachusetts Colleges Online (MCO) state-wide eLearning consortium.

1997 – 2001 Middlesex Community College Bedford, MA 01730

Director of Distance Education

- Developed comprehensive distance education program consisting of online courses, video-conferencing, and PBS Telecourses.
- Co-developed and delivered online teaching professional development program based in constructivist learning theory.
- Served on Design Team and as college representative for Massachusetts Colleges Online (MCO) online learning consortium.
- Provided leadership and management for Media Services department, supervising and evaluating 10 instructional media professional and support staff.

1999 – 2010

Instructional Solutions

Amesbury, MA 01913

Senior eLearning Consultant

- Provide consultation to businesses providing Web-based training.
- Provide support for development of course materials and conversion of course materials to Web-based formats.

1994 – 1997

Middlesex Community College

Bedford, MA 01730

Assistant to the Dean, Academic Resources and Technologies

- Assisted with management of large academic support division including Media Services, Self-paced studies department, Academic Computing, Library Services, Testing Services, and Tutoring Services.
- Facilitated collaborative projects within division (e.g. computerization of self-paced testing program, research for distance education program).
- Implemented synchronous video-conferencing distance learning system as part of Massachusetts Consortium for Distance Education (MassCODE).

1992 – Present

Middlesex Community College

Bedford, MA 01730

Part-time Instructor, Psychology and Web Design

- Teach undergraduate level *Introduction to Psychology* course in classroom, online, and self-paced formats.
- Designed and taught first undergraduate level *Introduction to Web Design* course in both traditional and online formats. Taught course from 1992 – 1995.

Education

Doctorate in Education, Ed.D, *Leadership in Education*

University of Massachusetts Lowell (2007)

Dissertation Study: *Examining Collaborative Real World Application Activities in Online Environments: Implications for Design*

Masters Degree, M.Ed., *Counseling Psychology*

University of Massachusetts Boston

Bachelor of Arts Degree, B.A., *Communications*, Minor: *Psychology*

University of Massachusetts Amherst

Writing

Self, C., Cady, D., and Olson, M. (2014) Connecting Democratic Engagement and Global Learning in General Education. *Diversity and Democracy*, AAC&U Aug/Sep

Olson, M. (2013) *Designing effective collaborative experiences online*. *Future Learning* 1, pp.19-28.

Cady, D., Olson, M., Shea, P., and Grenier, J.M. (2011), *A practical model and assignments for using virtual worlds in higher education*, in Hinrichs, and Wankel (ed.) *Transforming virtual world learning (cutting-edge technologies in higher education, Volume 4)*, Emerald Group Publishing Limited, pp.87-112.

Olson, M. (2008) *The community college commitment to quality online learning*. Sloan-C View Feb. 2008. <http://www.sloan-c.org/publications/view/v7n2/viewv7n2.htm#cc>

Cady, D., Kalivas, D., Margulis, D., & Olson, M. (2006) *Creating a community of practice to support technological innovation in the community college*. *Community College Journal*, Oct/Nov 2006.

Davidson, J. & Olson, M. (2003) *School leadership in networked schools: deciphering the impact of large technical systems on education*. *International Journal Leadership in Education*, Jul-Sep 2003, Vol. 6, No. 3, 261–281.

Instructional Technology Projects

In 2008, worked as consultant to Southern Ukraine State Pedagogical University in Odessa, Ukraine to assess technical and pedagogical infrastructure and consult on development of online distance education program.

In 2001, 2003 and 2005, traveled to Azov Regional Management Institute in Berdyansk, Ukraine as part of 3-year US State Department grant, to assess technical and pedagogical infrastructure and assist in the development and implementation of online distance education program to promote workforce development.

From 2001-2003, worked under Judith Davidson, Ph.D. as research assistant on Hanau Model Schools Partnership project modeling effective technology use in the classroom. Travelled twice to DODEA schools in Hanau, Germany. <http://modelschools.terc.edu/modelschools/hmsphome.cfm>

Conference Presentations

Conversations on the Bridge: The Bridging Cultures Project at Middlesex Community College AAC&U Global Learning Conference, Providence, RI (with Dona Cady and Carina Self, PhD) 2013

Service Learning in the Arts and Humanities: An Effective Means to Achieve and Measure Institutional Student Learning Outcomes, AAC&U Arts and Humanities Conference, Toward a Flourishing State (with C. Lynch and K. Oster) Providence, RI 2011

Embedding Institutional Learning Outcomes in an Asian Studies Program to Prepare Millennial Students for Globalization (Poster Presentation) AAC&U Arts and Humanities Conference, Toward a Flourishing State (with D. Cady) Providence, RI 2011

Accreditation: Community College Case Studies Lead the Way, Online Workshop for the Sloan-C Consortium (with C. Center, and B. Sakamoto) 2008

The WoW Factor: Using MMORPGs in Instruction (with D. Cady) League for Innovation in the Community College CIT Conference, Nashville, Tennessee 2007

Redesigning a Self-Paced Mathematics Program for the 21st Century (with B. Engvall) League for Innovation in the Community College CIT Conference, Nashville, Tennessee 2007

Casting Your Pod to the Wind: New Media Enhancing Student Learning (with Dona Cady, Dr. David Kalivas, and Don Margulis) League for Innovation in the Community College CIT Conference, Charlotte, North Carolina 2006

Online Timeline: The Past, Present & Future of Online Learning (with Dr. Michael Badolato and Dr. Vincent Ialenti) Mass Colleges Online Best Practices in E-Learning, Lowell, Massachusetts 2006

Online Instructional Design

Quincy College Professional Day, keynote presentation, Quincy, Massachusetts 2006

An International Collaboration for Workforce Development and Distance Learning (with Christopher Brennan, Dr. Michael Badolato) American Council for International/Intercultural Education, Boston, Massachusetts 2005

A Community College International Partnership for Workforce Development and E-Learning (with Christopher Brennan and Dr. Michael Badolato) League for Innovation in the Community College, Tampa, Florida 2005

Workforce Development and Distance Learning Project, (with C. Brennan) Presentation for US Embassy, Kyiv, Ukraine, June 2005

Roundtable on Online Distance Learning, (with Dr. Charles Kaminski) World Bank, Kyiv, Ukraine 2003

Technical Skills

Highly skilled with Microsoft Office Suite. Expert with a variety of learning management systems including Blackboard. Conversant with graphic design software (Photoshop and Illustrator) and video production applications (Adobe Premiere, iMovie). Proficient in HTML and WYSIWYG Web editors.

Phitsamay Sychitkokhong Uy

Assistant Professor
University of Massachusetts-Lowell
Graduate School of Education, 524 O'Leary Library
61 Wilder Street, Lowell, MA 01854

Phitsamay_Uy@uml.edu
978-934-4612 (office)
978-934-3005 (fax)

EDUCATION

- 2011 *Doctorate in Education. Communities and Schools, Harvard University*
Dissertation: *The Educational Experiences of Lao and Khmer High School Students: The Influence of Families, Friends, and Teachers on Academic Achievement*
- 2003 *Masters in Education. Administration, Planning, and Social Policy, Harvard University*
- 1996 *Masters in Education. Elementary Curriculum and Instruction, Boston College*
- 1995 *Bachelor of Science. Human Resource Management, Boston College*

ACADEMIC & ADMINISTRATIVE APPOINTMENTS

- 2012 – 2015 **Graduate Coordinator.** University of Massachusetts Lowell Graduate School of Education.
- 2011- Present **Assistant Professor.** University of Massachusetts Lowell Graduate School of Education. Current classes: *Community Organizations and Parental Partnerships, Teaching Diverse Populations, Principles of Supervision, Dynamics of Curricular Change, Capstone Action Research Seminar, Leadership, Law & Policy, and Doctoral Seminar.*
- 2008 **Instructor in Education.** Harvard Graduate School of Education, *Knowledge of Students: Cognitive & Adolescent Development*
- 2005 – 2010 **Research Associate.** Education Development Center, Inc. *Boston Science Partnership (BSP), Broad Institute Evaluation, Massachusetts Technician Collaborative (Mass-TEC).*
- 2004 – 2005 **Research Assistant.** Harvard University Civil Rights Project. *Southeast Asian Visibility in Education Project.*
- 2003– 2004 **Asian American Studies Instructor.** Boston College. *Culture, Identity, and the Asian American Experience.*
- 2003 – 2004 **Teaching Fellow.** Harvard Graduate School of Education, *Education Organizing*
- 2001 – 2003 **Asian American Studies Instructor.** University of Massachusetts, *Southeast Asians in America*

FELLOWSHIPS AND SCHOLARSHIPS

- 2012 – Present Asian American & Pacific Islander Research Coalition (ARC) Research Fellow
- 2008 – 2010 Harvard University's James N. Snitzler Scholarship
- 2005 & 2008 University of Massachusetts Boston's Institute for Asian American Studies Research Fellowship
- 2007 Facing History Upstander Award

2002 – 2005 Harvard University Presidential Fellow

RESEARCH GRANTS

- 2015 **Khmer Parent Video (\$1,000).** *University of Massachusetts Lowell Chancellor's 2020 Challenge Grants, Principal Investigator.*
- 2015 **Southeast Asian American College Readiness at Middlesex Community College (\$9,200).** *University of Massachusetts Lowell SEED Grant, Principal Investigator*
- 2014 **UMass Lowell Principal Preparation Expansion Program - Project Lead. (\$512,957)** *Massachusetts Department of Education Race to the Top Funds. Co-Principal Investigator.*
- 2014 **Southeast Asian American College Readiness (\$6,300).** *University of Massachusetts Boston Asian American Student Success Program (AASSP), Co-Principal Investigator.*
- 2013 **Parental and Familial Influences on Southeast Asian American Students' College and Career Major Decisions (\$2,650)** *University of Massachusetts Boston Asian American Student Success Program (AASSP), Principal Investigator.*
- 2012 **Assessing Southeast Asian American Youth's College and Career Readiness. (\$3,600)** *University of Massachusetts Boston AANAPISI Program, Principal Investigator.*
- 2012 **Evaluating and Disseminating *The Preparing Excellent Teachers of All (English) Language Learners (PETALLs) - a University-K-12 School District Professional Development Model* (\$3,200).** *University of Massachusetts Lowell Healey Public Service Award, Principal Investigator.*
- 2011 **Academic Support of the Teen Coalition. (\$1,000)** *University of Massachusetts Lowell Faculty Service Learning Grant, Principal Investigator.*

