

A. Project Need

The City University of New York (CUNY), one of the nation's largest public universities, is devoted to serving as a “vehicle for the upward mobility of the disadvantaged in the City of New York ... [and] ensuring equal access and opportunity’ to students, faculty and staff ‘from all ethnic and racial groups. ... The City University of New York provides high-quality, accessible education for more than 269,000 degree-credit students and 247,000 adult, continuing and professional education students at 24 campuses across New York City” (The City University of New York, 2016). Hunter College is one of the 11 four-year senior colleges of CUNY, with 15,387 bachelor's degree students enrolled in Fall 2015. Asian and Pacific Islander (API) students make up 31% of the student body (n=4,810), the second largest racial/ethnic group at Hunter College after non-Hispanic Whites (at 35%).

A.1. Magnitude of Need

New York City Context

We first present data on Asians in New York City (NYC), which provide context for understanding the challenges faced by Hunter College's Asian American students (we focus primarily on Asians rather than Pacific Islanders, since there are relatively few Pacific Islanders in NYC). As of the 2010 Census, there were 2,210,654 Asians in the New York Metropolitan area (Asian American Federation, 2012) and 1,038,388 in NYC proper (the five boroughs of Brooklyn, Bronx, Manhattan, Queens and Staten Island) (Asian American Federation of New York, 2011), making NYC's Asian population the largest of all U.S. cities. NYC's Asian American population grew by 32% between 2000 and 2010, the fastest growth rate among all major racial/ethnic groups, except for American Indians/Alaska Natives (which started from a relatively small population base) (Asian American Federation of New York, 2011).

The high growth rate has been fueled primarily by immigration. Although NYC's Asian immigrant population is very diverse, Chinese make up the largest group and, if current growth rates continue, will exceed Dominicans as the largest NYC immigrant group in the next few years (New York City Department of City Planning, 2013). After Chinese, who make up about one-third of the metro area's Asian population, the largest Asian groups in the New York metro area (in rank order) are Indians, Koreans, Filipinos, Pakistanis, Bangladeshis, Japanese, and Vietnamese. Continued high rates of immigration into the New York metro area means that the area's Asian population remains mostly foreign-born: 68% of Asians are foreign-born, compared to 27% for the general population (Asian American Federation, 2012).

The inflow of new Asian immigrants into NYC has been characterized as a dual migration (Kwong, 1987), with many immigrants with high levels of education and job skills, but also large numbers of immigrants with low levels of education and lacking in job skills. Many Asians in NYC have undocumented immigration status and experience language barriers to services, jobs, and education (Bateman, Abesamis-Mendoza, & Ho-Asjoe, 2009; Kim & Keefe, 2010; Trinh-Shevrin, Islam, & Rey, 2009). Thirty-five percent (35%) of the New York metro area's Asians are recent immigrants, having arrived during the last decade; 38% have limited English proficiency. Chinese speakers have the highest rate of limited English proficiency at 62% (Asian American Federation, 2012).

The poverty rate for Asians in the New York metro area (13.8% below the poverty line) is slightly higher than the rate for the general population (13.3%). Challenges facing NYC's Asian communities are reflected in Asian American students' low level of college readiness. In NYC, only 5% of API students attend the prestigious set of public schools accessible only through high performance on entrance exams. Of the remaining 95% of the city's API students

attending general education high schools, more than one-third of graduates were “deemed not college ready, meaning they passed Regents exams but with scores that predicted they would need remedial classes before tackling college coursework... Only seven percent of the city’s English learners – a group that includes many Asian students – were found to have graduated on time and ready for college and careers” (Coalition for Asian American Children and Families, 2011, p. 4). Many API students with Limited English Proficiency are isolated at schools with very low Asian enrollment and limited English Language Learner services (Coalition for Asian American Children and Families, 2011).

Hunter College Students

Because of CUNY’s and Hunter College’s unique role in serving as a gateway for upward mobility of NYC’s disadvantaged students, many of Hunter’s API students come from working class, immigrant backgrounds and are the first generation in their families to attend college. According to CUNY’s 2014 “Student Experience Survey,” API students at Hunter have the highest rate of first generation college attendance among all racial groups (44% for API students, compared to 42.6% for Latinos, 32.1% for Blacks, and 23.2% for Whites). Research shows that students whose parents do not have four-year degrees face more obstacles, have lower academic achievement, and have higher dropout rates than students whose parents have four-year degrees (Harackiewicz et al., 2014; Stephens, Hamedani, & Destin, 2014).

The number of API students pursuing bachelor’s degrees who transferred from other community colleges further suggests a sizable high-needs API student population. A national study found that “compared to AAPIs at four-year institutions, AAPI community college students were more likely to enter college with lower levels of academic preparation in English and mathematics. In 2003, 55.2 percent of AAPI students entering two-year colleges had never

taken a math course beyond Algebra II in high school, compared to 12.7 percent of AAPI students entering four-year institutions in that same year. With one in five needing remediation in English, AAPI students are particularly vulnerable to policies and practices that relegate remedial English courses to two-year institutions” (National Commission on Asian American and Pacific Islander Research in Education, p. 9). In Fall 2015, of the 4,810 API students at Hunter College pursuing bachelor’s degrees (vs. certificates or advanced degrees), 682 (14.2%) had transferred in from community colleges (601 [12.5%] from CUNY community colleges; 81 [1.7%] from other community colleges). The large number of API students who transfer into Hunter College from CUNY community colleges represents an opportunity to coordinate within the CUNY system to ease high-need and ELL students’ transition into a four-year college environment.

Participation in Hunter College’s Search for Education, Elevation and Knowledge (SEEK) program is also an indication of need. The SEEK program works with undergraduate students to provide academic and financial support to students who qualify based on specific income and academic criteria. The program aims to help students successfully meet the challenges of college and to support both their academic and personal development. In Fall 2015, there were 217 API students in the SEEK program (3.7% of all API students). There were 68 new SEEK students entering in Fall 2014 (most recent data available; Table 12, IR Factbook 2014). API students made up 36% of new SEEK students, the second largest group after Hispanic students, at 39%). Receipt of NYS Tuition Assistance Program (TAP) or federal Pell Grant awards is an important indicator of financial hardship. In Fall 2014 (most recent data available), 2,283 (40.7%) Hunter API students received TAP awards, and 2,546 (45.3%) Hunter API students received Pell Grant awards.

Data on students' place of birth are helpful for determining the degree of cultural adjustment students may face. This analysis is incomplete because place of birth is unknown for 31.4% of Hunter API students. About another third (32.7%) are identified as being foreign-born; 35.2% are identified as being US-born; and 0.7% are identified as being born in a US territory. Most API students – both foreign-born and US-born – have foreign-born parents who may face hardships experienced by many immigrants and may not be familiar with how to support their children in the U.S. educational system (Coalition for Asian American Children and Families, 2011). At least 78.4% of foreign-born API students have foreign-born parents, while 82.8% of US-born API students have foreign-born parents; only 2.5% of US-born API students have US-born parents. Thus, almost all of Hunter's API students are either foreign-born or children of foreign-born parents.

It is not surprising then that most of Hunter College's API students are English-language learners or non-native English speakers. Of the 4,810 API students pursuing bachelor's degrees, 3,383 (70%) identified a language other than English as their native language (compared to 45% for non-Hispanic Blacks, 56% for Hispanics, and 48% for non-Hispanic Whites). The rate of non-native English speakers is high even among US-born API students. Of the US-born API students, 41% identified a language other than English as their native language. Research indicates that English-language learners fall far behind English-proficient students in rates of earning bachelor's degrees (Kanno & Cromley, 2013). Barriers to postsecondary educational attainment extend beyond a lack of English-language skills to the structural elements of the immigrant experience, including limited financial resources and English-language learners' tendency to "self-eliminate" from the postsecondary education track (Kanno & Varghese, 2010). These barriers are exacerbated because ELL status correlates to low socioeconomic status

(Chang, et al., 2007). The most frequent non-English Asian languages were Bengali, Chinese (Cantonese, Mandarin), Korean, Tagalog, and Urdu.

Challenges faced by API students may be reflected in delays in choosing a major. Almost half (46.9%) of API students pursuing bachelor's degrees have "No Major." Otherwise, the most popular majors are: Accounting (3.9%), Biology (2.8%), Chemistry (4.6%), Computer Science (3.5%), Economics (2.2%), English Literature (2.7%), Media Studies (1.2%), Nursing (3.0%), Nursing-RN Pathway (1.1%), Psychology (12.8%), Sociology (1.6%), and Special Honors BA (1.3%). The four-year graduation rate for API students slightly trails the rate for the general student body. For API students, 23.3% earned their degree in four years, compared to 23.6% for all students (2008-2011 combined). Only about half (53.8%) of API students graduated within 6 years, compared to 50.4% for all students (2006-2009 combined) (Table 12, IR Factbook 2014). These data suggest that almost half of API students require assistance in maintaining their enrollment and graduating in a timely manner.

A.2. Project's Focus on Addressing the Needs of Disadvantaged Individuals

The proposed project is squarely focused on addressing the needs of disadvantaged API students. As noted above, the Asian American experience is bifurcated, with a sub-group of well-resourced and high-performing students, but also a sizable sub-group of disadvantaged students facing a variety of barriers to achievement in higher education. Because of CUNY's role in providing access to higher education for disadvantaged individuals, a large number of the more disadvantaged API students can be found at Hunter College and the CUNY system overall. Many of the barriers that API students at Hunter face derive from their backgrounds as first-generation college-goers; as immigrants or children of immigrants; and as English-language learners. As noted above, API students at Hunter have the highest rate of first-generation college

attendance among all racial groups; almost all are immigrants or children of immigrants; and 70% identify a language other than English as their native language.

The project's goals aim to directly tackle the resulting barriers, including basic language and cultural barriers; a lack of opportunities to develop leadership and job skills; lack of culturally competent advising and counseling services; absence of Hunter College admissions information or materials in languages other than English; and lack of familial knowledge of or engagement with admissions and advising, internships, graduate school admissions, and/or job placement options for students after graduation. Asian American students at the College frequently report having struggled with the college admissions and selection process and, subsequently, with obtaining appropriate and culturally informed advising with regard to maintaining a reasonable Time to Degree while at the same time making meaningful course and major selections. Asian American students' academic struggles and related life challenges may contribute to high levels of depression, social anxiety, hostility/frustration, and academic distress. In data analyzed from July 2012 through March 2015, Hunter College's Counseling and Wellness Services (CWS) noted several mental health risk factors specific to Asian American students. On the CCAPS-62 (Counseling Center Assessment of Psychological Symptoms), a standardized measure used in the counseling service at the point of intake, Asian students showed several significant elevations relative to other racial/ethnic groups: relative to White students, Asian students had significantly higher scores for Depression, Social Anxiety, Hostility/Frustration, and Academic Distress.

