



2021-2022

ASPIRE ANNUAL REPORT & EVALUATION

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EXECUTIVE SUMMARY

This annual report highlights the Asian American and Pacific Islander Retention & Education (ASPIRE) program at San Francisco State University from October 1, 2021 to September 30, 2022.

As an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) funded program, ASPIRE was created to help address the unmet needs of high-need Asian American & Pacific Islander (AA&PI) students and increase their Fall to Fall retention and graduation rates.

Utilizing multiple methods, this report reviews and analyzes data and assessments that speak to the strategies of the program to share information with students, provide targeted support, and create student and faculty learning communities on campus.



Between October 1, 2021 to September 30, 2022, ASPIRE has met most of the desired outcomes described in the AANAPISI grant including the following:

- **Average of 8,000 students** were sent emails for continuous broad dissemination of information
- **321 students participated** in hybrid peer-led study circles
- **1,021 students participated** in non-cognitive workshops and events
- **587 students participated** in learning communities and linked courses
- **11 students were trained** as peer mentors
- **14 faculty participated** in the faculty learning community

MAJOR MILESTONES

Support Through Transitions

- In Fall 2021-Spring 2022, we continued to support students remotely and in-person by hosting study circles, workshops, and events and meeting with students.

Institutionalization of the ASPIRE program

- In year 6, both the Director of AAPI Student Services and Educational psychologist were both institutionalized

This year, we do not have data on students that received or were recommended for testing/support for learning disabilities, due to the absence of an Educational Psychologist



Since August 2021, our staff transitioned back to campus to a hybrid campus serving our students remotely and in-person. We have been able to follow public health safety guidelines to develop plans for a safe return to campus and support students as they continue attending SFSU through remote, in-person, and hybrid modalities. This included:

- **Continued Communication:** Strengthening our modes of communication to continue bi-monthly newsletters emailed via Mailchimp and Navigator and increased daily usage of our social media platforms - Instagram and Facebook.
- **Student Programming:** Our offices were open for students to receive in-person services in addition to our virtual study circles and events.
- **Peer Mentoring:** Our peer mentors have continued to support and connect with students virtually and in-person since their return to campus.
- **Faculty Learning Community:** Our faculty learning community has had training and has met regularly via Zoom to support one another in this transitional period.



INTRODUCTION

The Asian American and Pacific Islander Retention and Education (ASPIRE) program aims to improve and expand SFSU's capacity to serve high-need AA&PI and low-income degree-seeking undergraduate students, improve the learning environment, and strengthen academic outcomes by increasing student engagement and enhancing cognitive and non-cognitive skills. This is done through a partnership between Student Affairs and Enrollment Management (SAEM) and the College of Ethnic Studies (COES).

This project involves three comprehensive and complementary activities:

- broad dissemination of information along with targeted support to high-need AA&PIs with a particular focus on AA&PIs with learning differences
- create, build and sustain AA&PI Student Learning Communities
- Faculty development through Faculty Learning Communities.

This grant has opened up an opportunity to institutionalize long term services for Asian American and Pacific Islander Students at SFSU through the development of the first ever Asian American and Pacific Islander Student Services department housed in SAEMs Division of Equity and Community Inclusion (DECI) and the hiring of Dr. Arlene Daus-Magbual as the inaugural Director for the department.

The partnership also extended to colleagues in Counseling and Psychological Services (CAPS) in SAEM with the hiring of Dr. Gwen Angelica Agustin-Nodora as our ASPIRE Educational Psychologist to address the needs for ASPIRE students with learning differences. Levalasi Loi-On was hired in 2018 as the full-time AA&PI Student Success Coordinator, followed by Shannon Deloso in 2022, to provide advising and resources for our students. In 2020, we received our second AANAPISI grant to fund an Outreach Specialist position filled by Dr. Maharaj Desai.



During the Fall of 2021,, we experienced the sudden loss and passing of our educational psychologist Dr. Gwen Agustin-Nodora. We have been working with the Counseling & Psychological Services to hire a new educational psychologist. As of this APR, a new educational psychologist has yet to be hired.

ASPIRE has developed a framework that is rooted in the pillars of Ethnic Studies to provide Access, Relevance, and Community.

ASPIRE centers the stories and experiences of AA&PI students, and builds the capacity of faculty and staff to respond to the issues that they face on a regular basis.