PUBLICATIONS

JOURNAL ARTICLES

- 2015 **Uy, P.** (2015). *Supporting Southeast Asian American Family and Community Engagement for Educational Success. Journal of Southeast Asian American Education and Advancement. Vol. 10: Issue 2, Article 3.*
<http://dx.doi.org/10.7771/2153-8999.1131>
- 2015 Wright, W., **Uy, P.S.**, Sak-Humphry, C. (2015). Editors' Introduction to the 10th Anniversary Volume of JSAAEA. *Journal of Southeast Asian American Education & Advancement, Vol. 10.*
- 2009 Warren, M, Hong, S., Leung, C., & **Sychitkokhong Uy, P.** (2009). Beyond the bake sale: A community-based, relational approach to parent engagement in schools. *The Teachers College Record*, 111(9), 2209 - 2254.
- 2009 **Uy, P.** (2009). Asian American dropouts: A case study of Chinese and Vietnamese high school students in a New England urban school district. Los Angeles: *UCLA AAPI Nexus Journal on Asian American Pacific Islander Special Issue: K-12 Education*, 7(1), 83- 104.

- 2008 Uy, P. (2008). How the American Community Survey informs our understanding of the Southeast Asian community: One teacher's perspective. *Journal of Southeast Asian American Education & Advancement*, Vol. 3. Article 12. <http://dx.doi.org/10.7771/2153-8999.1108>

BOOK CHAPTERS

- 2014 Uy, P. (2014). Laotian Americans. In M. Danico & J. Goldson (Eds.) *Asian American Society*. New York: Sage Publications.
- 2014 Uy, P. (2014). Khmerican and Lao American Youth's Contested Ethnic Identities: Perspectives That Moves Teachers Beyond Race. In K. Kumashiro & B. Ngo (Eds.), *Six Lenses for Anti-Oppressive Education: Partial Stories, Improbable Conversations*. New York: Peter Lang.
- 2014 Nichols, M.L., Pendakur, S. L. & Uy, P.S. (2014). Conversation: Complicating the Complications. In K. Kumashiro & B. Ngo (Eds.), *Six Lenses for Anti-Oppressive Education: Partial Stories, Improbable Conversations*. New York: Peter Lang.
- 2012 Leung Rubin, C. & Uy, P. (2012). Immigrant Education. In S. Loue & M. Sajatovic, M. (Eds.), *Encyclopedia of Immigrant Health*. New York: Springer.
- 2011 Uy, P. (2011). Disaggregated data and community-based organizations-school partnerships: Two untried policy strategies that target the achievement gap of Asian American students. Los Angeles: *The 14th Edition of the National Asian Pacific American Political Almanac*.

BOOK REVIEWS

- 2011 Uy, P. (2011). Review of X. L. Rong's & R. Endo's *Asian American Education: Identities, racial issues, and languages*. New York: *Teachers College Record*.
- 2006 Uy, P. (2006). Review of V. Louie's *Compelled to Excel: Immigration, education, and opportunity among Chinese Americans*. *Harvard Educational Review*, Vol. 76, 1.

PEER-REVIEWED CONFERENCE PRESENTATIONS

- 2016 *Supporting Southeast Asian American Family and Community Engagement for Educational Success*. Presented at the annual meeting of Association of Asian American Studies. Miami, FL.
- 2016 *Lao American Youth's Contested Identity*. Presented at the annual meeting of Association of Asian American Studies. Miami, FL.
- 2015 *Southeast Asian College and Career Readiness*. Presented at the annual meeting of Association of Asian American Studies. Evanston, IL.
- 2015 *"Khmerican" and Lao American Youths' Contested Ethnic Identities: Perspectives That Move Teachers Beyond Race*. Presented at the annual meeting of American Educational Research Association. Chicago, IL.
- 2014 *The States of Southeast Asian Communities in New England*. Presented at the national meeting of the State of Southeast Asians in Diaspora. Minneapolis, MN.
- 2014 *Complexities in Research with Southeast Asian Immigrant Communities: Reflections on Rebuilding Relationships, Threats to Safety, and the Outsider Within*. Presented at the national meeting of What Went Wrong Conference.

- Minneapolis, MN.
- 2013 *The Educational Experiences of Southeast Asians in America*. Presented at the annual meeting of Asian American Pacific Islander in Higher Education. San Francisco, CA.
- 2013 *Providing The Missing Rung In The Ladder: Transition From High School To College and Career*. Presented at the annual meeting of American Educational Research Association. San Francisco, CA.
- 2013 *The Educational Experiences of Lao and Khmer High School Students: The Influence of Families, Friends, and Teachers on Academic Achievement*. Presented at 4th International Lao Studies Conference. Madison, WI.
- 2012 *Building Community-based Alliances between Teachers, Families and Communities*. Presented at the national conference of National Association of Multicultural Education. Philadelphia, PA.
- 2012 *An Outcomes-Driven Research Doctorate in Education: The Umass Lowell Leadership in Schooling Ed. D*. Presented at the Advancing a Massachusetts Culture of Assessment (AMCOA) Regional Conference on Assessment in Higher Education, Lowell, MA.
- 2011 *Legacies of War: Challenging the Master Narrative of the Vietnam War*. Presented at the annual meeting of Association of Asian American Studies. New Orleans, LA.
- 2010 *Cross-cultural Comparison of Dominican, Laotian, and Khmer Students: The Influence of Parents, Peers, and Teachers on Academic Achievement*. Presented at the Second Conference of the Asian Americans in New England Research Initiative. University of Connecticut. Storrs, CT.

INVITED SPEECHES

- 2016 *Cambodian Genocide: A Historical Overview*. Key speaker at the *Cambodian Genocide Conference*. Bristol Community College. Fall River, MA.
- 2015 *State of Lao(tian) Americans: A reflection on 40 Years of Resettlement and Community Development in the United States*. Keynote speaker at Our Shared Journey: Lao American & Historical Contexts and Lao American Writer's Summit II. University of Minnesota in Minneapolis, MN.
- 2015 *Parental and Familial Influences on Southeast Asian American College and Career Readiness*. Presented at Second Symposium on Enhancing Asian American Student Success: Linking Research And Practice. University of Massachusetts Boston in Boston, MA.
- 2013 *Refugee Communities, Culture & Context*. Keynote speaker at Voices of Refugees Conference. Middlesex Community College in Lowell, MA.
- 2013 *Assessing Southeast Asian American College and Career Readiness*. Presented at Symposium on Enhancing Asian American Student Success: Linking Research And Practice. University of Massachusetts Boston in Boston, MA.
- 2012 *Cultural and Educational Experiences of Southeast Asian High School Students*. Presented at the national leadership conference of Southeast Asians Restoring Community Hope (SEARCH). Providence College in Providence, RI.
- 2012 *Southeast Asian Family and Community Engagement: Authentic Approaches through Community-based Organizations*. Presented at the Asian American and Pacific Islander Educational Research Coalition (ARC) Summit. University of

- Hawaii Manao in Honolulu, HI.
- 2011 *Southeast Asian Family Conference: Bridging Research with Practice*. Presented at the inaugural Boat People SOS Conference, Philadelphia, PA.
- 2011 *Asian American Women Scholars-Activists Unite!* Presented at the 10th Annual Asian Sisters Participating in Reaching for Excellence (ASPIRE) Conference. Simmons College in Boston, MA.
- 2010 *The State of Southeast Asians in America*. Presented as the Keynote Speaker at the 40th Anniversary Diversity Dinner. Minnesota State University Mankato in Mankato, MN.
- 2009 *Untold Stories: Factors That Lao and Khmer High School Students Consider When Deciding to Stay in or Leave School*. Presented at the University of Massachusetts Boston Institute of Asian American Studies Research Fellow Talk. University of Massachusetts Boston in Boston, MA.

PROFESSIONAL SERVICE

EDUCATIONAL CONSULTANT

- 2015 - 2016 **Professional Development Trainer**. *Cultural Competency Training*. Methuen Public Schools. Methuen, MA.
- 2015 **Professional Development Trainer**. *Cultural Competency Training*. Woonsocket Public Schools. Woonsocket, RI.
- 2014 **Professional Development Trainer**. *Cultural Competency Training*. Salem University. Salem, MA.
- 2012 - 2013 **Professional Development Trainer**. *Cultural Competency Training*. Lawrence High School. Lawrence, MA.
- 2002-2007 **Diversity Trainer**. *Cultural Competency Training*. Anti-Defamation League (ADL). Boston, MA

COMMUNITY ACTIVITIES RELATED TO PROFESSIONAL FIELD

- 2014 – 2016 **Scholarship Trainer**. *Gates Millennium Scholarship & Asian Pacific Islander American Scholarship Fund*. Washington D.C.
- 2011 -2012 **Interview Committee**. Reilly Elementary School Principal Search & Pawtucketville School Assistant Principal Search. Lowell, MA.
- 2009 **Advisory Committee**. Legacies of War, Washington D.C.
- 2007 – Present **Board Member**. Nisei Student Relocation Commemorative Fund. New England.
- 2007 – 2009 **New England Coordinator & Curriculum Developer**. Legacies of War, Boston & Lowell, MA
- 2006 – 2014 **Scholarship Reader**. *Gates Millennium Scholarship & Asian Pacific Islander American Scholarship Fund*. Washington D.C.
- 2006 **Executive Planning Committee**. *Project SEED*, Civil Rights Project at Harvard University
- 2006 – 2008 **National Steering Committee**. Legacies of War, New York, NY
- 2005 – 2010 **Board Chair**. Southeast Asian Resource Action Center (SEARAC), Washington D.C.
- 2004 – Present **Community Advisory Board Member**. Institute of Asian American Studies, University of Massachusetts Boston. Boston, MA.
- 1994 – Present **Board Member**. *Chea Uy Trust Fund*, Boston, MA.