Despite these elevated concerns/symptoms, Asian students may not be seeking the help they need; they were less likely to have been in previous mental health treatment than other groups: Asian students were significantly less likely than White, Multiracial, or Hispanic

students to have received prior mental health treatment and they were significantly less likely than White or Multiracial students to have been on psychiatric medications despite equivalent clinical concerns. Additionally Asian students were significantly less likely than White students to endorse family support. For undergraduate students, the 263 Asian clients represented 16% of the Counseling Center demographic, despite making up 31% of the student body.

A.3. Project Addresses Gaps or Weaknesses in Services, Infrastructure, or Opportunities

Many of the academic and related difficulties that Asian American students experience may be remedied through improvements in services and infrastructure. The project's goals address a wide range of institutional gaps and weaknesses with regard to lack of culturally competent advising and counseling services; lack of opportunities within existing curricula to develop English-language and other skills needed to thrive psychosocially and academically in higher education; lack of thoughtfully developed leadership opportunities for high-need/ELL API students; absence of coordination relevant to API students with community colleges and high-need/ELL API communities.

Hunter College advising and tutoring staff have severely limited cultural competency, exacerbated by persistent interpersonal application of the model minority myth. For Asian American students in particular, still perceived as a culturally isolated model minority, inappropriate or indifferent advising, with little understanding of familial, linguistic, or socioeconomic challenges the student may face, perpetuates the sense of cultural isolation that many of those students experience. Students receive inconsistent pre-professional advising that frequently adheres to model minority myth or simply disregards interests/concerns of high-need/ELL API students who may not be effective advocates for themselves in an institutional setting. Students continue to report experiences where they are geared, by advisors (and family

members), towards majors or professions requiring little to no civic engagement, leadership, or creative initiative.

Research suggests that students from minority or disadvantaged backgrounds may benefit academically if they have exposure to role models who share aspects of their identity (Stephens et al., 2014). Although Asian students make up 31% of Hunter College's students, only 10% of faculty members are of Asian descent (Hum, 2012). Representation of Asian faculty is higher in disciplines related to the natural sciences or mathematics (economics, physics and astronomy), where about a third of faculty are Asian American, compared to disciplines such as English and political science, where Asian Americans make up 7% of the faculty. CUNY-wide, 42% of Asian American faculty are assistant professors, the highest rate of assistant professorships in CUNY among all racial groups. Having a disproportionately large junior faculty is problematic in terms of faculty not being available for mentoring when they are consumed with trying to achieve tenure. In terms of holding senior positions in CUNY's administration, "only 16 Asian Americans are represented in CUNY's executive compensation plan and half are in positions as Administrator, Associate Administrator, and Assistant Administrator rather than in positions of academic leadership (e.g., Dean, President)" (Hum, 2012, p. 4).

The model minority myth and deficits in advising for API students may contribute to the lack of thoughtfully developed leadership opportunities for high-need/ELL API students and inadequate mentorship or internship programs for students interested in working with Asian American-led or -serving organizations in NYC. Such programs would fulfill the need to augment classroom learning with co-curricular and/or pre-professional pursuits such as internships, volunteering, and participating in mentorship programs. These important opportunities may be perceived by families as distractions from "real" academic work or as lost

wages that would supplement the family income. For high-need and ELL students in particular, these co-curricular opportunities are often seen as being beyond reach due to limited English proficiency, a lack of confidence as an advocate or leader, and/or the aforementioned socioeconomic barriers.

As the only CUNY college with a full-fledged Asian American Studies Program (AASP), Hunter College is well-positioned to serve as a model for other CUNY campuses, which collectively serve almost 53,000 API students. Our AASP is understood by students and faculty alike to be an institutional home for many API students on campus, and our curriculum and services recognize and seek to support the complex educational and socioeconomic contours of our students' lives. We are, however, a very small academic unit with only one full-time faculty member, Program Director and HCAP PI Jennifer Hayashida. There are six affiliated full-time faculty, including HCAP Co-PI John Chin, housed in other departments; however, they can offer only occasional and limited teaching or service to the AASP. As a result, nearly 90% of AASP courses are taught by adjunct faculty members, all of whom are outstanding educators, but whose engagement with the AASP is circumscribed by our limited ability to remunerate them for any labor beyond classroom teaching. Program and curriculum development, student leadership, and enhancement of API student services – cornerstones of our proposal to serve high-need/ELL API students – lie beyond the scope of what is possible given our modest infrastructure. With HCAP in place, however, our ability to sustainably serve high-need/ELL students in a targeted and effective manner will be vitally enhanced.

B. Project Design Is Measurable & Addresses Needs of Target Population

In this section, we propose two measurable HCAP goals and link them to their corresponding objectives and outcomes for the **Hunter College AANAPISI Project, HCAP**.

Goal #1: Develop & Improve Academic Programs for High-need/ELL API Students

The first goal of the project responds to the need for culturally relevant academic programs and leadership activities for high-need/ELL API students. In particular, the objectives as described below aim to integrate the psychosocial development of API students through the development of new course offerings and student leadership opportunities. In order to support psychosocial development and measurably improve academic outcomes for students who complete an HCAP course, the HCAP curriculum and leadership program both incorporate difference-education and value affirmation assignments adapted from Stephens et al. (2014) as well as Harackiewicz et al. (2014), detailed in Services. In order to maximize API student enrollment, all HCAP courses will be offered through the AASP, using our course prefix (ASIAN). Using our online advising platform DegreeWorks, we can advertise these courses specifically to high-need/ELL first- and second-year API students at the College. To maximize the impact of these program improvements, all HCAP courses will be at the introductory 100 and 200 levels. Because of the skills integrated and the personal, interactive content, these activities share many characteristics of highly effective first-year seminars and learning communities; such experiences should be offered early for maximum impact (Kinzie et al., 2008; Zhao & Kuh, 2004). Each of the proposed courses will incorporate online activities with some sections taught as hybrid courses mixing online discussion, content, and tutorials with in-person meetings.

| OBJECTIVES | SERVICES | RESOURCES | OUTCOMES |
|--|--|---|---|
| B.1.A) Integrated Curriculum Development: Improve Asian American Studies & ESL programs by expanding curriculum tailored to high-need/ELL API students? | 1) AASP Course: “Communicating Asian American Studies” 2) AASP Course: “Mental Health Promotion: Principles & Practice in API | - AASP - ESL Program - Counseling & Wellness Center (CWS) | 1) 1 new AASP communications course; 1-2 sections offered each semester, <i>including online sections</i> ; total of 270 students taught; 2) 1 new AASP counseling course; 1-3 |

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| <p>academic challenges.</p> | <p>Communities”</p> <p>3) ESL Basic Skills Course: “Integrated Academic Language Skills: Asian American Studies”</p> | <ul style="list-style-type: none"> - Reading & Writing Center - Career Services - Instructional Computing & Information Technology - Office of Assessment - Office of Institutional Research | <p>sections offered each semester, <i>including online sections</i>; total of 360 students taught;</p> <p>3) 1 new ESL basic skills course; 1-2 sections each summer and winter session, <i>including online sections</i>; total of 270 students taught;</p> <p>4) Measurable improvement in graduation rate and GPA of students taught in all HCAP courses.</p> |
| <p>B.1.B) API Student Leadership: Create meaningful opportunities for HCAP students to develop leadership skills and engage with local API communities and issues.</p> | <p>1) Credit-bearing HCAP Leadership Internship Program;</p> <p>2) HCAP co-curricular programs at CUNY community colleges and API community-based organizations;</p> <p>3) HCAP end-of-year reception.</p> | <ul style="list-style-type: none"> - AASP - Career Services - Office of Assessment - Center for Ethnic Studies at Borough of Manhattan Community College - LaGuardia Community College - Kingsborough Community College - Queensborough Community College - The Coalition for Asian American Children & Families (CACF) - Asian/Pacific Islander Coalition on HIV/AIDS (APICHA) - SAKHI for South Asian Women - The Asian American Writers Workshop - MinKwon Center for Community Action - New York Asian Women’s Center - Federation of Protestant Welfare Agencies | <p>1) 4-10 HCAP internship placements per academic year; total of 40 internships;</p> <p>2) 10 digital stories produced annually by HCAP students about local API community institutions and API community issues; 40 digital stories produced over 5 years of HCAP;</p> <p>3) 27 community college and API community-based organization programs in 5 years of HCAP; total of 90 HCAP students participating as speakers;</p> <p>4) Measureable increase in high-need/ELL API student enrollment at Hunter College.</p> |

B.1.A. Improve AASP & ESL Programs for High-Need/ELL API Students

This first objective is central to HCAP because it focuses on improving and developing programs that mirror API students' experiences, backgrounds, and ambitions in order to offer classroom activities and contexts promoting examples of successful first-generation API college students, leading to students' improved sense of identity and purpose. The first new course will be an AASP core course entitled "Communicating Asian American Studies" (**B.1A.1**), developed and taught by the HCAP ELL Specialist in collaboration with the ESL program where Paul McPherron, HCAP Co-PI, is the Coordinator. The course integrates Asian American Studies readings with a skills-based curriculum emphasizing critical thinking and oral communication. One objective for this service is to provide high-need and ELL API students, and then especially English learners, with crucial intensive training to become college-ready and confident while also providing content and a credit-bearing course that will count toward graduation requirements. The outcome will be two sections per semester starting in Spring 2017, enrolling 30 students per semester. In years 3-5 of HCAP, we will develop and offer one online section of the course each semester. In total, 270 students will be taught over the 5 years of HCAP.

The second new course will be an AASP course developed and taught by the HCAP Mental Health Educator in partnership with the Counseling & Wellness Center (CWS) at Hunter College, entitled "Mental Health Promotion: Principles & Practice in API Communities" (**B.1.A.2**). Course readings will address theoretical and methodological approaches to API mental health. The objective is to increase API student engagement with API mental health services and professions, and to institutionalize greater understanding of API mental health issues. The outcome will be two HCAP-specific sections of the course starting in spring 2017,

serving a total of 40 students per semester. In Years 3-5, we will develop one online section of 20 students per semester, serving approximately 360 API students in the five years of HCAP.