In our learning communities, faculty and peer mentors read texts and literature to build critical pedagogy through teaching, learning, and service.

Each year, ASPIRE is organized around annual themes that reflect the framework of the P's: Purpose, Pathway, Praxis, and Pipeline.

These themes frame our outcomes for our learning communities that value:

- **Cultural Knowledge:** Teach an ethnic studies curriculum that centers students, their histories, and their current stories.
- **Student Voice:** Include students in the development of curriculum and programming.
- **Authentic Relationships:** Develop caring and long-lasting relationships between students, teachers, staff, administrators, families, and communities.
- **Community Involvement:** Collaborate with school staff, faculty, and administrators, along with families and community organizations to ensure the well-being of students through services, mentoring, and advising.



METHODOLOGIES

This report describes our programs and numbers reached from October 1, 2021 to September 30, 2022.

As part of the annual report, the ASPIRE team has been conducting evaluations, including annual surveys of AA&PI students, pre-surveys and post-surveys to students involved in ASPIRE learning communities and linked courses, evaluations of events and workshops, peer mentor reflection and surveys, and annual surveys of faculty involved in the ASPIRE faculty learning community.



TABLE 1. ASPIRE QUANTITATIVE DATA RECORDS, 2021-2022

EVALUATION METHOD	N
Students who recommended for testing/support for learning disabilities and/or received testing/support for learning disabilities	N/A*
Students participating in workshops and events	1,021
Peer mentors	11
Students participated in learning communities and linked courses	587
Students who participated in mentor-led study circles	321
Materials developed, approved, & distributed to target students	8,000
Faculty participation in learning communities	14

TABLE 2. ASPIRE ASSESSMENTS AND EVALUATIONS, 2021-2022

	METHOD	N	TIMELINE
All AA&PI students	2021 SFSU ALL AA&PI Student Online Survey	360	October 2021
ASPIRE Learning Community Students	Fall 2021 ASPIRE Learning Community Pre-Survey	210	September 2021
	Spring 2022 ASPIRE Learning Community Pre-Survey	94	January 2022
	Fall 2021 ASPIRE Learning Community Post-Survey	117	December 2021
	Spring 2022 ASPIRE Learning Community Post-Survey	51	May 2022
ASPIRE Peer Mentors	Fall 2021 ASPIRE Peer Mentor Self-Reflection	11	December 2021
	Spring 2022 ASPIRE Peer Mentor Self-Reflection	9	May 2022
ASPIRE Faculty	Fall 2021 ASPIRE Faculty Online Survey	10	December 2021
	Spring 2022 ASPIRE Faculty Online Survey	6	May 2022

***Please note we have had limited access to records due to an absence of an educational psychologist and so these numbers do not take into account all students who may have been recommended for testing/support for learning disabilities.**



FINDINGS

This annual report features this quantitative and qualitative data divided by three comprehensive and complementary activities:

- Broad dissemination of information and targeted support to high-need AA&PIs
- Student learning communities with culturally-relevant and community-responsive practices, linked courses, and peer mentors
- Faculty development and faculty learning communities



A key component of ASPIRE as outlined in the AANAPISI grant proposal is the broad dissemination of information to high-needs AA&PI students. The AA&PI Student Services Director sends out mass emails to all AA&PI identifying students at the beginning of each Fall and Spring semester. In total, the number of AA&PI students who receive emails at the beginning of each semester are 7,404 (Fall 2021) and 8,000 (Spring 2022 and Fall 2022).

Additionally, bimonthly emails are sent as a newsletter to approximately 1000 students from ASPIRE-linked courses. These emails are sent starting the second week of the semester up to finals week and contain information about important deadlines, various events, resources, and workshops available on campus. MailChimp and Navigator are utilized to track how many students are reading these emails.

In Fall 2021, emails reached an average of 363 students and in Spring 2022, they reached an average of 350 students. In the emails, students are redirected to the website, which includes information on staff, resources, ASPIRE-linked courses, and upcoming opportunities such as job openings, scholarships, and an event calendar for the semester.

During this period we redesigned our website to merge all of our work in Asian American & Pacific Islander Student Services and our website traffic included 13,652 visitors.

A major way that we engage with our students is through our social media account on Instagram. In this time, our Instagram account included 8,074 profile views and 101 (99 photos and 2 videos) posts that included a total of 1,447 likes in Fall 2021, 7,863 likes in Spring 2022, and 849 likes in Fall 2022.