Sue J. Kim

Department of English

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O'Leary Library 445
61 Wilder Street
Lowell, MA 01854

cell: 205.329.3289
office: 978.934.4408
fax: 978.934.3097
email: sue_kim@uml.edu

EDUCATION

Ph.D. in English, Cornell University, May 2003
M.A. in English, Cornell University, August 1999
B.A. in English, *magna cum laude* and Honors, Dartmouth College, June 1996

EMPLOYMENT

Nancy Donahue Endowed Professor in the Arts, University of Massachusetts Lowell, 2016-Present
Professor, Department of English, University of Massachusetts Lowell, 2014-Present
Co-Director, Center for Asian American Studies, University of Massachusetts Lowell, 2013-Present
Associate Professor, Department of English, University of Massachusetts Lowell, 2011-2014
Associate Professor, Department of English, University of Alabama at Birmingham, 2009- 2011
Assistant Professor, Department of English, University of Alabama at Birmingham, 2003-2009
Visiting Assistant Professor, Department of English, University of Rochester, September 2002-May 2003
Instructor, John S. Knight First-Year Writing Program, Cornell University, 1997-2002

PUBLICATIONS

Books

On Anger: Race, Cognition, Narrative. Austin: University of Texas Press, 2013.
Critiquing Postmodernism in Contemporary Discourses of Race. New York: Palgrave MacMillan, 2009.

Edited Collections

Rethinking Empathy Through Literature. Co-editor with Meghan M. Hammond. New York: Routledge, 2014.

Guest Editor. "Decolonizing Narrative Theory." spec. issue of *Journal of Narrative Theory* 42.3 (Fall 2012).

Articles & Chapters

"Of Minds & Structures: What Asian American Studies and Narrative Theory Can Do For Each Other." *Narrative, Race, and Ethnicity in the Americas*. Ed. James Donahue, Jennifer Ho, and Shaun Morgan. Under review at the Ohio State University Press.

"Empathy and 1970s Novels by Third World Women." *Narrative Theory Unbound: Queer and Feminist Interventions*. Ed. Robyn Warhol and Susan Lanser. Columbus: Ohio State UP, 2015. 147-165.

- “Racial Neoliberalism and Whiteness in Pynchon’s *Gravity’s Rainbow*.” *Postmodern Literature and Racial Discourse*. Ed. Len Platt and Sara Upstone. Cambridge: Cambridge UP, 2014. 264-278.
- “From *El Mariachi* Till *Spy Kids*?: A Cognitive Approach.” *Latinos and Narrative Media: Participation and Portrayal*. Ed. Frederick Luis Aldama. New York: Palgrave, 2013. 195-210.
- “Anger, Temporality, and the Politics of Reading *The Woman Warrior*.” *Analyzing World Fiction: New Horizons in Narrative Theory*. Ed. Frederick Luis Aldama. Austin: U of Texas P, 2011. 93-108.
- “Anger, Cognition, Ideology: What *Crash* Can Show Us About Emotion.” *Cognitive and Narrative Theoretical Approaches to World Visual Media*. Spec. issue of *Image and Narrative* 11.2 (2010): 4-17.
- “The Dialectics of ‘Oriental’ Images in American Trade Cards.” *Ethnic Studies Review* 31.2 (Winter 2008): 1-34.
- “Narrator, Author, Reader: Equivocation in Theresa Hak Kyung Cha’s *Dictée*.” *Narrative* 16.2 (May 2008): 163-177.
- “‘The Real White Man is Waiting For Me’: Ideology and Morality in Bessie Head’s *A Question of Power*.” *College Literature* 35.2 (Spring 2008): 38-69.
- “The Business of Race in *The Lord of the Rings* Trilogy.” *The Business of Entertainment*, vol. 1 (Movies). Ed. Robert Sickels. Westport: Greenwood, 2008. 93-109.
- “Why I Love *The Office*... And Hate NBC.” *The Business of Entertainment*, vol. 3 (Television). Ed. Robert Sickels. Westport: Greenwood, 2008. 61-82.
- “*Apparatus*: Theresa Hak Kyung Cha and the Politics of Form.” *The Journal of Asian American Studies* 8.2 (October 2005): 143-69.
- “Beyond Black and White: Race and Postmodernism in *The Lord of the Rings* Films.” *Modern Fiction Studies* 50.4 (Winter 2004): 875-907.

Reviews, Reference Entries, & Other Short Work

- “Feeling Asian American.” Rev. of *Racial Feelings: Asian America in a Capitalist Culture of Emotion*. *MELUS: Multi-Ethnic Literature of the United States* 41.1 (Spring 2016): 222-224.
- “Asian American Literature, Criticism and Theory.” *The Encyclopedia of Postcolonial Studies*. Eds. Sangeeta Ray and Henry Schwarz. Malden: Wiley-Blackwell, 2016.
- “Engagements: Interview with Sue Kim.” *Engagements with Narrative*. Ed. Janine Utell. New York: Routledge, 2015. 36-37.
- “Thoughts on ‘Puzzling Out the Self.’” *The Shape of the I*. Spec. issue of *English Language Notes* 50.1 (Spring/Summer 2012): 213-16.
- Rev. of *Digitizing Race: Visual Cultures of the Internet*, by Lisa Nakamura, forthcoming in *Alien/Asian*. Spec. issue of *MELUS: Multi-Ethnic Literature of the United States* (Winter 2008).
- “Reflections on ‘Cartographies of Struggle: Third World Women and the Politics of Feminism’ (C. T. Mohanty).” *Race Critical Theories: Text and Context*. Eds. Philomena Essed and David Goldberg. Malden: Blackwell, 2002. 506-8.
- Rev. of *Getting Married in Korea: Of Gender, Morality, and Modernity*, by Laurel Kendall. *Asian Journal of Women’s Studies* 4.3 (1998): 181-5.

GRANTS & AWARDS

2016 Massachusetts Cultural Council Gold Star Award for *Cambodian Arts: From Tradition to Innovation*

2014 Lowell Cultural Council Grant for *Cambodian Arts: From Tradition to Innovation* (\$3000) PI
 2014 UMass Boston's Asian American Student Success Program Grant for Southeast Asian American College and Career Readiness Study (\$6,300) PI
 2013 Teaching Excellence Award, English Department, UMass Lowell
 2011 Faculty Senate Distinguished Service Award, UAB
 2010 College of Arts & Sciences Dean's Award for Excellence in Teaching, UAB
 2009/10 School of Arts & Humanities Faculty Development Grant, UAB
 2008/9 School of Arts & Humanities Faculty Development Grant, UAB
 2008 Quality Enhance Plan Curriculum Development Grant, UAB
 2006 Office of Equity and Diversity Faculty Development Award, UAB
 2004/2005 Provost's Faculty Development Grant, UAB
 2003/4 Dean's Mini-grant for Research, School Arts & Humanities, UAB

SELECTED PRESENTATIONS

"Race & Empathy in G.B. Tran's *Vietnamerica*," International Conference on Narrative, Chicago, IL, March 2015
 "Southeast Asian American College Readiness," co-author Phitsamay Uy (Education, UMass Lowell), Second Conference on Enhancing Asian American Student Success: Linking Research & Practice, University of Massachusetts Boston
 "Southeast Asian Cultural Production in New England," part of UML Center for Asian American Studies multi-disciplinary plenary session "The States of Southeast Asian Communities in New England," Southeast Asian American Studies Conference, Minneapolis, MN, October 2014
 "The Spirit of Capitalism?: Post-2000 Chinese American Women's Popular Fiction," The Association for the Study of the Arts of the Present Conference, Shanghai, China, June 2014
 "From *El Mariachi* Till *Spy Kids*: Emotion & Cognition in the Films of Robert Rodriguez," Invited Speaker, Symposium "Robert Rodriguez & The Cinema of Possibilities," The Ohio State University, Columbus, OH, April 2013
 "The Political Practice of Teaching Asian American Literature," Association for Asian American Studies Conference, Washington, D.C., April 2012
 "The Novel After Postmodernism" (organized by the Marxist Literary Group), Modern Language Association Annual Convention, Seattle, WA, January 2012
 "Women of Color and the Dialectics of Narrative Empathy," on panel "Rethinking Empathy: Feeling with Others in Contemporary Literature," Modern Language Association, Seattle, WA, January 2012
 "From *El Mariachi* to *Spy Kids*?: Emotion & Cognition in the Films of Robert Rodriguez," International Conference on Narrative, Las Vegas, NV, March 2012
 "Empathy & 1970s Novels by Women of Color," The Association for the Study of the Arts of the Present Conference, Philadelphia, PA, October 2011
 "'F**k Me. I Still Cannot Type': *The Wire* and Class/Race/Gendering," Association for Asian American Studies Conference, New Orleans, LA, May 2011
 "Empathy and Novels by Women of Color," Project Narrative Symposium on Feminist and Queer Narrative Theories, Columbus, OH, May 2011 (featured presenter)
 "'This Game is Rigged, Man': Cognition, Race, and the Politics of Anger in *The Wire*," Invited Speaker, University of Cincinnati, OH, April 2011 (invited lecture)
 "*Gran Torino* and the Racial Politics of Anger," co-presenter with Betsy Huang, Association for Asian American Studies Conference, Austin, TX, April 2010