The third and final new course will be a new summer and winter basic skills seminar specifically for students from ELL backgrounds entitled “Integrated Academic Language Skills: Asian American Studies” (**B.1.A.3**). This seminar will be developed and taught by the HCAP ELL Specialist in collaboration with the ESL program at Hunter College and will be free for all matriculated Hunter College students. Instead of focusing on one skill, such as reading or writing, as has been offered by ESL Program summer and winter basic skills seminars, this will be a multi-skills course that draws on readings and topics in Asian American Studies. The objective is to help students improve student speaking, writing, listening, and reading skills for success in upper-division courses. The outcome for this course will be one section per summer and winter sessions in the first two years of HCAP (starting in winter 2017), enrolling 15 students each session. In years 3-5 of HCAP, we will increase to two sections per summer and winter, including one online section each session, totaling 270 students taught over the five years of HCAP. Outcomes of all courses will include a measurable increase in GPA and persistence; in addition, the Mental Health course may lead to an increase in API students engaged in the Counseling Psychology major and/or CWS or HCAP internships.

B.1.B. Develop Student Leadership Program for High-Need/ELL API Students

This second objective dramatically expands the number of leadership opportunities for high-need/ELL API students. For this activity, the HCAP Program Director will work with a cross-section of local API community-based organizations to place high-need/ELL API students in credit-bearing internships (**B.1.B.1**). The objective for these internships is to give high-need/ELL API students access to opportunities from which they may currently self-exclude. These

opportunities will be advertised directly through our HCAP and AASP programs, as well as SEEK and the Offices of Advising and Career Services. The internships will take into account academic work but will also emphasize multilingualism and students' familiarity with local, on-the-ground issues in API communities. Preference will be given to students who have completed at least one HCAP course. The outcome will be an increasing number of credit-bearing HCAP internship placements per semester, beginning with four internships in Spring 2017, for a total of 40 HCAP student internships over the five years of HCAP. At the end of every internship, HCAP interns will produce digital stories that showcase the work of an API community-based organization, profile a local API community leader, or describe a local issue relevant to API communities where they worked. The annual outcome will be 10 digital stories available on the HCAP website and used in future AASP, ESL, and HCAP courses and programs.

The second activity involves HCAP interns and students from "Communicating Asian American Studies" who, with the HCAP Program Director, will develop and participate in informational workshops to discuss their Hunter and HCAP experiences at CUNY community colleges and local API community-based organizations (**B.1.B.2**). These sessions will be developed and advertised in partnership with relevant community college faculty/staff as well as API community-based organizations. The objective is to conduct outreach to socioeconomically, geographically, and linguistically diverse API populations. The outcome will be one informational workshop at the conclusion of each semester, totaling 10 sessions, with 30 students featured as discussants and an estimated 300 community participants.

Starting in Spring 2017, the third activity will be an annual end-of-the-year HCAP reception (**B.1.B.3**), where the objective is to showcase the work of all HCAP interns and students. HCAP interns will present digital stories showcasing their work in API community-

based organizations, and students and instructors who participated in HCAP courses and programs will present their work and teaching projects. All HCAP students' families will be invited to this event.

B.2. Goal #2: Enhance Student Services & Counseling For High-Need/ELL API Students

The objectives in Goal #2 respond to the fact that Hunter faculty and staff demonstrate a profound lack of cultural awareness regarding API issues, in spite of the fact that the API population at Hunter has nearly doubled in the past decade. As a result, API students frequently report a sense of alienation from or frustration with an institution that treats APIs as homogeneous, self-sufficient, or only interested in STEM areas.

| OBJECTIVES | SERVICES | RESOURCES | OUTCOMES |
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| <p>B.2.A) Culturally Responsive Services: Institutionalize knowledge of the heterogeneity of API experiences and backgrounds, both culturally and linguistically.</p> | <p>1) Professional Development for Academic Advisors, Career Services Advisors and Writing Center Tutors;</p> <p>2) Online Academic Advising Content and Writing Exercises;</p> <p>3) HCAP Multilingual Website.</p> | <p>- Office of Advising</p> <p>- Reading & Writing Center (RWC)</p> <p>- Office of Assessment</p> <p>- Office of Institutional Research</p> <p>- Office of Career Services</p> | <p>1) 22 workshops with 75 faculty/staff participants over the 5 years of HCAP; 10,000 students served by tutors and advisors over the 5 years of HCAP;</p> <p>2) 20 online units and exercises; 20,000 students served over the 5 years of HCAP;</p> <p>3) Translation of College admissions/advising and HCAP program information; 20,000 students served over the 5 years of HCAP.</p> |
| <p>B.2.B) API Mental Health Access: Enhance high-need/ELL API students' access to culturally competent on- and off-campus mental health services.</p> | <p>1) Counseling Program Partnerships with API-serving mental health providers;</p> <p>2) On-campus API Mental Health Promotion Programs;</p> | <p>- Counseling & Wellness Services</p> <p>- Counseling Program</p> <p>- Office of Assessment</p> <p>- The Coalition for Asian American Children & Families</p> <p>- Madison House</p> | <p>1) 4-8 additional partnerships with community-based mental health agencies working with API populations;</p> <p>2) 22 Mental Health Promotion Programs over the 5 years of HCAP; 500</p> |

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| | 3) Distribution of API mental health educational materials to campus community, including API Mental Health Resource Guide. | - University Settlement - Henry Street Settlement - Korean Community Services | students attending over 5 years of HCAP; 3) Bilingual printed and online materials pertaining to range of API mental health issues; 4) Measurable increase in API students using on- and off-campus mental health services. |
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B.2.A. Culturally Responsive Services

This first objective addresses the need to conduct professional development to improve the cultural competency of academic and pre-professional advising staff and writing tutors in order to create more culturally and linguistically relevant support services for API students (**B.2.A.1**).

This objective will be met in two ways. First, bi-monthly workshops, starting in 2017, will be held in collaboration with HCAP staff, the Offices of Advising and Career Services, and the Reading and Writing Center. These workshops will investigate aspects of API student backgrounds and needs, including the model minority myth, stereotype threat, and API mental health. The objective is to institutionalize greater understanding of high-need/ELL API students' academic and psychological issues in order for those students to be better supported and thrive academically and psychosocially. The outcome is five cultural competency trainings per academic year, starting with two in spring 2017, for a total of 22 workshops with a total number of 75 participants, primarily advisors and tutors. These advisors and tutors work with nearly 2,000 API students per year; thus, the number of API students served is approximately 10,000 over the five years of HCAP.

For the second activity for this objective, the HCAP ELL Specialist and HCAP Mental Health Educator, in collaboration with Educational Technologist Dr. Shiao-Chuan Kung, will work with the Offices of Advising and Career Services and the Reading and Writing Center to

develop culturally responsive online advising content and writing tutoring exercises based on topics raised in the workshops and the experiences of API students receiving tutoring and advising services **(B.2.A.2)**. The objective is to provide an online forum for faculty, staff and tutors to have a Hunter-specific online resource to provide culturally responsive advising and tutoring support. A total of 20 different units and thematic exercises will be created and available for use by all Hunter College API students, on average about 4,800 students per year. The HCAP ELL Specialist and HCAP Mental Health Educator will be available as institutional resources for staff in those and other units seeking as-needed assistance with particular API student issues.

For the third activity for this objective, Hunter College online Admissions and Advising information, as well as HCAP program information, will be translated into the five most spoken Asian languages in NYC **(B.2.A.3)**. This information will be made available on the HCAP website, which will be featured as a resource on the Hunter College website. The outcome, based on tracking site analytics, is estimated at 20,000 students and family members served over the 5 years of HCAP.

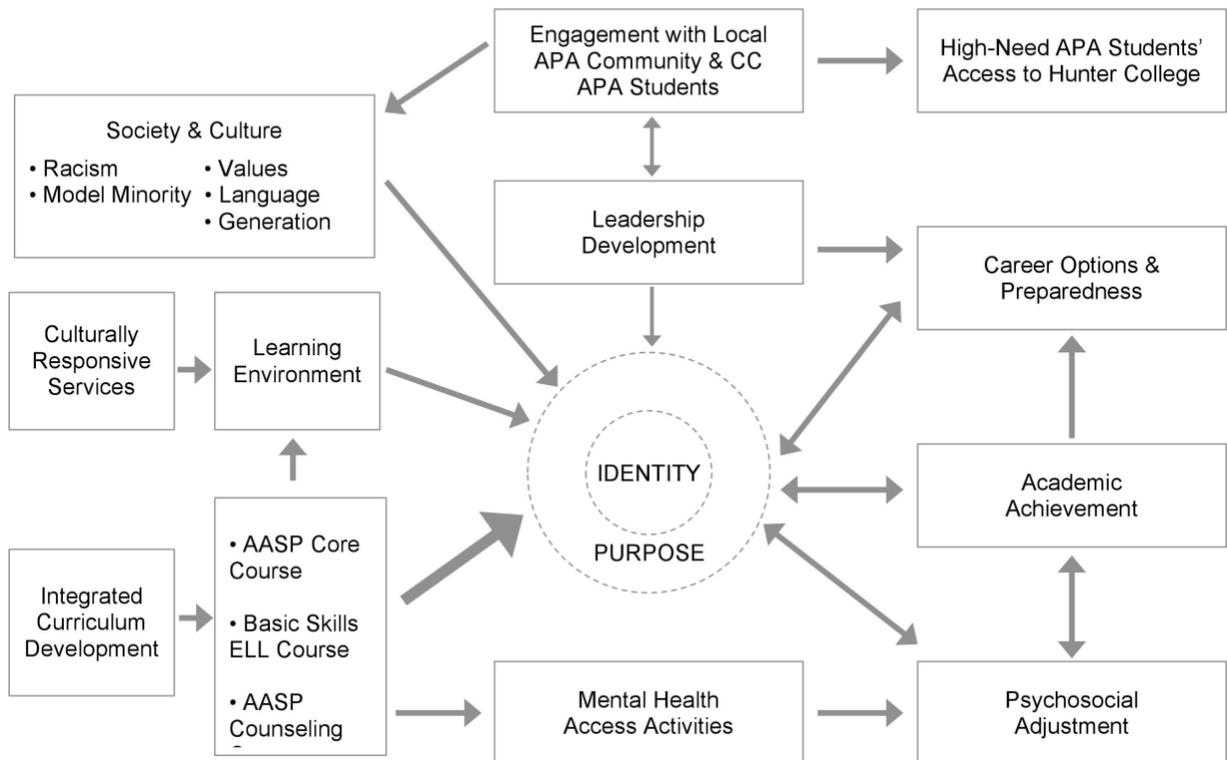
B.2.B. API Mental Health Access

This second objective responds to the absence of API-specific mental health materials or programs at the College and seeks to increase awareness of campus and community-based mental health services available to APIs and also to institutionalize, at all levels of the College, a greater understanding of the mental health needs of API students. This objective will be met through increased partnerships with mental health organizations serving API communities **(B.2.B.1)**. These partnerships will provide a platform for mental health organizations to provide off-campus services for Hunter College students. Outcomes will include increased API student referrals through CWS partnerships with at least 8 API community-based mental health agencies.