SEPTEMBER EVENTS

Wed 9/1 @3p Asian American & Pacific Islander Student Mixer	Wed 9/8 @3p SFSU Pandemic Survival Guide	Wed 9/15 @3p ASPIRE Student Success Group: Gator Transfers
Wed 9/15 @3p RAP Session #1: High School Mixer	Thu 9/16 @3p Chinese, Tagalog, & Vietnamese Language	
Tue 9/21 @2:30p Saving Money at SFSU	Tue 9/28 @1p Bullet Journaling 101	 SAN FRANCISCO STATE UNIVERSITY ASIAN AMERICAN & PACIFIC ISLANDER STUDENT SERVICES

SMART Goals Workshop

The aim of this workshop is to discuss building your own SMART Goals while we reflect on the current year and prepare for the end of the semester.

- ✓ November 10, 2021 from 1:00 - 2:00PM
- ✓ RSVP at bit.ly/aspiregoals21

Considerable research has examined the potential of Learning Communities (LC) for increasing postsecondary students' academic achievement and retention (Johnson, 2001; Russ, 2010). Studies have shown that there are higher rates of academic achievement, as well as significantly higher rates of social and academic integration for LC students compared to students who did not participate in the LCs (Johnson, 2001; Russ, 2010).

Like research that demonstrates the efficacy of learning communities, ASPIRE's learning communities were designed to give students extra support and additional exposure to AA&PI studies. Students in the Learning Communities are part of a cohort, or learning community.

The focus is a learning community of students within AA&PI studies that offers co-curricular activities through ASPIRE; one on one meetings with professors, participation in study circles, and one on one meetings with ASPIRE peer mentors.

All courses in AA&PI studies will fulfill GE graduation requirements for all majors at SFSU. Faculty teaching in ASPIRE Learning Communities are regularly trained to focus on needs and supports. Students also have the one-on-one support from the Asian American and Pacific Islander Student Services office. The ASPIRE Learning Communities aim to provide students with an empowering learning community through GE courses in AA&PI studies to gain units for graduation.

Students participate in ASPIRE mainly through their enrollment in ASPIRE linked courses offered in the Asian American Studies and Race & Resistance Studies departments in the College of Ethnic Studies.

Approximately 587 students participated in a learning community or linked course.

In Fall 2021 there were 9 courses and in Spring 2022 there were 8 courses. In Fall 2022 there were no courses offered. All except one course listed below helps students to complete General Education requirements for their participation in this learning community.