- “The Impasse of Identity: *Crash* & Cognitive Theory,” Modern Language Association Annual Convention, Philadelphia, PA, December 2009; part of Cognitive Approaches to Literature Discussion Group panel “Visual Performance and Cognition”
- “Comparative Anger in *Woman Warrior* and *The Autobiography of Malcolm X*,” American Literature Association Annual Conference, San Francisco, CA, May 2008
- “Anger and Narrative Structure,” International Conference on Narrative, Austin, TX, May 2008
- “Equivocal Attachments in Asian American Women’s Writing,” International Conference on Narrative, Washington, D.C., March 2007
- “The Problem of Korea in Postcolonial and Cold War Paradigms,” Modern Language Association Annual Convention, Washington, D.C., December 2005
- “The Subject of Minority Writing,” International Conference on Narrative, Louisville, KY, April 2005; part of organized & chaired panel “Minority Writing & Narrative Theory”
- “Subject-Subject Relations for A Democratic Society,” Psychoanalysis and Democracy: Annual Meeting of the Association for the Psychoanalysis of Culture and Society, New York, NY, October 2004
- “‘Things of the Soul’: Politics, Psychoanalysis, and Bessie Head’s *A Question of Power*,” International Conference on Narrative, Burlington, VT, April 2004
- “Ghostliness and Ghastriness in Bessie Head’s *A Question of Power*,” International Conference on the Fantastic in the Arts, Fort Lauderdale, FL, March 2004
- “‘Troubled *Bridges*’: Asian American Politics and Internationalism in the 1970’s,” Annual Conference of the Society for the Study of Multi-Ethnic Literature of the United States, San Antonio, TX, March 2004

SELECTED COURSES TAUGHT

- University of Massachusetts Lowell**, September 2011-Present
- ASAM 2120: Introduction to Asian American Studies
- ENGL 2000: Critical Methods of Literary Inquiry
- ENGL 2770: American Ethnic Literature
- ENLG 2360: Science Fiction & Fantasy
- ENGL 3790: Postcolonial Literature
- ENLG 3780: Asian American Literature
- ENGL 3700: Contemporary American Fiction
- ENGL 4290 Introduction to Literary Theory

SELECTED SERVICE

Professional

- New England/East and Central Canada Representative, Board of Directors, Association for Asian American Studies, 2016-Present
- Member, Executive Council, International Society for the Study of Narrative, 2015-Present
- Co-Coordinator, 2014 International Conference on Narrative (annual meeting of the International Society for the Study of Narrative), March 27-29, 2014, in Cambridge, MA
- Co-Chair, Committee on the Literatures of People of Color of the United States and Canada, Modern Language Associate, June 2013-2015
- Member, Committee on the Literatures of People of Color of the United States and Canada, Modern Language Associate, June 2012-2015 (3-year position)
- Co-Chair, East of California Caucus, Association for Asian American Studies, April 2012-2014

Delegate for Asian American Literature Division, Modern Language Association Delegate
Assembly, January 2012-2015
Association for Asian American Studies 2011 Conference Program Committee

External reviewer for the *Journal of Asian American Studies*, *MELUS: Multi-Ethnic Literature of the United States*, *Meridians: feminism, race, transnationalism*, *PMLA*, *Twentieth-Century Literature*, *MLA Approaches to World Literature Series*

University of Massachusetts Lowell

Associate Chair, Department of English, University of Massachusetts Lowell, 2015-Present
College of Fine Arts, Humanities, and Social Sciences, Promotion and Tenure Committee, 2014-2015
Co-Chair, English Department Personnel Committee, 2014-Present
Faculty Senator, Department of English, October 2011-2014
Member, Research Advisory Committee, Sept 2013-Present
Center for Asian American Studies Working Group, 2012-2013
Member, Search Committee for Director of the Center for Portuguese Studies, Fall 2013

PROFESSIONAL ASSOCIATIONS

Association for Asian American Studies
Association for the Study of the Arts of the Present
International Society for the Study of Narrative
Modern Language Association

**LESLIE M. WONG
DIRECTOR, MULTICULTURAL AFFAIRS**

UMASS LOWELL

Biosketch

Prior to joining the Office of Multicultural Affairs (OMA) at UMass Lowell as the director, Leslie Wong worked on supervisory oversight of programs and service delivery at UColorado Boulder. She became very familiar with issues related to race, privilege and oppression and the intersections between social identities and her work focused on student development issues, academic success, and personal empowerment to name a few areas. Some of Leslie's core work and interest are in leadership, identity development, organizational change and development, Asian Pacific American and Indigeneity issues, advocacy, equity & access concerns, cultural competency, and allyship. Leslie Wong earned her Bachelor's degree in Political Science with a minor in Ethnic Studies, along with a graduate degree in Organizational Leadership. Leslie Wong was born and raised in Hawai'i.

PETER D. HERSHOCK is Director of the Asian Studies Development Program (ASDP) and Education Specialist at the East-West Center in Honolulu, Hawai'i. He earned his doctorate in Asian and Comparative Philosophy from the University of Hawaii and his undergraduate degree in Western Philosophy from Yale University.

His work with ASDP over the past twenty years has centered on designing and conducting faculty- and institutional-development programs aimed at enhancing undergraduate teaching and learning about Asian cultures and societies. In this capacity, he has designed and directed 49 residential institutes in Hawai'i (3 to 5 weeks in duration); 23 field seminars in East and Southeast Asia (2 to 5 weeks); and more than 125 workshops and conferences (2 to 3 days on the US mainland. He has been the principle investigator or project director on more than 20 faculty- and institutional-development grants. These have included 10 summer institute grants from the National Endowment for the Humanities, most recently a 2015 program on *Buddhist Asia: Traditions, Transmissions and Transformations*; a Fulbright-Hays faculty group study abroad program to Southeast Asia; a multi-year US DOE Title VI project on *Chinese Culture and Language*; and a multi-year, NEH project on *Cultural Diversity in Asia* that was substantially devoted to the study of Southeast Asia, including Cambodia. He has given invited lectures at dozens of colleges and universities across the US and in China, Japan and Southeast Asia, on such topics as the history of Buddhism in Southeast Asia, India and East Asia, and on a range of issues making use of Buddhist conceptual resources, including human rights, democracy, social justice, health and cultural diversity.

In his capacity as an education researcher at the East-West Center, he has collaborated in designing and hosting international education leadership programs and research seminars that crucially examine the relationship among higher education, globalization, equity and diversity. These have included multi-week senior leadership seminars in Honolulu and multi-day meetings in Hong Kong, Shanghai and Yogyakarta. He has published over 10 chapters or journal articles on issues of equity, information and innovation, mobility and diversity in higher education, as well as two edited volumes, *Educations and their Purposes: A Conversation among Cultures* (University of Hawaii Press, 2008) and *Changing Education: Leadership, Innovation and Development in a Globalizing Asia Pacific*, (Springer, 2007), which has been translated into both Chinese and Japanese.

Trained in Asian and comparative philosophy, his philosophical research has focused on making use of Buddhist conceptual resources to reflect on and address contemporary issues of global concern. He has published more than 30 book chapters and journal articles on Buddhist thought, and has authored or edited 9 books on Buddhism, Asian philosophy and contemporary issues, including: *Liberating Intimacy: Enlightenment and Social Virtuosity in Ch'an Buddhism* (1996); *Reinventing the Wheel: A Buddhist Response to the Information Age* (1999); *Chan Buddhism* (2005); *Buddhism in the Public Sphere: Reorienting Global Interdependence* (2006); *Valuing Diversity: Buddhist Reflection on Realizing a More Equitable Global Future* (2012); *Public Zen, Personal Zen: A Buddhist Introduction* (2014); and *Value and Values: Economics and Justice in an Age of Global Interdependence* (2015).

In addition, he has hosted or co-hosted a number of academic conferences, most prominently the 2000, 2005 and 2011 East-West Philosophers Conferences. This major international conference takes place over the course of 10- 14 days and attracts scholars from across Asia, the Americas, Australian, Europe and Africa. Along with Roger T. Ames, he is coeditor of a book series on Asian Studies Development, published by the State University of New York Press. And, since 2014, has been serving on the Council of Advisors for AsiaNetwork, a national consortium of liberal arts colleges that promotes undergraduate study of Asian cultures and societies.