In addition, working with the community-based organizations, the HCAP Mental Health Educator will, beginning in Spring 2017, offer five co-curricular workshops per academic year, 22 total, related to API student mental health (B.2.B.2). In all, 500 students will attend campus programs on API mental health over the five years of HCAP. Finally, the HCAP Mental Health Educator will produce printed and online materials pertaining to a range of API mental health issues, including a Resource Guide for API Mental Health & Wellness (B.2.B.3). These materials will be available to students on the Hunter College Center for Counseling & Wellness and HCAP websites, distributed to all College units and distributed to local API communities through partner organizations.

B.3. Design Successfully Addresses Needs of the Target Population

HCAP LOGIC MODEL
(ADAPTED FROM KODAMA ET AL., 2002)



As outlined in Section A and our Competitive Priority Statement, the percentage of ELL, low-income, and/or first-generation college API students at Hunter College exceeds national averages for API students in higher education (Chang et al., 2007). Our project design is centered on developing and improving academic programs and augmenting tutoring, counseling, and student services in order to better support high-need/ELL API students' sense of identity and purpose and, as a result, improve their academic outcomes. In focusing on improving API student identity and purpose, the project design draws on an API perspective on psychosocial student development advanced in Kodama et al. (2002).

Briefly, Kodama et al. describe identity, including racial/ethnic identity, as central to API students' development; identity shares this central position with purpose, particularly plans for college and the future and vocational aspirations and plans. Societal factors (e.g., racism, model minority myth) and cultural factors (e.g., cultural values, language, generational status) influence identity and purpose. We have expanded the model to include the institutional learning environment and specific strategies designed to counteract negative influences. We show outcomes of identity development and purpose that are implied by Kodama et al.: improved career choice and preparedness, academic achievement, and psychosocial adjustment. Recursive effects of these outcomes also are shown feeding back into identity and purpose, and we have added effects of outreach activities with the larger API community.

Empirical evidence demonstrates that API students' racial/ethnic identity and its salience, psychosocial adjustment, and academic achievement are predicted by their experience of societal discrimination and their campus climate as well as their background (Hurtado, Alvarado, & Guillermo-Wann, 2015; M. Lee, 2008; R. Lee, 2003). Asian American or ethnic studies coursework, diversity activities, and high-impact or engaged activities that enhance the learning

environment also are linked to racial/ethnic identity development and salience (Hurtado et al, 2005; M. Lee, 2008) and to psychosocial and academic outcomes (Kinzie, Goyea, Shoup, & Kuh, 2008). Development of API students' racial/ethnic identity predicts sense of purpose (Iwamoto & Liu, 2010; Pope, 2000), satisfaction with college (R. Lee, 2003), psychosocial adjustment (Iwamoto & Liu, 2010; R. Lee, 2003, 2005), academic goals (Lindt & Yu, 2014), socially responsible leadership (Dugan, Kodama & Gebhardt, 2012), and maturity of career planning (Carter & Constantine, 2000). Although racial/ethnic identity cannot be manipulated, experimental studies have demonstrated powerful impacts of identity-relevant brief interventions on academic and psychosocial outcomes (Cohen & Garcia, 2014; Harackiewicz et al., 2014; Stephens, Hamedani, & Destin, 2014; Stephens, Townsend, Hamedani, & Destin, 2015; Yeager & Walton, 2011). Long-lasting effects of these interventions suggest beneficial recursive processes (Cohen & Garcia, 2014; Stephens et al., 2015; Yeager & Walton, 2011).

C. Services Are Appropriate to Needs & Reflect Up-to-date Research

C.1. Goal #1: Develop & Improve Academic Programs for High-Need/ELL API Students

Through the following services, we will develop and improve academic programs that serve high-need/ELL API students at Hunter College. These services improve academic outcomes, represented here by improved student GPA and graduation rate, by fostering students' psychosocial development and sense of purpose and identity within and beyond the campus environment (Kodama et al., 2002).

C.1.A. Integrated Curriculum Development

Services for this first objective focus on two critical needs among our high-need/ELL API students: the need for curriculum emphasizing critical academic and communication skills, and the need for curriculum addressing API mental health and mental health services and

professions. All HCAP curriculum development will be in partnership with the Counseling & Wellness Center (CWS) or the ESL Program and integrated with Asian American Studies materials, with the goal of thereby providing a positive and buffering effect on race-related student self-esteem (Iwamoto and Lu, 2010; Kodama et al., 2002; M. Lee, 2008).

All HCAP courses will incorporate difference-education and value affirmation assignments. Supported by research on first-generation college students (Stephens et al., 2014; Harackiewicz et al., 2014), difference-education and value affirmation activities will be presented as an integral part of the course, avoiding any implication that API students are deficient, and will intersect with transition points—as found necessary for effectiveness (Cohen & Garcia, 2014). HCAP alumni who are first-generation college students and English language learners will give guest talks in classes to candidly discuss their experiences and the academic and interpersonal challenges they have faced and overcome. Students will then complete an in-class writing assignment reflecting on the guest talk, while a final project for the class will be a brief digital story, or video, in which current students convey similar advice to the incoming cohort of HCAP students. As evidenced in Stephens et al. (2014), this exercise can decrease students' anxiety and stress (including social-identity threat), facilitate their adjustment to college (including sense of belonging), and improve academic and social engagement, as well as improve GPA. In the context of HCAP in particular, Stephens' findings indicate that first generation students who experience difference-education interventions are more likely to utilize and benefit from institutional services, which we also seek to enhance through services described below. In addition, with the explanation of developing critical thinking skills, students will participate in the values affirmation activities demonstrated by Harackiewicz et al. (2014) to improve GPA and persistence and to reduce concerns about background. At the beginning and

end of the semester, students will write about their most important values, chosen from a broad list containing both interdependent and independent values. Difference education and values affirmation address cultural mismatch as well as identity threat, particularly the college environment's emphasis on independence contrasted with first-generation students' valuing interdependence (Harackiewicz et al., 2014; Stephens, Fryberg, Markus, Johnson, & Covarrubias, 2012). Mismatch with interdependence and other collectivistic cultural values is equally relevant and detrimental psychologically for API students (Iwamoto & Liu, 2010).

C.1.A.1. "Communicating Asian American Studies"

This course will be developed and taught by the HCAP ELL Specialist in consultation with ESL Program Coordinator Paul McPherron beginning in Spring 2017. One in five API first-year students feel they are in need of academic assistance in English in college, a proportion similar to Latino/a students and higher than all other racial groups (Chang et al., 2007). Courses teaching basic skills are most effective when presented in a manner that validates students and are tailored to their background and culture (Kinzie et al., 2008). At the same time, coursework attending to racial/ethnic experience can enhance students' understanding of API issues, stereotypes, and identity as well as protecting race-related self-esteem (M. Lee, 2008; Poon, 2013). This course attends to the multiple needs of our API students, most of whom are English language learners and/or have foreign-born parents limited in how they can assist their children academically; as demonstrated by Kanno and Varghese (2010), these students require support to keep up with their English proficient peers. Consequently, while materials in "Communicating Asian American Studies" will address API history and experience, with particular attention to the biographies and achievements of past and present API community leaders, assignments and learning outcomes target students' ability to become autonomous and to find their confident

voices both inside and outside the classroom in order to cogently advocate for themselves and their critical ideas.

C.1.A.2. “Mental Health Promotion: Principles & Practice in API Communities”

Developed and taught by the HCAP Mental Health Educator beginning in Spring 2017, this course reviews current psychological issues for API communities and focuses on models/theories as well as empirical research. Topics include the model minority myth, racism-related stress, collectivistic cultures, immigration and acculturation, and psychotherapy and counseling. “Mental Health Promotion” also explores how historical, sociopolitical, and cultural variables inform the individual and group processes of API communities. Asian American Studies content is integrated with mental health-related skills such as developing critical thinking skills that integrate sociopolitical and cultural variables informing API mental health; understanding how specific psychological stress and psychotherapy impacts API individuals; identifying institutional limits and possibilities for existing API mental health treatment.

C.1.A.3. “Integrated Academic Language Skills: Asian American Studies”

Developed by the HCAP ELL Specialist in consultation with ESL Program Coordinator Paul McPherron, this course will initially be offered during the winter 2017 session, and then during all subsequent winter and summer sessions. Unlike the other two HCAP courses, “Integrated Academic Language Skills” will be a no-cost, non-credit-bearing course that meets every day for 5 weeks during summer and winter semester breaks. Unlike the semester-long, credit-bearing course, “Communicating Asian American Studies,” this course is intended only for students from ELL backgrounds and will focus primarily on developing the students’ basic English language skills of reading, writing, listening, and speaking for success in Hunter College classrooms. “Integrated Academic Language Skills” will be workshop-based, offering many chances for

students to practice new language and vocabulary, drawing on key readings in Asian American Studies and current events and a variety of print and online readings and videos related to Asian American Studies. There will be one class trip to a museum exhibit or API community as well as multiple guest speakers and projects addressing issues and topics of interest to local API communities.

C.1.A.4. HCAP Online & Digital Curriculum Development

Assuming successful implementation of all HCAP courses in Years 1 and 2, our goal is to enhance this curriculum in Years 3-5, and develop one hybrid online section of each course. An emphasis on active learning and strong teacher presence provides for online teaching that is as effective as the traditional classroom structure (Dixson, 2010), and the hybrid online structure at CUNY allows for a 50-50 split between online and in-person learning. English learner and first-generation student status – 70% and 44%, respectively, of Hunter’s API students – can correlate with low socioeconomic status (Chang et al., 2007). As a result we consider it imperative to improve the AASP and ESL Programs in ways that provide for working students’ access to HCAP courses, without sacrificing the integral communication and critical thinking skills built into each course. Working closely with Hunter College Educational Consultant Dr. Shiao-Chuan Kung, the AASP has already successfully developed and implemented an online version of our introductory course, ASIAN 21000: Asians in the U.S., and we have been impressed by the adaptation of this course to an online environment, seeing end-of-semester improvements in students’ facility with course concepts and willingness to intellectually engage with their peers in an online setting. AASP faculty teaching our online course have reported a benefit supported by research (Dixson, Kuhlhorst, & Reiff, 2006): discussion is more evenly distributed among all students, with fewer students remaining “quiet” during discussions in online classrooms or

discussion boards. Since a hybrid class at Hunter still meets in person regularly, if less frequently, we see a valuable opportunity for working, high-need/ELL API students to engage in different forms of participation – written as well as oral – in order to displace classroom hierarchies of fluency or confidence.