Dona M. Cady

Middlesex Community College, Lowell/Bedford, MA

cadyd@middlesex.mass.edu

Professional Experience

2012 – Present *Middlesex Community College* Bedford, MA 01730

Dean of Global Education

- Serve as manager and key resource for the comprehensive globalization of the college
- Provide leadership for and management of Global Education, including program planning, implementation, and assessment
- Oversee budget development and management
- Coordinate international curriculum initiatives and mapping, institutional partnerships, international exchanges and grants, student study abroad programs, and other activities that contribute to general education, including intercultural competency and global awareness and knowledge at MCC
 - Organize and direct numerous globally focused faculty and student development opportunities: conferences, workshops, events, and webinars
 - Direct Fulbright-Hays Group Study Abroad Project *Cambodia's Cultural Heritage in the Modern World* and *Preserving Traditional Cambodian Music* grants

2011 – 2012 *Middlesex Community College* Bedford, MA 01730

Associate Dean of Humanities and Asian Studies

- Administer and manage growth, initiatives, and budgets in the Humanities division and Asian Studies initiatives
 - Lead ELL and Reading/Writing redesign teams
- Organize and direct seven chairs, departments, and over 200 faculty
- Plan and implement American Colleges and Universities (AAC&U) Grant
 - Bridging Cultures to Form a Nation: Difference, Community, and Democratic Thinking
- Plan and implement East West Center's (EWC) Asian Studies Development Program (ASDP) Grants
 - Title VI "Enhancing Undergraduate Chinese Language & Culture Studies: Integrating Faculty & Curriculum Development"
 - ASDP/NEH grant for "Thinking Through Cultural Diversity: Bridging Cultural Differences in Asian Traditions"
- Serve as Regional Manager for EWC-ASDP

2010 – 2011 *Middlesex Community College* Bedford, MA 01730

Interim Dean of Humanities and Asian Studies Coordinator

- Administer and manage growth in the Humanities division and ASDP initiatives
- Organize and direct seven chairs, departments, and over 200 faculty
- Coordinate and manage budget for division
- Organize and direct workshops and conferences on Asian Studies
- Plan and implement Title VI Grant for "Enhancing Undergraduate Chinese Language and Culture Studies: Integrating Faculty and Curriculum Development"
- Serve as Regional Manager for the EWC-ASDP Chair of ASDP 2011 National Conference in Boston

2003 – Present *Middlesex Community College* Bedford, MA 01730

Professor of Humanities

- Develop and teach undergraduate traditional, online, and learning community courses
- Serve as Co-chair the Technology Committee 2008-Present
- Served on Executive FSA Board 2003-2008
- Course of Distinction Winner for Mass Colleges Online 2006

1981-2003 *Middlesex Community College* Bedford, MA 01730

Adjunct Professor in English

- Teach undergraduate traditional English Composition I and English Composition II courses

Education

Diploma in European Archeology

1979 Somerville College, Oxford University, Oxford, England

Master of Arts Degree, English Literature

1978 University of Notre Dame, Notre Dame, IN

Bachelor of Arts Degree, English Literature and European History

1978 University of the Pacific, Stockton, CA

International Educational Experience

In 2016 facilitator in American Council on Education (ACE) Internationalization Collaborative Institute in Montreal, Canada

In 2015 participant in American Council on Education (ACE) webinar for the Institute for Leading Internationalization

In 2013 participant in founding cohort of American Council on Education's Institute for Leading Internationalization, Washington, D.C.

In 2012 multi-college cohort leader and participant in Year I of the EWC-ASDP 3 year NEH Bridging Cultures grant *Thinking Through Cultural Diversity: Bridging Cultural Differences in Asian Traditions*

In 2012 participant in Year I of the AAC&U 3 year NEH Bridging Cultures grant *Bridging Cultures to Form a Nation: Difference, Community, and Democratic Thinking*

In 2012 organized and hosted a Community Colleges for International Development (CCID) leadership team of Chinese academic administrators. Four MOUs signed.

In 2011-12 multi-college cohort leader and participant in Year I and II of the EWC-ASDP 3 year Title VI grant Enhancing Undergraduate Chinese Language and Culture Studies: Integrating Faculty and Curriculum Development

In 2011 participated in the 4 week Nishan Confucian Studies Summer Institute in Shandong Province In 2010 participated in the Fulbright-Hays 4 week Study Abroad in Cambodia

In 2009 participated in EWC-ASDP workshop on India, Maricopa Community College, Phoenix, AZ In 2008 participated in the 4 week EWC-ASDP Field Study: Focusing of Southwest China

In 2007-09 participated National Science Foundation Math Across the Curriculum (MAC3) Conference, Seattle, WA and follow-up research at Middlesex Community College

In 2005-2007 participated in Title VIA Grant on Islam, Middlesex Community College, Bedford, MA

In 2007 participated in NEH 6 week Institute at the EWC-ASDP The Ideal and the Real: Arcs of Change in Chinese Culture, Honolulu, HI

In 2006 participated in the EWC-ASDP Institute on Korea at University of Louisville, Louisville, KY & EWC-ASDP workshop on China at Portland Community College, OR

In 2004 participated in the 4 week EWC-ASDP Field Institute on Korea: Transitions and Transformations, funded by the Korean Foundation

Writing

Cady, D., Self C., Olson, M. *Connecting Democratic Engagement and Global Learning in General Education. Diversity and Democracy*, AAC&U, August 2014 Cady, D. "China and the Community College Connection." *International Briefs for Higher Education Leaders Series*. American Council on Education. No. 1: 2012.

Cady, D., Olson, M., Shea, P., Grenier, J. "A Practical Model and Assignments for Using Virtual Worlds in Higher Education." *Transforming Virtual Worlds (Cutting-edge Technologies in Higher Education)* vol. 4., ed. Charles Wankel and Randy Hinrichs, Emerald Press, 2011.

Cady, D., Kalivas, D., Margulis, D., & Olson, M. (2007) *Teaching and Learning in Virtual Worlds*. Middlesex Community College. Carnegie COPPER Blog

<http://community.middlesex.mass.edu/blogs/copper/archive/2007/12/06/Teaching-and-Learning-in-a-Virtual-World.aspx>

Cady, D., Kalivas, D., Margulis, D., & Olson, M. (2006) *Creating a Community of Practice to Support Technological Innovation in the Community College. Community College Journal*, Oct/Nov 2006.

Conference Presentations

- The Heroic Life* for the EWC-ASDP National Conference, Washington, D.C. 2016
- AACU Pre-Conference Workshop: Catalyzing Global Learning: Strategies & Tools* at the AAC&U Global Learning Conference, Ft. Lauderdale, 2015
- Mind the Gap: Redesigning Programs Using Organizational Leadership Theory to Engage the Real-World* at the AAC&U Global Learning Conference, Ft. Lauderdale, 2015
- Mind the Gap: Mapping: Institutional Global Engagement* for CCID Conference, Orlando, 2016
- A Roadmap to Sustainable International Partnerships: Trials, Transformations, and Triumphs* for CCID Conference, Orlando, 2016
- The Scholars at Risk Program: A Global Community of Support*, Poster presentation, NAFSA, Boston 2015
- Global STEM: Educating for the 21st Century*, Global STEM Conference, Regis College, 2015
- Making Your International Mark* for the CCID Conference, Newport Beach, CA, 2015
- Half the Sky: Wuwei and Ren in Mulan* for ASDP National Conference, Branson, MO, 2015
- Global STEM: The Why, Whats and Hows of Educating for the 21st Century*, Massachusetts STEM Summit, Worcester, MA 2014
- Crossing the Bridge: Advancing Students' Global Knowledge through the MCC Bridging Cultures Project* for the AAC&U Global Learning Conference, Minneapolis, MN 2014
- Half the Sky: Untangling Roots to Reach the Heights of Wisdom: Wuwei and Ren in Mulan* for International Daoist Conference, Boston, MA 2014
- Conversations on the Bridge: The Bridging Cultures Project at Middlesex Community College* for the AAC&U Global Learning Conference, Providence, RI, 2013
- Half the Sky: Untangling Roots to Reach the Heights of Wisdom* on Panel: *Glimpses of Women in Asia: Interdisciplinary Perspectives* for the International East-West Center Conference, Beijing, China September 2012 and the 2013 ASDP National Conference in Phoenix, AZ
- Nishan and Beyond: Journeys in Search of the Sage* for the EWC-ASDP National Conference, Seattle, WA 2012
- The Dao, My Avatar, and Me* for the EWC-ASDP National Conference, Boston, MA 2011
- The Reality of Transcending the Virtual* for International Daoist Conference, Los Angeles, CA 2010
- The Reality of the Virtual* for the EWC-ASDP, Honolulu, HI 2010
- Keynote Address: *The Reality of Transcending the Virtual* for Virtual World Best Practices in Education, Second Life, 2010
- As the Worlds Turn: In Search of the Perfect Virtual World* (with D. Margulis), Virtual World Best Practices in Education, Second Life 2010
- Asian Commemoration and Transcendence: Meeting with Life on the Other Side*, EWC-ASDP National Conference, Philadelphia, PA 2009
- Online Assessment* for the Community College Leadership Academy, Northern Essex Community College, Haverhill, MA 2009
- The New Model for Using Virtual Worlds* (with M. Olson) League for Innovation in the Community College CIT Conference, Salt Lake City, Utah 2008
- Science Fiction, Virtual Worlds and Virtual Ontology: Finding the Real and the Ideal in the Dao* for the EWC-ASDP National Conference, Chicago, IL 2008
- The WoW Factor: Using MMORPGs in Instruction* (with M. Olson) League for Innovation in the Community College CIT Conference, Nashville, Tennessee 2007
- Casting Your Pod to the Wind: New Media Enhancing Student Learning* (with M. Olson, D. Kalivas, and D. Margulis) League for Innovation in the Community College CIT Conference, Charlotte, North Carolina 2006
- Sharing Best Practices in E-Learning* Massachusetts Colleges Online, Middlesex Community College, Lowell, MA 2005
- Closing the Distance in Distance Learning* Massachusetts Colleges Online, Bridgewater State Community College, Bridgewater, MA 2004
- Imagination and Virtual Learning* Massachusetts Community College Conference on Teaching & Learning, Middlesex Community College, Lowell, MA 2004
- The Undiscovered Country: Video Streaming for the Humanities* Massachusetts Community College Conference on Teaching & Learning, Cape Cod Community College, Dennis, Massachusetts, 2003

Professional Associations

- American Council on Education (ACE) Internationalization Collaborative Advisory Council
- Community Colleges for International Development (CCID)
- American Colleges and Universities (AACU)
- Boston Alumni Representative for Somerville College, Oxford University, Oxford, England
- Oxford and Cambridge Society of New England, President

Noreen McGinness Olson

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Experience 2012 – Present Middlesex Community College Bedford and Lowell MA