In addition, students in all HCAP courses, either independently or in groups, will create digital stories that narrate key API student stories and issues that the courses will address and/or profile aspects of local API communities. Digital stories are short, 2-4 minute multi-media narratives typically told from a first person perspective, accomplishing a variety of purposes depending on the author and context. Much has been written about the effectiveness of using digital stories as part of classroom projects that promote positive identity development for students and engagement with local community issues (Davis, 2005; Davis & Weinschenker, 2009; Hull & Nelson, 2005), in particular for English language learners (Skinner & Hagood, 2008; Wan, Tanimoto, & Templeton, 2008). The digital stories created by the HCAP courses will be made available through the HCAP website and available for use by Hunter College faculty and staff for future instructional, professional development, and peer mentoring uses.

C.1.B. Develop Student Leadership Program for High-Need/ELL API Students

Services for this second objective attend to three critical issues among our high-need/ELL API students: lack of access to internship opportunities for high-need/ELL API students; first-generation college students whose families lack familiarity with the U.S. academic process and need for co-curricular and/or pre-professional pursuits; and high-need/ELL API students who consider themselves ineligible for leadership opportunities. Leadership development facilitates positive academic and career outcomes and resistance to identity threat; API students' development of socially responsible leadership has been found to be predicted by racial self-

esteem, faculty mentoring, membership in both campus and off-campus organizations, leadership in community organizations, and community service (Dugan et al., 2012).

As discussed in Section A, API students at Hunter have the highest rate of first-generation college attendance of all racial groups, and nearly 80% of them have parents born outside the US. Consequently, API students at the College often report feeling hampered by family members' lack of familiarity with the academic process in the U.S., including the need to augment classroom learning with co-curricular and/or pre-professional pursuits such as internships, volunteering, or participating in mentorship programs. For high-need/ELL students in particular, these co-curricular opportunities often are seen as inaccessible due to limited English proficiency or lack of confidence as a first-generation college student, suggesting institutions should create more equitable opportunities (Kinzie et al., 2008).

C.1.B.1. HCAP Leaders Internship Program

This project emphasizes outreach to first- and second-year high-need/ELL API students to build early awareness of the credit-bearing HCAP internship program. Our outreach also will take multiple forms so as to capture as broad a cross-section of students as possible: classroom outreach visits in AASP and ESL classes; targeted emails to high-need/ELL API students based on GPA, ESL status, and enrollment in college opportunity programs; and promotion through Academic Advising and Career Services. Each HCAP Leader will receive unlimited MTA subway/bus passes in the semester of their internship.

The HCAP Program Director will work with HCAP interns to determine an appropriate API partner organization for placement; criteria used to determine placement will include student familiarity with the organization's mission and/or objectives, and also the student's academic interests and professional goals. The student's academic record will be taken into account, but

emphasis will be placed on a holistic assessment of the student's potential to do well and integrate their internship experiences into their academic and professional objectives. The HCAP Program Director will remain in close contact with internship supervisors at organizations where interns are placed, and all three parties – HCAP Program Director, HCAP interns, and the internship supervisor – will have monthly meetings to report on progress and any challenges that may arise. Emphasis will be placed on developing HCAP interns' leadership abilities through meaningful engagement with the community-based organization's work, with the goal of providing a framework for students to apply their academic and personal knowledge to local communities, and also to recognize the value of multilingualism as a resource, not a deficit, in community-based work. Interns will be expected to submit bi-weekly one-page personal reflections on their internship to the HCAP Program Director. The final project for this activity is to produce a brief 10-minute digital story addressing the internship experience. These digital stories will be presented by the student at the end-of-year HCAP Awards Reception.

C.1.B.2. HCAP Leaders Community Presentations

Nation-wide, 44% of undergraduates at community colleges are API (American Association of Community Colleges, 2012). As discussed in Section A, 14.2% of API students at Hunter transfer in from community colleges. At the same time, API community college students frequently require additional academic assistance in order to become truly college ready. Working with our partners at four CUNY community colleges with API student populations exceeding 10%, the HCAP Program Director will organize co-curricular programs that accomplish two objectives: First, they will help HCAP students develop leadership skills by providing opportunities for them to present information about their educational experiences to prospective students, for whom they can model valuable skills as first-generation and/or ELL

API students (Stephens et al., 2014). Second, these programs will improve high-need/ELL API community college students' access to Hunter College and HCAP in particular. These HCAP Student Leader presentations will address topics such as the college admissions process, financial aid, and the differences between community college and the four-year experience. They will also cover student mental health issues, pre-professional development, and services available for English language learner students.

Working with API community partners hosting HCAP interns, the HCAP Program Director will replicate this HCAP presentation model in a community setting, in order to provide an additional context for HCAP students to refine their skills as public speakers, and also in order to reach high-need/ELL API high school students. As discussed in Section A, a large number of API high school students are isolated at schools with few to no other APIs, and API students with limited English proficiency are frequently in schools with small API populations and few to no services for English language learners (Coalition for Asian American Children and Families, 2011). Like the community college presentations, these HCAP community presentations are intended to provide an informational bridge whereby API community members of all ages and backgrounds can comfortably pursue their questions and concerns about the process of applying to and attending college, with an emphasis on CUNY and HCAP services in particular.

Besides benefitting other API populations, all leadership activities will aid the HCAP participants. High impact on grades and persistence derives from service learning and community-based class projects as well as culminating experiences such as internships or practicums, which, however, API students are less likely to experience than White students (Kinzie et al., 2008).

C.2. Goal #2 Services: Enhance Student Services & Counseling for API Students

Through the following services, we seek to improve high-need/ELL API students' academic outcomes and learning environments by enhancing campus units that make a critical difference in high-need/ELL API students' academic and psychosocial development (Kodama et al., 2002).

C.2.A.1. Culturally Responsive Student Services

The services for this first objective are intended to institutionalize knowledge of the heterogeneity of API experiences and backgrounds, both culturally and linguistically. Culturally responsive student services can significantly improve API students' learning environment and academic outcomes (CARE Report, 2012; Kodama et al., 2002) and are especially important for development of API students' sense of purpose and identity with psychosocial as well as academic benefits (Iwamoto & Liu, 2010; Kinzie et al., 2008). Culturally responsive services are here defined as the integration of diverse students' backgrounds and experiences in order to make classroom teaching or institutional interventions appropriate to them (Gay, 2000). As discussed in Section A, Hunter student services for first-generation and ELL students have not kept pace with the expanded API student population, and College staff demonstrate severely limited cultural awareness concerning API students' life experiences and psychosocial well-being. The increase in API student enrollment over the past decade has run parallel with an expansion of honors programs; together, these trends obscure the concrete struggles of the many high-need/ELL API students. Institutional focus on "high-achieving" API students often results in mismatched advising for the many high-need/ELL API students struggling to persist in their academic work and develop a sense of psychosocial belonging and satisfaction. For API students in particular, this one-size-fits-all advising model, with limited understanding of familial,

linguistic, or socioeconomic challenges, also perpetuates the sense of cultural isolation that many of those students experience; in contrast, faculty and staff who validate students' cultural background and situation can give students the social capital necessary for success (Museus & Neville, 2012).

Beginning in Year 1, HCAP Leadership (PI, HCAP Program Director, ELL Specialist, and Mental Health Educator) will meet with key faculty and staff in Academic Advising, the Office of Career Services, and the Reading & Writing Center (RWC) in order to jointly develop relevant programs to foster greater cultural responsiveness among staff and tutors in those two units. This collaborative process is intended to encourage greater buy-in from impacted staff and a more sustainable and dynamic relationship between HCAP and those units. With access to culturally responsive academic and pre-professional advising as well as tutoring, high-need/ELL API students' academic needs and interests can be addressed in order to foster a learning environment where stereotype threat is minimized and socioeconomic and cultural realities are acknowledged, thereby improving students' academic achievement and psychosocial adjustment (Kodama et al., 2002). In Years 2-5, HCAP leadership will collaborate with these three units to implement staff training programs that expand cultural awareness of API student experience, including salient undergraduate issues such as the model minority myth, multilingualism, and API intergenerational conflict, as well as pre-professional issues such as communication skills, API mental health, and civic engagement. Online trainings will also be developed in order to increase the number of modes for faculty and staff participation, and here we will also draw on the digital stories of high-need and ELL students generated in all of the HCAP courses and the Leadership Program.

C.2.A.2. Multilingual Online Writing and Tutoring Exercises

This second service for improving culturally responsive services will be a further collaboration with the Reading & Writing Center (RWC) where the HCAP ELL Specialist will work with four or five writing tutors to create online tutorials and an interactive tutoring platform where students can work on sentence-level grammar exercises and general essay writing concerns. The grammar tutorials will be focused on common ELL student errors, such as verb forms and article usage, and the general writing tutorials will focus on common writing problems experienced by API-background students, such as “How to avoid plagiarism” and “Is a thesis statement necessary?” The HCAP ELL Specialist will create online writing tutoring content in years 2-3 of the HCAP program and will draw on activities and needs analysis surveys from working with students in the “Communicating Asian American Studies” and “Integrated Academic Language Skills” courses. In year 4, the HCAP ELL Specialist will conduct a survey of student users of the tutorials in order to evaluate and improve the tutorial topics and content, and in year 5, the HCAP ELL Specialist will develop and host online tutoring question and answer sessions for students who cannot come into the RWC Center for consultations.