Director of Academic Support Programs

- Provide vision, direction, management, and development of academic support, tutoring, and supplemental instruction (SI) programs at Middlesex Community College
- Direct a staff of 2 full-time professionals, 31 part-time professionals, and approximately 90 student employees in the Academic Centers for Enrichment (ACE) on two campuses
- Manage multiple budgets including college funds and a variety of grants totaling over \$800K.
- Collaborate with academic departments to expand Supplemental Instruction (SI) program
- Schedule and staff embedded tutoring models including developmental math (RAMP-UP) and Reading, Writing and Reasoning (RWR) programs
- Successfully implemented CRLA tutor certification, levels I, II, III and supplemental instruction training for ACE student leaders
- Provide assessment of student success initiatives and program effectiveness through annual assessment projects, bench marking, reports and program reviews.
- Provide high-quality professional and personal development for ACE student leaders through active learning and the development of coherent values and ethical standards.
- Implement ePortfolio program promoting critical self-assessment and reflective practice for ACE student leaders
- In 2014 participated in state-wide Community College Leadership Academy (CCLA), project title "Sustaining and Scaling Supplemental Instruction at Middlesex Community College"

2008 – 2012 Middlesex Community College Bedford and Lowell MA

Learning Technologies Coordinator, Academic Support and Tutoring Department

- Supervised computer peer tutors and managed computer peer tutoring program
- Trained professional and peer tutors, particularly with regard to the use of instructional resources and program facilities.
- Coordinated and developed departmental technology resources, both online and in the academic centers, to enhance academic support services, including e-tutoring and other external resources.
- Created tutoring schedule for computer applications, and other subject areas.
- Worked with faculty and students to design and implement integrative multimedia projects
- Designed and conducted workshops for students and faculty on the topics of relevant instructional technologies as well as learning materials, techniques and strategies including Universal Design Principles
- Supervised the Coordinator of the Language Arts Center and managed Language Arts Center (LAC)
- In collaboration with the Student Activities, coordinated and provided training for peer mentoring program
- Assisted with the Advance To Go Orientation, Reading and Study Skills Enhancement Program, and other initiatives supported by the department
- In collaboration with Director and departmental staff, developed and published Academic Support Newsletter and maintained department website

- Attended and presented at professional conferences and assisted with grant and report writing
- Assisted in the day-to-day activities within a growing, active, academic support program

2003 – 2008 Middlesex Community College Bedford, MA

Instructional Designer, Middlesex Interactive Department

- Provided instructional design and technical support for Middlesex Community College online learning program, consisting of online, hybrid, and web-enhanced courses.
- Assisted in the development of pedagogically sound online instructional materials including digital video productions, Podcasts, Web presentations, and instructional graphics to address a variety of learning styles.
- Managed growing database of Reusable Learning Objects (RLOs)
- Participated in intensive professional development program for online course development
- Led 10-hour professional development program for incorporating technology in classroom
- Provided workshops and individual consultation on educational applications of technology
- Presented at a regional and national conferences on aspects of educational technology

2000 – 2003 Middlesex Community College Bedford, MA

Instructional Media Specialist, Middlesex Interactive Department

- Developed and provided regular series of workshops and one-on-one training to college faculty and staff on pedagogically sound applications of instructional hardware and software.
- Worked with faculty to develop technology-enhanced curricula including Re-usable Learning Objects (RLO).
- Worked on the Commonwealth Information Technology Initiative (CITI) RLO project.
- Assisted in professional development training program for faculty developing online courses.
- Consulted with instructors and department heads on the development of academic websites.
- Active member of Mass Colleges Online (MCO) statewide consortium, member of annual conference committee, participated on website development committee.
- Presented annually at a variety of Massachusetts conferences on aspects of educational technology.

1992-2000 Middlesex Community College Bedford, MA

Audio–Visual Equipment Technician I, Media Services Department

- Supervised and trained part-time audio-visual workers, including receiving applications, screening applicants, making hiring recommendations, setting schedules and assigning work.
- Coordinated and provided media support for special on-campus events, including meeting with inside or outside organization representatives to plan events.
- Created and maintained MS Access database of media equipment inventory, including equipment locations and maintenance schedules.
- Delivered and set-up audio-visual equipment and library resources for classroom use.
- Operated and trained others as appropriate in the use of instructional media equipment

Teaching Experience:

2005 – present Middlesex Community College Bedford, MA

Instructor, Computer Applications and Psychology Department

- In 2013, developed and have consistently taught online Creative Thinking course for

Entrepreneurial Certificate program (PSY 108)

- Taught Microcomputer Applications, Computer Applications for CJ, Computer Essentials, Spreadsheet Applications, and Word Processing Applications courses

Education

Masters of Arts, M.A., *Critical and Creative Thinking*

University of Massachusetts Boston (2013)

Thesis: *Developing a Creative Thinking Course for Community College Students*

Bachelor of Arts and Sciences, B.A.Sc., *Art*, Concentrations: *Communication, Film Production, Photography*

University of Massachusetts Boston (1992)

Coursework

Middlesex Community College, Bedford (1987-1988)

Software

Expert in Macintosh and Windows.

Highly skilled with many computer applications including:

MS Office; Adobe Photoshop, Illustrator, and Premiere; Audacity, Soundforge, Dreamweaver, Digication, Wordpress, OmniUpdate, and a variety of video and audio processing software; the Blackboard LMS, and Banner SIS.

Student Service Projects

2014 - Advisor for New Orleans Service Trip. Volunteered alongside ten MCC students for a one-week service trip helping to rebuild the home of a Hurricane Katrina survivor.

2012 – Advisor for two week Ireland Fellowship service learning trip for ten MCC students in Northern Ireland and the Republic of Ireland, working with at risk children in Northern Ireland.

RESUME

SOENG Reth, PhD-Economics

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Middlesex Community College named Fulbright Scholar-in-Residence for 2016-17 Academic Year

Dr. Reth SOENG is Adjunct Professor of Economics at the American University of Phnom Penh (AUPP), teaching Macroeconomics and Visiting Professor of Economics in English-based Master Program at Royal University of Law and Economics (Rule)/Ecole nationale d'administration (ENA) in Cambodia, teaching *Comparative Economics of EU and ASEAN* since January, 2015. Dr. Soeng has been a Research Fellow at Centre for ASEAN Studies, University of Antwerp, Belgium, since 2009. He did his post doctoral work at the Flemish Centre for International Policy where he carried out a joint research project with the National Bank of Belgium. He has served as a referee for several scholarly journals--*Journal of Asian Economics*, *International Trade Journal*, *Economics Bulletin* and *International Journal of Commerce and Management*. His research work has been published in scholarly journals, such as *Journal of Asian Economics*, *International Journal of Manpower* and *Journal of International Trade Law and Policy*. Dr. Soeng's research work was also accepted for presentations at International Conferences in China, the Philippines, Belgium, Korea and Thailand. He also gave lectures in economics, applied statistics and econometrics at Pannasastra University of Cambodia (PUC) and at National University of Management (NUM) where he taught courses in undergraduate, graduate and doctoral programs. Dr. Soeng was a visiting Lecturer in Statistics and Economic and Social Development Policies in Rule/ENA English-based Master Program, and has been a visiting Lecturer in Economics and Economic History of Cambodia at the Royal School of Administration in Phnom Penh, Cambodia. He was appointed as a jury member for Master thesis defenses at University of Antwerp, Belgium, and has been an examination member for DBA thesis defenses. Dr. Soeng is a member of Editorial Board of *Journal of Business and Management*.

Dr. Reth SOENG was born on 06 October 1973 to a poor, rice-farming family in Kampeang commune, Kirivong district, Takeo province—a relatively less developed, remote area of Cambodia. He attended the Royal University of Phnom Penh for his undergraduate studies in mathematics.

EDUCATION

- | | |
|-------------------|---|
| 2009-Feb 01, 2011 | Post Doctoral Fellowship (Certificate of Post-Doctoral Research)
Flemish Centre for International Policy, University of Antwerp
Belgium |
| 2005-13 Feb. 2009 | PhD in Applied Economics
Department of International Economics, International Management
and Diplomacy, Faculty of Applied Economics, University of
Antwerp, Belgium |

PhD Dissertation title “*Foreign Direct Investment in Cambodia: Determinants and Impact on Domestic Labour Productivity and International Trade*”

2004–2005	Pre-doctoral program (one-year program)/Master’s Degree Program Department of International Economics, International Management and Diplomacy, Faculty of Applied Economics, University of Antwerp, Belgium
2000–2003	Pannasastra University of Cambodia Master of Finance
Feb–Sept 1998	Faculty of Pedagogy High School Mathematics Teachers Training, Post Graduate Diploma
1992–1997	Royal University of Phnom Penh Bachelor of Science in Mathematics

RESEARCH INTERESTS

International Economics, Foreign Direct Investment, Technology Transfers, Globalization, Economic Development, ASEAN Economy, and other economics-related topics

PROFESSIONAL WORK EXPERIENCE

Jan. 2015-Present	Visiting Professor English-based Master Program at Royal University of Law and Economics (Rule)/Ecole nationale d'administration (ENA) in Cambodia, Teaching a course of <i>Comparative Economics of EU and ASEAN</i>
Mar.-Oct, 2015	Visiting Professor Royal University of Law and Economics, Teaching a course of <i>Research Methodology and Academic Writing</i>
2012-October, 2015	Visiting Professor Royal School of Administration, Phnom Penh, Cambodia Teaching a course “ <i>economics and economic history of Cambodia</i> ” to Royal Government’s senior officials and students
2009-Present	Research Fellow, Centre for ASEAN Studies, University of Antwerp, Belgium

- June 7-July 19, 2013 Visiting Professor
English-based Master Program (Master of Public Management),
Royal University of Law and Economics (Rule)/Ecole nationale
d'administration (ENA) in Cambodia, Teaching a course of Social
and Economic Development Policies.
- 2011-Jan, 2014 Academic Adviser/Senior Lecturer
School of Graduate Studies, National University of Management,
Cambodia, teaching courses: Managerial Economics; Foundations
of Econometrics; Econometrics for Finance; Monetary Policy;
Applied Statistics; Intermediate Macroeconomics; Intermediate
Microeconomics; and International Economics.
- 2011-March 2012 Visiting Professor
English-based Master Program (Master of Public Management),
Royal University of Law and Economics (Rule)/Ecole nationale
d'administration (ENA) in Cambodia, Teaching two courses:
Applied Statistics using statistical package Stata 11; and Social and
Economic Development Policy.
- Feb. 2009-Feb. 2011 Post-doctoral Fellow/Senior researcher
Flemish Research Centre for International Policy, University of
Antwerp, Belgium
- Working on the National Bank of Belgium Project “*Effects of
Internationalization on Domestic Labour Demand by Skills: Firm-
Level Evidence for Belgium,*” which I presented at National Bank
of Belgium 2010 Colloquium on the theme of *International Trade:
Threats and Opportunities in a Globalised World*, October 14-15,
Brussels, Belgium.
- 2004-2008 Doctoral Researcher and Research Fellow, Centre for ASEAN
Studies, University of Antwerp, Belgium
- May 2006-Oct., 2007 Pannasastra University of Cambodia, Cambodia
Visiting Lecturer in Economics, teaching courses: International
Economics, Mathematical Economics, General Economics, and
Applied econometrics--in both undergraduate and graduate studies
programs
- Oct., 2006-Sep., 2007 National University of Management, Cambodia
Visiting Lecturer in Economics, teaching courses: International
Finance, Monetary Theory and Policy, Applied Statistics,
Managerial Economics, and International Economics to graduate
students in MBA program

- July 2005-Oct. 2005 Pannasastra University of Cambodia, Cambodia
Part-time Lecturer in Economics, teaching general economics and international economics (undergraduate studies program)
- 2001-Jan., 2004 Pannasastra University of Cambodia, Cambodia
Part-time Lecturer of Mathematics for Business and Economics

KEY PUBLICATIONS

- Soeng, R. (2013), The Impact of the EU Generalized System of Preferences on Exports and GSP Utilization by Asian and Latin American Country, (with Ludo Cuyvers), *Journal of International Trade Law and Policy*, Vol. 12, Issue 1, pp. 80-97.
- Soeng, R. (2011), Effect of Belgian Outward Foreign Direct Investment in the EU on Employment in Belgium, (with Ludo Cuyvers), *International Journal of Manpower*, Vol. 32, Issue 3, pp. 300-312.
- Soeng, R. (2011), Determinants of FDI in Cambodia, (with Cuyvers, L., J. Plasmans and D. Van Den Bulcke) *Journal of Asian Economics*, Vol. 22, pp. 222-234.
- Soeng, R. (2009), The Competitive Position of a Developing Economy: The Role of Foreign Direct Investment in Cambodia (with Cuyvers, L., and D. Van Den Bulcke), in Van Den Bulcke, Verbeke and Yuan (eds.): *Handbook on Small Nations in the Global Economy: The Contribution of Multinational Enterprises to National Economic Success*, Cheltenham: Edward Elgar (London), 2009.

OTHER PUBLICATIONS

- Soeng, R. (2014), The effect of foreign aid on Cambodia's International Trade? (Viseth Kem Reat), published as CAS Discussion paper at Centre for ASEAN Studies, University of Antwerp, Belgium.
- Soeng, R. (2010), Effects of Internationalization on Domestic Labour Demand by Skills: Firm-Level Evidence for Belgium (with Cuyvers, L. and E. Dhyne), *NBB Working Paper No. 206*, National Bank of Belgium, Brussels.
- Soeng, R. (2008), The Impact of Foreign Direct Investment on International Trade in Cambodia (with Cuyvers, L., J. Plasmans and D. Van Den Bulcke), *CAS Discussion paper No. 65*, University of Antwerp.
- Soeng, R. (2008), Productivity Spillovers from Foreign Direct Investment in the Cambodian Manufacturing Sector (with Cuyvers, L., J. Plasmans and D. Van Den Bulcke), *Research Paper 2008/04*, Faculty of Applied Economics, University of Antwerp, Belgium.
- Soeng, R. (2006), The Contribution of MNEs to Economic Success in Small Open Economies: The Case of Cambodia (with Cuyvers, L. and D. Van Den Bulcke), *CAS Discussion paper No. 58*, University of Antwerp.
- Soeng, R. (2006), Foreign Direct Investment and Development of Least Developed Countries: The Case of Cambodia's Textiles, Garments and Tourism Industries (with Cuyvers, L. and D. Van Den Bulcke), *CAS Discussion Paper No. 49*, University of Antwerp, and paper presented at *10th International Convention of East Asian Economic Association Convention (17-18 Nov, 2006)* in Beijing.

Yary Livan
Cambodian Ceramist
MCC Adjunct Faculty Member
2015 NEA National Heritage Fellow

A ceramist and teacher, Yary Livan has a legacy of dedication to his craft and his community. Livan is one of perhaps only three Cambodian master ceramists to have survived the 1975 Khmer Rouge genocide and the only one known to be living in the U.S., where he shares his artistic knowledge with the next generation through classes and apprenticeships.

Livan began his studies in 1971 at the Royal University of Fine Arts in the capital city of Phnom Penh where he majored in ceramics and painting and focused on traditional Khmer ceramic forms and ornamentation. Khmer ceramics date back to the sixth century and come in a number of forms, including bells, bottles, bowls, figures, storage jars, pots, and urns. In 1975, the Khmer Rouge regime, led by Pol Pot, took power in Cambodia and began a systematic genocide, primarily targeting artists, writers, and intellectuals and ultimately killing two million Cambodians. Livan survived by using his knowledge of ceramics to build wood-burning kilns needed to manufacture roof tiles. He spent most of the 1980s and 1990s moving from one refugee camp to another, arriving in the U.S. in 2001 and was granted political asylum in 2002.

In 2002, Livan became a Visiting Artist, Ceramics Program, Office for the Arts at Harvard; that year he was the recipient of the Mima Weissmann Award for Study of Ceramic Arts. During his three-year residency at Harvard, Livan was introduced to new technologies, glazes, and as well as a vibrant community of ceramists.

In 2003 he began teaching at Youth-Art-in-Action, an after-school and summer program for urban youth at the School of the Museum of Fine Arts Boston. Livan taught traditional Cambodian and contemporary sculpture, including modeling, carving, mold making, and casting. He was co-teaching with founder Margaret Rack when the program achieved the 2005 National Arts and Humanities Youth Program Award (formally known as Coming Up Taller) from the President's Committee on the Arts and Humanities.

Since 2005, Livan has taught ceramics classes at a number of Lowell schools, and in 2010 he was awarded a Massachusetts Cultural Council Traditional Arts Apprenticeship to teach an architect—Samnang Khoeun—the design, molding, carving, and casting of Cambodian ornaments. In 2012 Livan received a Massachusetts Cultural Council Artist Fellowship, and also became adjunct professor at Middlesex Community College. In 2012 Livan also partnered with longtime friend and fellow master ceramist Kang Proeung to build a wood-fired kiln, using space provided by Lowell National Historic Park in a partnership with Middlesex Community College. By building the wood-fired kiln, Livan is able to achieve effects not possible in a gas kiln while also sharing the traditional techniques as part of Middlesex Community College courses and the park's public programs. He is a 2015 NEA National Heritage Fellow.

Absolute Priority. This project meets the absolute priority, “Projects that support high-need students which are designed to improve their academic outcomes; learning environments, or both.”

The project will support high-need students, including students who are at risk of educational failure, and/or are English language learners. Additionally, many of the students to be served come from high-minority schools, live in poverty, and/or have disabilities. Overall MCC demographics. As self-reported on MCC admissions applications, 46% of MCC’s students are the first in their families to attend college (first-generation). Most recent IPEDS data indicates 39% of undergraduate students are minorities. Eight percent (8%) of MCC students are formally registered with Disability Services. Approximately half of first-time degree seeking students are graduates of Lowell High School or Greater Lowell Tech High School (MCC 2014-15 Fact Book p. 81). At Lowell High, 68.6% of the students are from minority backgrounds (as compared to 37.3% in MA), and at Greater Lowell Regional Voc Tech, 53% of students are minorities (MADESE 2015-16 Enrollment Data). In the Lowell Public School District, 49% of the students are economically disadvantaged, as compared to 26.3% in the state. (2015 MA District Report Card). Additional data related to Asian American students. IPEDS data indicates 11% of MCC students are Asian American. IPEDs information (2012-15 Outcomes) demonstrates that for Asian American “First Time Full Time” (FTFT) students, the graduation and transfer rates between 2011 and 2015 were consistently lower than the average for all groups together. MCC Institutional Research data shows that 36% (N=199) of the students who entered ELL classes in the years 2011-16 were Asian American. Asian American students’ perception of their own issues related to language indicated that almost 22% felt they had difficulties with their language skills according to the Spring 2016 survey.

The project is designed to improve both academic outcomes and learning environments.

How the project is designed to improve academic outcomes. The interrelated activities are design to increase the retention, persistence, graduation and transfer rates of participating MCC Asian American students over the five-year grant period.

To improve the academic outcomes of Asian American students who are English Language Learners, an intensive English Language Learning Institute will accelerate students' command of the English language and their ability to succeed in courses across disciplines. A dedicated ELL Learning Specialist will assist faculty, tutors, and supplemental instruction leaders in learning ELL strategies. A dedicated ELL computer lab, supporting the use of technology-enabled approaches that are known to be responsive to college-level writing demands, will further accelerate students' command of the English language. These interventions are aimed at increasing the number of students entering college-level coursework, completing introductory Composition, and will have a magnifying effect on their ability to succeed academically in courses across the curriculum.