C.2.A.3. Multilingual HCAP Website

One in five New Yorkers is born outside the US (American Immigration Council, 2015), and 49% of New Yorkers speak a language other than English at home (NYC Mayor’s Office of Immigrant Affairs, 2015); however, there are currently no Hunter admissions materials, printed or online, available in a language other than English. The third service for improving culturally responsive services is to translate Hunter admissions/advising and HCAP program information, including administrative processes regarding admissions and financial aid. This online

information will illustrate – through step-by-step guides, case studies, and API student testimonials – how academic advising helps all students with attention to both intellectual and pre-professional exploration as well as the imperative to maintain Time to Degree (TTD). These materials will be translated into the five most spoken Asian languages in New York City: Chinese (Mandarin), Korean, Arabic, Tagalog, and Urdu (NYC Mayor’s Office of Immigrant Affairs, 2015). This multilingual information will serve ELL students and their parents, who can then participate in their children’s academic planning with a greater degree of understanding of the opportunities and challenges their children may face as undergraduates. The online materials will also underscore the availability of HCAP curriculum and services, and will stress the importance of API students’ psychosocial well-being as integral to their academic and professional success. The link to the multilingual HCAP website will be featured on the Hunter College homepage.

C.2.B. API Mental Health Access

The second objective of Goal #2 increases high-need and ELL API students’ access to culturally competent on- and off-campus mental health services in order to contribute to their psychosocial development and effect positive academic outcomes (Kodama et al., 2002). As outlined in Section A, in spite of API students’ elevated risk for depression, social anxiety, hostility/aggression and/or academic distress, they do not seek services to the degree that those measures warrant. In fact, API students seek on-campus mental health services less frequently than their non-API peers; despite constituting 30% of the student body, only 16% of students served by the Counseling & Wellness Center (CWS) identify as API. With this service, we seek to measurably increase high-need/ELL API students’ access to culturally competent API mental

health agencies. As mentioned in B.1., there are currently no partnerships between the CWS and any API mental health service providers.

C.2.B.1. API Community Partnerships to Increase API Mental Health Referrals

Working in partnership with CWS staff, the HCAP Mental Health Educator will be responsible for instituting and sustaining partnerships with at least 8 API community-based agencies, including Article 31 Mental Health Clinics, which provide culturally sensitive, strength-based mental health treatment. Through these API-specific partnerships, College intake counselors can refer API students to culturally competent off-campus mental health service providers. Please see attached letters of support from relevant API community-based organizations.

C.2.B.2. API Mental Health Co-Curricular Programming

In addition, the HCAP Mental Health Educator will organize and promote undergraduate campus programs relevant to APIs on topics such as cultural isolation, intergenerational communication, peer mental health gatekeeping and suicide prevention, and managing academic stress, with the intention of validating these experiences and institutionalizing greater understanding at the College of the psychosocial dynamics of API students.

C.2.B.3. API Mental Health Education Materials

The HCAP Mental Health Educator will also produce and make available an API Mental Health Community Resource Guide (print and online) outlining API mental health issues and how API students can access culturally competent mental health services on- and off-campus. The overall goal of these services is to increase awareness of and access to services and, concurrently, to validate API students' need to seek mental health services. We see this effort as benefiting not only API students, but also the student body as a whole, which, at a racially and socioeconomically complex institution like CUNY, experiences significant stressors pertaining

to and extending beyond academic work. In all these activities, the HCAP Mental Health Educator and Counseling staff will also promote the opportunity for further academic study through “Mental Health Promotion: Principles & Practice in API Communities.”

D. Quality of Project Personnel

Table 3: D.1) Quality of HCAP PI & Co-PIs

HCAP Principal Investigator, Jennifer Hayashida, M.F.A., Creative Writing, has served as Director of the Asian American Studies Program (AASP) at Hunter College since 2007. For nearly a decade, she has directed this interdisciplinary academic unit, overseeing its development into the largest and most dynamic AASP in New York City. Ms. Hayashida expanded AASP curriculum from 6 to 20 courses per semester, increased the number of AASP minors from 15 in 2007 to 50 in 2015, implemented semester-long speakers’ series and monthly community engagement workshops, and has developed and implemented continuous program assessment. She serves on multiple College-wide committees to enhance College services and curriculum for students of color, and has developed fruitful intra- and extra- institutional relationships to better serve the needs of API students at Hunter. Ms. Hayashida oversees the hiring and retention of all part-time AASP faculty members, as well as part-time administrative and student staff. In 2015, Ms. Hayashida received and successfully administered a \$104,525 grant from the National Endowment for the Humanities to support a groundbreaking Summer Seminar for Schoolteachers, “APIs in New York: Film & Literature.” Ms. Hayashida is a nationally recognized and award-winning visual artist and translator of literature of Asian diasporas, whose work has been exhibited and published nationally and internationally. From 2011-2013, Ms. Hayashida served as Executive Board member of the Association of Asian American Studies (AAAS).

Qualifications for the PI position: Ten years of experience directing the AASP at Hunter College; extensive experience working across campus units to support cross-disciplinary curriculum development and assessment, Asian American Studies faculty research, and API student data collection; AASP faculty and staff supervision and evaluation; responsible for all AASP budgetary oversight; generating AASP co-curricular programming in partnership with API community-based organizations; producing annual program reports and overseeing academic program assessment and reviews; successfully obtaining individual gifts and institutional grants for the AASP.

HCAP Co-Principal Investigator, John Chin, Ph.D. is an associate professor in the department of urban policy and planning at Hunter College, City University of New York, where he is also the director of the graduate program in urban planning. Dr. Chin has more than 20 years of experience leading federally funded service and research projects, including multiple projects focusing on Asian immigrant communities. Dr. Chin was the Principal Investigator of a recently completed NIH-funded study on Asian immigrant religious institutions in NYC and their potential role in HIV prevention in the communities they serve and also an NIH-funded study on the geography of HIV risk among Asian immigrant female sex workers in NYC and Los Angeles. Prior to his academic/research career, he was on staff for 8 years at the Asian & Pacific Islander Coalition on HIV/AIDS (APICHA), a NYC-based nonprofit organization, of which he was a co-founder and Deputy Executive Director. While at APICHA, he served as the Principal Investigator of a Special Projects of National Significance (SPNS) grant from the Health Resources and Services Administration (HRSA), which funded the development and evaluation of an intervention to address barriers to care for Asians living with HIV. Also at APICHA, he was project director of multiple federally funded projects that aimed to increase access to HIV-related care and information for underserved

Asian immigrant populations, including a multilingual HIV subway ad campaign and HIV info line, a multilingual HIV counseling and testing program, and primary medical care services.

HCAP Co-Principal Investigator, Paul McPherron, Ph.D., is an associate professor of English at Hunter College where he also coordinates the ESL program. He is a socio/applied linguist whose research interests involve questions about English language learning and teaching in relation to identity, globalization, and teaching policies, particularly in China and the United States. His forthcoming book *Internationalizing Teaching, Localizing Learning: An Examination of English Language Teaching Reforms and English Use in China* (2017) explores how English teachers and students in China are responding to internationalization efforts through English teaching across China. In earlier work, he published a book on teaching and learning English idioms entitled *Cat Got Your Tongue: Recent Research and Classroom Practices for Teaching Idioms to English Learners Around the World* (2014), and he has published numerous journal articles in leading education, TESOL, and applied linguistics journals including *TESOL Quarterly*, *TESOL Journal*, *The Asia Pacific Journal of Education*, and *The Journal of Language, Identity, and Education*. Dr. McPherron has held academic, administrative, and teaching positions at universities and schools around the world where he has taught a range of ESL, linguistics, socio/applied linguistics, and cultural studies courses. As Coordinator of the ESL program at Hunter, Dr. McPherron organizes the semester classes for non-proficient ELL students and has created basic skills seminars during the winter and summer intersessions for continuing proficient ELL-background students at Hunter. In addition, he has created and coordinated a tutoring program for ELL-background students in composition courses. In total, he supervises over 20 instructors and tutors throughout the academic year and summer sessions.

Qualifications for the Co-PI position: Ph.D. with expertise in TESOL and Applied Linguistics; Over 15 years of experience teaching English to speakers of other languages in particular to API-background students; Over 10 years experience coordinating ESL programs and courses at universities that serve API-background students; 4 years of program management experience at Hunter College including tasks such as personnel supervision, budget oversight, program evaluation, development of partnerships across departments; and timely submission of reports.

Table 4: D.2) Quality of HCAP Key Personnel

HCAP Program Director, Linta Varghese, Ph.D., Anthropology, has taught in the Asian American Studies Program (AASP) since 2011, and served as AASP Interim Director in Spring 2015. Dr. Varghese has developed and taught introductory, intermediate, and advanced courses in the AASP, and has worked closely with the Office of Assessment on implementing program-wide and course-specific learning outcomes; additionally, she has seen AASP curriculum development through all stages of divisional and Senate committees. Dr. Varghese has served as point person for all AASP online curriculum development, liaising with Dr. Kung on the highly successful online version of ASIAN 210, Asians in the U.S., and conducting professional development workshops for Hunter faculty on effective uses of technology and online curriculum to support teaching and learning. Dr. Varghese's research examines low-wage worker organizing in South Asian American communities in NYC, and she has extensive experience as both a scholar and advocate working with a diverse range of local API community-based organizations, including labor, housing, and youth programs.

HCAP Mental Health Educator, Marcia Liu, Ph.D., Counseling Psychology, has taught in the Asian American Studies Program (AASP) since January 2016. Dr. Liu's research examines API racial identity and race-related stress, API family expectations, and LGBTQ experiences in API communities. She has

extensive experience working with college-aged populations at institutions including Columbia University, The New School, and NYU. Dr. Liu has provided mental health services to undergraduates, including providing triage, intake evaluations, and short-term treatment planning; coordinated referrals to off-campus service providers; facilitated support groups; developed and managed diversity programs and materials; served as research manager on multivariate research projects pertaining to API youth and mental health; and evaluated multicultural training competencies.

HCAP ELL Specialist (To Be Hired)

Qualifications for the position: Ph.D. or ABD in TESOL, Education, Asian American Studies, or related field; 2-3 years experience teaching API-background students and ELLs at the university level; Demonstrated interest in developing ELL courses through Asian American Studies content; Ability to develop and teach online courses and incorporate digital stories into classroom projects; Qualitative research experience preferred.

Educational Technologist, Shiao-Chuan Kung, Ed.D., helps faculty find effective strategies for incorporating a range of technologies in their teaching and facilitates teaching and learning with technology workshops. Dr. Kung's interests include the design of blended learning courses, podcasting, and clickers. Dr. Kung holds an Ed.D. in Instructional Technology and Media from Teachers College, Columbia University. She has taught Hypermedia and Education at Teachers College and technology-related courses at City College. Before joining Hunter, she was Assistant Professor in the Department of Foreign Language Instruction at the Wenzao Ursuline College of Languages in Taiwan. She has published papers in peer-reviewed journals such as *Academic Exchange Quarterly*, *Educause Quarterly*, *Educational Media International*, *ELT Journal*, and *ReCALL*.

HCAP Community Programs Assistant, Kevin Park is currently a Hunter undergraduate majoring in Asian American Studies via the interdisciplinary CUNY Baccalaureate (B.A.) Program. As the AASP College Assistant, Kevin organizes monthly co-curricular programs and annual campus programming in conjunction with our API Community Fair and the campus APAHM, Asian Pacific American Heritage Month, showcase. Kevin has extensive experience as a community organizer, having worked with Chinatown Youth Initiative; CAAAV, Organizing Asian Communities; GAPIMNY, Gay Asian Pacific Islander Men of New York. He is currently President of the Hunter student organization CRAASH: An API Student Union, where he oversees all aspects of budgeting, programming, and campus outreach. *Qualifications for the position: B.A. in Asian American Studies; extensive experience doing API community advocacy and outreach; documented success organizing campus co-curricular programming on topics specific to API history and experience; ability to successfully liaise between undergraduate students and community-based organizations; extensive experience with InDesign and WordPress.*

HCAP ELL Adjunct Lecturer (To Be Hired)

Qualifications for the position: MA. in TESOL, Education, Asian American Studies, or related field; 2-3 years experience teaching API-background students and ELLs at the university level; Demonstrated interest in teaching ELL courses through Asian American Studies content; Ability to teach online courses and incorporate digital stories into classroom projects.

Budget Manager All grant monies will be administered through the CUNY Research Foundation: The Research Foundation of the City University of New York (RFCUNY) is a not-for-profit educational corporation that manages private and government sponsored programs at The City University of New York (CUNY). Since 1963, RFCUNY has provided CUNY (and non-CUNY clients more recently) with the administrative infrastructure that supports sponsored program activities. (www.rfcuny.org)

Human Resources

All administrative aspects of HCAP hiring will be managed by the Office of Human Resources at Hunter College, supervised by HR Executive Director Galia Galansky.

Administrative Assistant, Lisa Steadwell, currently manages all matters related to hiring and contract renewal of AASP adjunct faculty. Ms. Steadwell would be responsible for managing hiring paperwork for all HCAP faculty and staff.

E. Adequacy of Resources

E.1. Budget Is Adequate to Support HCAP

Primary costs associated with this project are related to staffing HCAP with well-qualified individuals whose backgrounds are distinctively suited to the HCAP mission. As discussed below, our goal is to hire and retain HCAP faculty/staff with preexisting CUNY affiliations, possessing the vital institutional knowledge that can ensure continuity and delivery of high-quality HCAP products and services. Rather than distribute the budget across a number of smaller programs, we have chosen to focus on two goals with closely integrated and evidence-based services and outcomes.

E.2. Costs Are Reasonable in Relation to Objectives, Design & Potential Significance

The HCAP budget was developed in close collaboration with the Provost's Office and CUNY Research Foundation; the latter will manage the budget and assist with allocation and distribution of grant monies. All salaries are based on institutional standards and the PSC CUNY union contract. In developing the budget, we have made every effort to be conservative, especially in light of housing this project at a public university operating under an austerity budget. In order to ensure fiscal stability and minimize unexpected costs, we have minimal service-specific expenses: translation of materials for the HCAP multilingual website, and co-curricular programs/printed materials. This last expense has been estimated based on the critical importance of conducting effective outreach to ensure awareness of HCAP programs, sustaining

student and community engagement with HCAP programs, and providing opportunities to recognize marginalized students' academic and leadership achievements. Specific costs associated with this expense include printing and updating of an API Mental Health Resource Guide, printing of materials to promote HCAP co-curricular programs, modest honoraria for speakers, and light refreshments.

F. Quality of the Management Plan

F.1. Adequacy of Management Plan, Including Responsibilities, Timelines & Milestones

| Table 5: F.1) HCAP MANAGEMENT PLAN, INCLUDING RESPONSIBILITIES | |
|---|---|
| MANAGEMENT STRUCTURE | ACCOUNTABILITY STRUCTURE |
| PI Jennifer Hayashida Supervises | |
| Co-PIs | PI coordinates with Co-PIs on all relevant HCAP management issues |
| AASP Associate Director | Assists PI with all aspects of AASP and HCAP Management & Administration; Develops & manages all aspects of API Student Leadership |
| HCAP Program Assistant I | Assists HCAP Program Director with all aspects of API Student Leadership and any other administrative duties associated with AASP and/or HCAP |
| Institutional Administration | PI liaises with Budget Manager & Human Resources |
| Co-PI John Chin Supervises | |
| Evaluator | Oversees all aspects of development and implementation of HCAP Evaluation |
| HCAP Mental Health Educator | Responsible for developing and teaching API mental health-specific HCAP Integrated Curriculum; Liaises with API community-based organizations to ensure API Mental Health Access; Develops & implements professional development re: culturally responsive services |
| Co-PI Paul McPherron Supervises | |
| HCAP ELL Specialist | Responsible for developing and teaching ELL-specific HCAP Integrated Curriculum; Develops and implements PD re: Culturally Responsive Services |
| HCAP ELL Adjunct Lecturer | Assists Co-PI Paul McPherron and HCAP ELL Specialist with ELL-specific HCAP Integrated Curriculum; Teaches winter/summer sessions of HCAP Basic Skills course |

| Table 6: HCAP TIMELINE & MILESTONES | | | | | |
|---|---------------|---------------|---------------|---------------|---------------|
| <i>Please note that Mechanisms for Feedback & Improvement listed below are <u>in addition to</u> the evaluation activities outlined in Section G.</i> | | | | | |
| Service | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Goal #1: Develop & Improve Programs for High-Need and ELL API Students | | | | | |
| <i>Integrated Curriculum Development</i> | | | | | |

| | | | | | |
|---|--|---|---|--|---|
| <i>Communicating Asian American Studies</i> | <i>Spring 2017</i> 2 sections, 30 students total | <i>Fall/Spring</i> 4 sections, 60 students total, incl. 1 online section in the Spring semester | | | |
| <i>Mental Health Promotion: Principles & Practice in API Communities</i> | <i>Spring 2017</i> 2 sections, 40 students total | <i>Fall/Spring</i> 4 sections, 80 students total, incl. 1 online section | | | |
| <i>Integrated Academic Language Skills: Asian American Studies</i> | <i>Winter 2017</i> 1 section, 15 students total | <i>Winter/Summer</i> 4 sections, 60 students total, incl. 1 online section | | | |
| <i>Mechanisms for Feedback & Improvement</i> | <i>Pre- and post-service surveys; evaluation of student work (drawing on Stephens & Harackiewicz); assessment of end-of-semester course evaluations</i> | | | | |
| Develop API Student Leadership | | | | | |
| <i>HCAP Student Internship Program</i> | <i>Spring 2017</i> 3 internships | <i>Fall/Spring</i> 6 internships | <i>Fall/Spring</i> 8 internships | <i>Fall/Spring</i> 10 internships | <i>Fall/Spring</i> 10 internships |
| <i>HCAP Digital Stories</i> | 3 stories | 6 stories | 8 stories | 10 stories | 10 stories |
| <i>HCAP Student Leader Community Presentations</i> | <i>Spring 2017</i> 3 presentations | <i>Fall/Spring</i> 6 presentations | | | |
| <i>Mechanisms for Feedback & Improvement</i> | <i>Pre- and post-service surveys; faculty assessment of Digital Stories; post-presentation evaluations (students and audience)</i> | | | | |
| Goal #2: Enhance Campus Services & Counseling for High-Need and ELL API Students | | | | | |
| Culturally Responsive Campus Services | | | | | |
| <i>Professional Development for Staff & Tutors</i> | <i>Fall 2016:</i> Initiate relationships with relevant campus units and develop workshops; <i>Spring 2017:</i> conduct 2 workshops | <i>Fall/Spring:</i> Sustain relationships with relevant campus units and continue to develop workshops: conduct 5 workshops | | | |
| <i>Multilingual Online Writing & Tutoring Services</i> | <i>Spring 2017:</i> In collaboration with RWC Center, conduct needs analysis surveys of ELL and API student needs with students, instructors, and administrators across Hunter. | <i>Fall/Spring:</i> Design and upload 20 online, sentence-level, interactive, grammar exercises and create web-platform for hosting exercises. | <i>Fall/Spring:</i> Design and upload 20 online writing tutorials about writing concerns above the sentence level. Maintain and revise sentence-level exercises. | <i>Fall/Spring:</i> Continue to revise and add online writing activities; Conduct a user survey with 100 student users of the exercises and make necessary changes. | <i>Fall/Spring:</i> Further edit and revise online activities based on survey results and user feedback; Develop and host 20 online tutoring Q&A sessions for students who cannot come into the RWC. |

| | | | | |
|--|--|--|--|--|
| <i>Multilingual HCAP Website</i> | <i>Fall 2016:</i> Translate selected Admissions/Advising materials & generate materials for HCAP site for translation; <i>Spring 2017:</i> site goes live | <i>Fall/Spring:</i> Maintain and update site as necessary; feature availability of HCAP programs & services | | |
| <i>Mechanisms for Feedback & Improvement</i> | <i>Regularly scheduled in-person meetings between HCAP staff & Student Services faculty/staff; post-workshop evaluations; student focus groups</i> | | | |
| <i>API Mental Health Access</i> | | | | |
| <i>API Community Partnerships</i> | <i>Fall/Spring:</i> Conduct outreach & institute 4 partnerships | <i>Fall/Spring:</i> Continue outreach & initiate referrals to first 4 orgs | <i>Fall/Spring:</i> Initiate referrals to 8 orgs | <i>Fall/Spring:</i> Sustain relationships & continue referrals to 8 orgs |
| <i>Co-Curricular Programs</i> | <i>Fall 2016:</i> Programs developed; <i>Spring 2017:</i> 2 campus programs | <i>Fall/Spring:</i> 3 co-curricular programs per semester | | |
| <i>Educational Materials</i> | Materials for <i>API Mental Health Resource Guide</i> developed | <i>Fall/Spring:</i> <i>API Mental Health Resource Guide</i> available to all campus units in print & online | <i>Fall/Spring:</i> Produce API mental health issue-specific materials for print and online | |
| <i>Mechanisms for Feedback & Improvement</i> | <i>Regularly scheduled meetings between HCAP staff & community-based orgs; post-event evaluations; evaluation of increase in use of services/increase in referrals</i> | | | |
| HCAP-wide Mechanisms for Feedback & Improvement – in addition to activities outlined in Section G: <i>Fall 2016:</i> one-day HCAP retreat to integrate planning & implementation; <i>Subsequent Fall/Spring:</i> monthly HCAP meetings (online & in-person); HCAP student surveys; HCAP Spring Town Hall | | | | |