MCC will also offer personalized support (through a dedicated Asian American Student Advancement) to assist students in better navigating college processes. An integrated Planning and Advising System (IPAS) model, linked to personalized support through the Asian American Student Advancement Specialist, will support students in navigating the registration process, taking credits in the proper order, and ensure their interests and career/educational goals align with their curriculum pathways. A pre-semester orientation program for entering Asian American students will provide a thorough overview of resources available at MCC (e.g. tutoring) and strategies for navigating and accessing resources to support academic success. Engagement of the community and families in financial literacy initiatives will help students

understand the FAFSA application process and support efforts to ensure that information is filed correctly and on-time so that students are prepared to register and progress to the next semester.

How to project is designed to improve learning environments. Through the five-year initiative, MCC will implement numerous strategies aimed at: increasing the cultural competency of faculty and staff to better support Asian American students; providing intentional activities for students engaging staff and mentors of Asian descent to provide relatable role models and supports for students; infusing Asian studies modules into the humanities curriculum; and promoting cohort building and social connection among peers. Scholars from UMass Lowell's Asian American Students program (Phitsamay Uy and Sue J. Kim) will design and implement cultural competency professional development training for MCC faculty and staff aimed at improving the understanding and ability of faculty and staff to communicate with and support Asian American students. An Asian American Connections Center (AACC) will be created and staffed by the AANAPISI Project Director and a Asian American Student Advancement. Also promoting cohort building will be the Asian American student orientation, which will engage mentors from MCC and the community who reflect the Asian student population and the peer support program "Asian Connections" to increase a sense of connection and belonging to the college, as well as foster mutual support and leadership. Engaging students with Asian American Graduate Fellows from UML, AANAPISI project staff of Asian descent, and a network of mentors of Asian descent from the local community, will provide role models to which students served by the project may identify and connect. With the expertise of the East West Center's Asian Studies Development Program, MCC Asian American Connections faculty fellows will develop modules for humanities courses with Asian studies content, and Asian American Connections faculty ambassadors will also engage in teaching these modules.

AANAPISI Competitive Preference Priority 2

Seeking Competitive Preference Priority 2 (three points), Middlesex Community College (MCC) submits two studies describing interventions the College plans to implement and the student outcomes that the interventions will improve.

The first intervention stems from the research of Stephens *et al* (2014), which investigated the impact of a difference-education intervention in which first-year participants attended a moderated panel of junior and senior students discussing their experiences transitioning to college. “WWC Review of their Report ‘Closing the Social-Class Achievement Gap: A Difference-Education Intervention Improves First-Generation Students’ Academic Performance and All Students’ College Transition’” indicates the research described in the report meets WWC group design standards without reservations, therefore meeting the definition of moderate evidence of effectiveness.

The final analytic sample was 134 students for the academic achievement outcome; 66 of these students were in the intervention group and 68 in the comparison group. The panelists in the intervention discussed their social class backgrounds (with a contrast between first-generation and continuing-generation), how they both positively and negatively affected their college careers, and then how these shaped their strategies for success in college. For the control group, the panelists shared stories but did not reference their differences in backgrounds. For each group, after the panels, the participants were invited to complete a survey and create a video testimonial reflecting on the main teachings. The study found that there was a statistically significant effect on mean GPA for the intervention group, and the mean GPA for first-generation students was higher than the mean GPA for the first-generation students in the comparison (3.47 versus 3.17).

Similarly, MCC will offer a moderated panel to incoming first-year students during a new orientation program for incoming Asian American students, The Asian American Student Network Program. This mutual support program for Asian American students will begin before fall and spring semester with a customized three-day orientation for cohorts of 25-30 Asian American students. MCC's intervention will vary from that in the study in the following ways. MCC is a two-year institution, where the institution in the study was a four-year. Panelists will not be MCC juniors and seniors, but will include second-year MCC students and alumni of MCC. Also, MCC will engage panelists who are both Asian American and first-generation and panelists will be invited to discuss both their social class and ethnic backgrounds. In fidelity to the study, panelists will be invited to speak about how their backgrounds both positively and negatively shaped their college experiences and influenced strategies they adopted for success in college. Also in fidelity to the study, participants will be invited to take a short survey and make a video testimonial on lessons learned, offering important reflection and internalization. It is anticipated that this intervention will improve outcomes for the students who attend the panel.

The second intervention stems from the research of Bettinger & Baker (2011), whose findings illustrated how students who lack basic information for college and academic success or have information but fail to act on it, can be supported through counseling intervention, in this case coaching, to improve persistence and completion. "WWC Review of their Report 'The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring'" indicates the research described in the report meets WWC group design standards without reservations, therefore meeting the definition of moderate evidence of effectiveness.

To evaluate InsideTrack's program, the researchers requested the academic records for all of the students who were invited to work with InsideTrack during the 2003-2004 and 2007-2008

school years. During those two years, InsideTrack measured the performance of 13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges. This study found that retention and completion rates were greater for students receiving the intervention for than those who did not over every length of time following enrollment that was measured. These results were 5.3 percentage points higher for coached students after 12 months, 4.3 percentage points higher after 18 months and 3.4 percentage points higher after 24 months.

Bettinger and Baker's study explored coaching as a regular and ongoing intervention to assist students in identifying and clarifying long-term goals, putting those goals of the context of their daily activities, and then in building skills that could help them realize these long-term aspirations. There are three main approaches or parts – helping students prioritize academics, planning for how to be successful, and identifying and addressing barriers to success. In the model, coaching helps students dissect the complexity of college tasks and provide the tools and motivation to do so. Another important element to coaching, and in fact different types of counseling and advising, is the social support these services provide to students who may not feel integrated into the college environment. In fidelity to the effective practices identified in the study, students will be regularly contacted by the Asian American Student Advancement Specialist as they start their first semester of study and continue in their first year. As in the study, the Asian American Student Advancement Specialist will use strategies for individualized support – in the forms of counseling, coaching, advising, and mentoring – that are substantiated by relevant evidence. These strategies will be further reinforced by engagement of Supplemental Instruction Leaders in ELL and the Asian American Connections Network.

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84.382B ASIAN AMERICAN AND NATIVE AMERICAN PACIFIC ISLANDER-SERVING INSTITUTIONS PROGRAM PROFILE FORM

INSTRUCTIONS: *ALL applicants must complete these pages. The completed pages must be attached to the "Other Attachments Form" in the application package in Grants.gov (as a .pdf document). DO NOT MODIFY OR AMEND THESE PAGES.*

OPE ID #00993600

1. INSTITUTION (Legal Name):

Middlesex Community College

2. Are you applying as a Branch Campus? _____ YES _____ **X** NO

3. ADDRESS (Applicants must indicate the address where the project will be located):

Project Address: 33 Kearney Square

City: Lowell State: MA Zip: 01852

4. Are you addressing the competitive priority? _____ **X** YES _____ NO. If yes, indicate the priority by placing an "x" beside it.

- Applications supported by evidence of effectiveness what meets the conditions set out in the definition of "evidence of promise."
- Applications supported by evidence of effectiveness that meets the conditions set out in the definition of "moderate evidence of effectiveness."

5. Are you addressing the invitational priority? _____ YES _____ **X** NO. If yes, indicate the priority by placing an "x" beside it.

- Projects that support activities that strengthen Native American Pacific Islander language preservation and revitalization.

6. ENDOWMENT FUND ASSURANCE:

- By checking this box (or placing an "X" beside it),** an applicant certifies that the institution of higher education proposes to use up to twenty percent (20%) of the Asian American Native American Pacific Islander-Serving Institutions program grant award, made under the authority of Title III, Part A of the Higher Education Act of

award, made under the authority of Title III, Part A of the Higher Education Act of 1965, as amended, to establish or increase the institution's endowment fund. The institution agrees to abide by the Department of Education's regulations governing the Endowment Challenge Grant program, 34 CFR Part 628, the program statute, and the program regulations, 34 CFR Part 607. The institution further agrees to raise the required matching funds.

7. Tie-Breaker Information

If the selection process ends in a tie and funds are not sufficient to fund all institutions, we will use the information provided here to determine who will receive a grant. In accordance with Section 607.23(b), the Secretary will award up to three (3) additional points based on the information provided here.

Content: On a separate page, provide the following information:

TOTAL 2013-2014 FULL-TIME EQUIVALENT (FTE) STUDENTS 5970

A. Total market value of endowment fund at the end of 2013-2014 \$ 5,313,316

B. Total expenditures for library materials during 2013-2014 \$ 188,002

C. Check activities applicant proposes to carry out in application:

- a. Faculty development
- b. Funds and administrative management _____
- c. Development and improvement of academic programs
- d. Acquisition of equipment for use in strengthening management and academic programs
- e. Joint use of facilities _____
- f. Student services

8. ASIAN AMERICAN AND NATIVE AMERICAN PACIFIC ISLANDER-SERVING INSTITUTIONS CERTIFICATION:

X By checking this box (or placing an "X" beside it), the applicant certifies pursuant to the statutory requirements governing the Asian American and Native American

Pacific Islander-Serving Institutions Program, authorized under Title III, Part A, Section 320 of the Higher Education Act of 1965, as amended (HEA) by the Higher Education Opportunity Act of 2008 (HEOA) that:

The named institution of higher education, at the time of application, has an enrollment of undergraduate students that is at least ten percent (10%) Asian American or Native American Pacific Islander. The term "Asian American" means a person having origins in any of the original peoples of the Far East, Southeast Asian, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. (See the Office of Management and Budget's Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity as published on October 30, 1997 (62 Fed. Reg. 58789)). The term 'Native American Pacific Islander' means any descendant of the aboriginal people of any island in the Pacific Ocean that is a territory or possession of the United States.