F.2. Adequacy of Feedback & Improvement Procedures

Please refer to Table 6, Timeline & Milestones, for illustration of how specific feedback and improvement procedures are linked to objectives and services. Because of the opportunity for coordinated activities across HCAP, and then especially the emphasis on integrating HCAP students into multiple facets of the program, the HCAP PI and Co-PIs seek to incorporate mechanisms for continuous feedback and improvement within and beyond the formal HCAP

structure. Our procedures for ensuring feedback and improvement recognize and utilize the multiple ways HCAP faculty, staff, and students can work together in order to prevent program silos and effectively reach the campus community. Monthly HCAP meetings will include all HCAP faculty and staff, with individual or small-group meetings – and meetings with non-HCAP faculty/staff – scheduled on an as-needed basis. In order to facilitate scheduling of meetings, we will utilize online meeting formats (e.g. Skype or Google Hangout). These monthly meetings will follow a consistent format that enables all team members to discuss ongoing activities, share resources and/or strategies to overcome challenges, and plan development of future initiatives/expansion. HCAP reports – developed by the HCAP Project Director in accordance with our Evaluator and Co-PI John Chin – will be central to these monthly meetings. HCAP students will, in addition to assessment mechanisms outlined in our Evaluation section, participate in end-of-semester focus groups. Additionally, we will hold an HCAP Town Hall at the conclusion of each academic year, intended to be a public forum to discuss the overall functioning of HCAP with attention to students’ individual and collective experiences of HCAP programs and services.

F.3. Adequacy of Mechanisms to Ensure High-quality Products & Services

In addition to the evaluation and feedback mechanisms listed below in Section G, the HCAP PI and Co-PIs have, in our overall design of this proposal, emphasized the *integration* of HCAP services with pre-existing institutional structures. In preparing the proposal, we have consulted with each of the relevant College units to ensure that there is an institutional willingness to collaborate on this effort to better serve high-need/ELL API students, and each component of the proposal is prepared with institutional collaboration in mind. Integrating HCAP across and between campus units – and between academic units and student services in particular –

provides an effective model for ensuring consistency in the delivery of high-quality products and services to students. At the same time, HCAP leadership is centralized in the AASP at the College, allowing for continuity and transparency in the communication and strategy between HCAP faculty and staff. By hiring HCAP staff who have a preexisting relationship with CUNY – as students and/or adjunct faculty members – we seek to maintain a balance of continuity and change, and to utilize institutional knowledge while minimizing lead time for launching HCAP.

G. Project Evaluation

The evaluation plan is designed to accommodate the multiple types of program services and activities proposed and will include process, outcome, and impact measures. The evaluation plan is guided by the tables in the Project Design section of the proposal. *In addition, please refer to Table 6, Timeline & Milestones, for illustration of how specific feedback and improvement procedures are linked to objectives and services.*

Process Evaluation

Process evaluation measures will track the achievement of project deliverables with regard to services, activities, and development of materials. The primary tool for capturing process measures will be a structured monthly report completed by the HCAP Program Director, using a structured format developed by the evaluation team to capture dates of activities, attendance, materials developed, etc., in addition to a wider range of implementation activities, barriers experienced in program implementation, and strategies used to overcome barriers.

To complete the report, in addition to drawing on his or her own records, the HCAP Program Director will access the college's registration records (e.g., to track number of students enrolled in HCAP courses). For credit-bearing courses, the HCAP Program Director will also

retrieve and summarize student course evaluation data through the college’s online course evaluation system, which tracks students’ satisfaction with course content and instructors.

The primary process measures and targets are outlined below, organized by the project goals and objectives:

| Table 7: Primary Measures & Targets | |
|--|---|
| Goal #1: Develop And Improve Academic Programs For High-need/ELL API Students | |
| 1.A. Integrated Curriculum Development: Improve Asian American Studies & ESL programs by expanding curriculum tailored to high-need/ELL API students’ academic challenges. | <ul style="list-style-type: none"> - 1 new AASP communications course; 1-2 sections offered each semester, including online sections; total of 240 students taught over five years - 1 new AASP counseling course; 1-3 sections offered each semester, including online sections; total of 540 students taught over five years - 1 new ESL basic skills course; 1-2 sections each summer and winter session, including online sections; total of 420 students taught over five years |
| 1.B. API Student Leadership: Create meaningful opportunities for HCAP students to develop leadership skills and engage with local API communities and issues. | <ul style="list-style-type: none"> - 3-10 credit-bearing HCAP internship placements per academic year; total of 50 internships - 10 digital stories produced annually by HCAP students about local API community institutions and API community issues; total of 37 digital stories produced - 27 community college and API community-based organization programs in 5 years of HCAP; total of 90 HCAP students presenters |
| GOAL #2: Enhance Campus Services & Counseling For High-Need/ELL API Students | |
| 2.A. Culturally Responsive Services: Institutionalize knowledge of the heterogeneity of API experiences and backgrounds, both culturally and linguistically. | <ul style="list-style-type: none"> - 22 workshops with 75 faculty/staff participants over the 5 years of HCAP; 10,000 students served by tutors and advisors over the 5 years of HCAP - 20 online units and exercises; 20,000 students served over the 5 years of HCAP - Translation of college admissions information and other background information; 20,000 students served over the 5 years of HCAP |
| 2.B. API Mental Health Access: Enhance high-need/ELL API students’ access to culturally competent on- and off-campus mental health services. | <ul style="list-style-type: none"> - 8 additional partnerships with community-based mental health agencies working with API populations - 20 Mental Health Promotion Programs over the 5 years of HCAP; 500 students attended over 5 years of HCAP - Bilingual printed and online materials pertaining to range of API mental health issues |

Outcome Evaluation

There will be two key tools for measuring outcomes. One will be pre- and post-activity questionnaires for participants in one-time activities, such as the faculty/staff workshops to enhance cultural responsiveness, or audience members and HCAP students in HCAP Leaders Community Presentations, etc. The evaluation team will work with HCAP staff to develop instruments that are able to capture change on key knowledge and attitudes targeted by the sessions. The post-activity survey will also include some brief measures of participant satisfaction with the quality and content of the program.

For online programs (e.g., the digital stories, HCAP multilingual website, HCAP multilingual online advising/tutoring), we will work closely with Dr. Kung and the College ICIT (Instructional Computing & Information Technology) unit to track analytics related to hits, click-thrus, shares, etc. Users will also be asked to complete a brief online survey to rate how the program affected their knowledge and attitudes and their satisfaction level with the program. Student' digital stories will also be assessed in relation to HCAP objectives as well as curriculum and internship Learning Outcomes (LOs).

For student participants in HCAP courses, internship programs, and mental health promotion programs, we will invite them to enroll as formal HCAP participants and request permission to access their academic records via the online student administration system CUNYfirst. We will aim for 100% enrollment in order to maximize evaluation data collection. HCAP participants will complete an interviewer-administered intake form that includes brief assessments of perceived preparation, academic identification, psychological distress, social-identity threat, psychological well-being, social fit, social support, and use of college resources (see Stephens et al., 2014). Also, to track racial/ethnic identity development, participants will

complete the Collective Racial-Esteem scale, developed by Luhtanen & Crocker (1992) with “social group” changed to “racial/ethnic group” as recommended (see Dugan et al., 2012).

Finally, to measure leadership skills, the intake form will include a measure of leadership self-efficacy (Dugan et al., 2012, adapted from Bandura, 1997).

HCAP participants will then be asked to complete a follow-up assessment each year, capturing the same items, plus a summary of their utilization of HCAP and other support services. This will allow us to track changes within participants over time and understand patterns of service utilization.

Impact Evaluation

Impact evaluation will aim to track four main areas of change: improvement in graduation rate; improvement in GPA; increased enrollment of high-need and ELL API students at Hunter College; increase of API students using on- and off-campus mental health services. Each is discussed in more detail in the table below.

| Targeted Area of Change | Magnitude of Change | Data Sources/Comments |
|---|---|--|
| 1) Improvement in graduation rate | Achieve a 6-year graduation rate (including those who graduated more quickly) that is 5 percentage points higher for HCAP participants than for Hunter College high-need/ELL API students overall. | Because we will aim to enroll HCAP participants with a formal intake, we will be able to track their graduation rate and compare that rate to college-wide statistics available through the Institutional Research office. |
| 2) Improvement in GPA | Achieve a final GPA that is 0.3 points higher for HCAP participants than for Hunter College high-need/ELL API students overall. | As noted above, our procedure for formally enrolling HCAP participants will allow us to track their GPAs and compare to college-wide statistics. |
| 3) Increased enrollment of high-need/ELL API students at Hunter College | Achieve an annual 5% increase in high-need/ELL API enrollment (as indicated by English-Language Learner status; being foreign-born or a child of foreign-born parents; or transfer from community college). | Change will be tracked using data from the Institutional Research office. |

| | | |
|--|--|---|
| <p>4) Increase of API students using on- and off-campus mental health services</p> | <p>Achieve an annual 5% increase in utilization of Hunter College’s Counseling and Wellness Services (CWS) by API students (controlling for change in API student population).</p> | <p>We will work with the CWS to share utilization data. We will also work with them to modify their intake forms to track whether students were exposed to print and online materials developed through HCAP. Systematically tracking changes in utilization of off-campus services by all high-need/ELL API students will not be feasible; however, we will be able to track utilization of off-campus services by HCAP-enrolled participants through the annual follow-up assessment.</p> |
|--|--|---|

Data Analysis and Dissemination

All evaluation forms described above will be collected, compiled and analyzed on a monthly basis and/or at the conclusion of each semester in order to provide necessary data for reporting to the funder as well as for internal program management. Data will be compiled in tabular format and will be analyzed using multivariate statistical techniques as needed.

The monthly evaluation report and the HCAP Program Director’s monthly report will be discussed at monthly project meetings attended by key staff. These reports will allow for tracking of completion of project deliverables and for assessment of quality of achievement of outcomes. Any deficiencies, and successes, will be discussed at monthly meetings, and strategies for remedying any problems will be decided upon by the HCAP team in consultation with other relevant campus units, if necessary. An annual evaluation report will also be prepared each year by the evaluation team, for reporting to the funder, the College, and for distribution to other AANAPISIs in an effort to participate in the development of AANAPISI best practices.