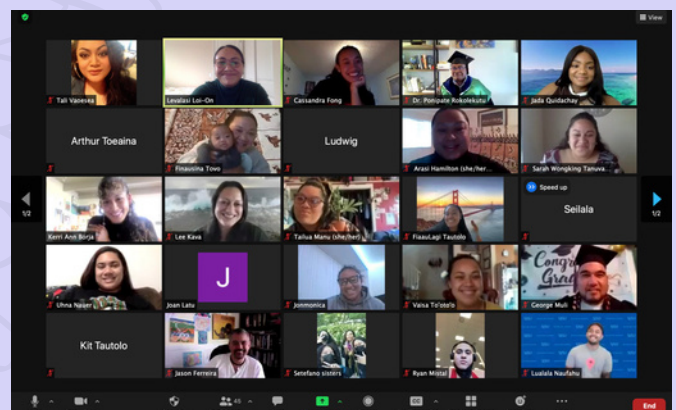


TABLE 3. ASPIRE LINKED COURSES AND GENERAL EDUCATION REQUIREMENTS BY SEMESTER

Semesters Offered	Course Title	General Education Requirement Fulfilled
Fall 2021 Spring 2022	AAS 101: First Year Experience	A1: Oral Communication American Ethnic & Racial Minorities (AERM)
Fall 2021	AIS/RRS 103: Introduction to Pacific Studies	D2: Social Sciences - US History American Ethnic & Racial Minorities (AERM) Social Justice (SJ) Global Perspectives (GP)
Fall 2021 Spring 2022	AAS 106: Asian American Activism	E: Lifelong Learning Development
Spring 2022	AAS 108: Asian American Artistic Explorations	E: Lifelong Learning & Self Development
Fall 2021 Spring 2022	AAS 110: Critical Thinking and the Asian American Experience	A3: Critical Thinking American Ethnic & Racial Minorities (AERM)
Fall 2021 Spring 2022	AAS 211: Contemporary Asian Americans	D1: Social Sciences - American Ethnic & Racial Minorities (AERM) Social Justice (SJ)
Fall 2021 Spring 2022	AAS 212: Asian Americans and Mass Media	C1: Arts - American Ethnic & Racial Minorities (AERM)
Spring 2022	AAS 218: Asian American Culture	C2: Humanities American Ethnic & Racial Minorities (AERM) Social Justice (SJ) Global Perspectives (GP)
Fall 2021	AAS 350: Filipina/os in the United States	UD-D: Social Sciences American Ethnic & Racial Minorities (AERM)
Fall 2021	AAS 373: Vietnamese American Identities	UD-D: Social Sciences American Ethnic & Racial Minorities (AERM) Social Justice (SJ) Global Perspectives (GP)
Spring 2022	AAS 540: South Asians in the United States	UD-C: Arts and/or Humanities American Ethnic & Racial Minorities (AERM) Social Justice (SJ)
Fall 2021	AAS 595: Asian American Communities & Policy	UD-D: Social Sciences American Ethnic & Racial Minorities (AERM) Social Justice (SJ)

Each semester students complete pre and post surveys, and in their responses they shared that support from their faculty member and peer mentor, participation in virtual workshops and study circle sessions, and overall course experience helped them to feel engaged in a learning community. As a result of their participation in a student learning community, students illustrated an increased sense of support for studying, career planning, time management, and access to support for campus services (see Table 4).

We also inquired with the students about the impact of COVID-19, and many had stated that they or their families had experienced job loss and/or anti-Asian discrimination/hate during this time period.

TABLE 4. PRE & POST SURVEY RESULTS OF ASPIRE LINKED COURSES BY SEMESTER

	Prior to ASPIRE learning community / linked courses	Post ASPIRE learning community / linked courses
Fall 2021	n=210	n=117
Sense of Community	91%	97%
Seek Campus Services	77%	85%
Support for Studying	81%	94%
Support for Career Planning	79%	85%
Support for Time Management	73%	89%
Support for Learning Differences	80%	91%
Spring 2022	n=94	n=51
Sense of Community	92%	98%
Seek Campus Services	78%	86%
Support for Studying	76%	98%
Support for Career planning	79%	90%
Support for Time Management	68%	90%
Support for Learning Differences	70%	92%

Multiple sources of data illustrate the benefits of peer mentorship in classrooms. According to Rieske and Benjamin (2015), peer mentors in the classroom provide “meaningful peer-to-peer interactions,” increase students’ sense of belonging and connection to the university, help first-year students transition into university life, facilitate student engagement, refer students to campus resources, tutor students, and develop educational programming (Rieske and Benjamin, pp. 69-72).

In another study, Morales, Ambrose-Roman, and Perez-Maldonado (2015) report that mentees not only increased interaction with a university program but also increased interaction with university support resources in general (writing centers, university events, meetings with faculty, etc.), which was particularly surprising given the university’s status as a “commuter institution” (p. 131).

The peer mentorship program mitigated mentees’ sense of “otherness” and isolation and also “lessened the distinctions between the students’ home worlds and their school worlds” (Morales, et. al., 2015, p. 132). The peer mentorship program thus represented a “vital” transition in students feeling more engaged with their academic lives (Morales, et. al , 2015, p. 132).

Each summer, undergraduate and graduate students are hired as ASPIRE peer mentors to support students and faculty in their linked courses and provide academic support by hosting virtual study circles via Zoom. During this time, 11 peer mentors were hired in Fall 2021 and Spring 2022. In total, 321 students dropped by our hybrid study circles.

Peer mentors participate in summer and winter training as well as weekly meetings all held remotely.

In their monthly reports, peer mentors mentioned challenges with student support and engagement especially if their linked course was offered asynchronously.

Peer mentors adjusted to their leadership roles within ASPIRE while balancing the transition from virtual, to hybrid, to in-person courses along with other responsibilities.



Through a survey of a their time as a peer mentor, three key themes included the challenges, growth and need for further development, and support and care.

The following quotes from peer mentors, share their insight as students with a key role in our learning communities:

“The class was primarily asynchronous, so the connections between myself and students, as well as between students themselves, was a bit difficult. But I utilized study circles and a class discussion server to make sure that we all were communicating well.”



CHALLENGES

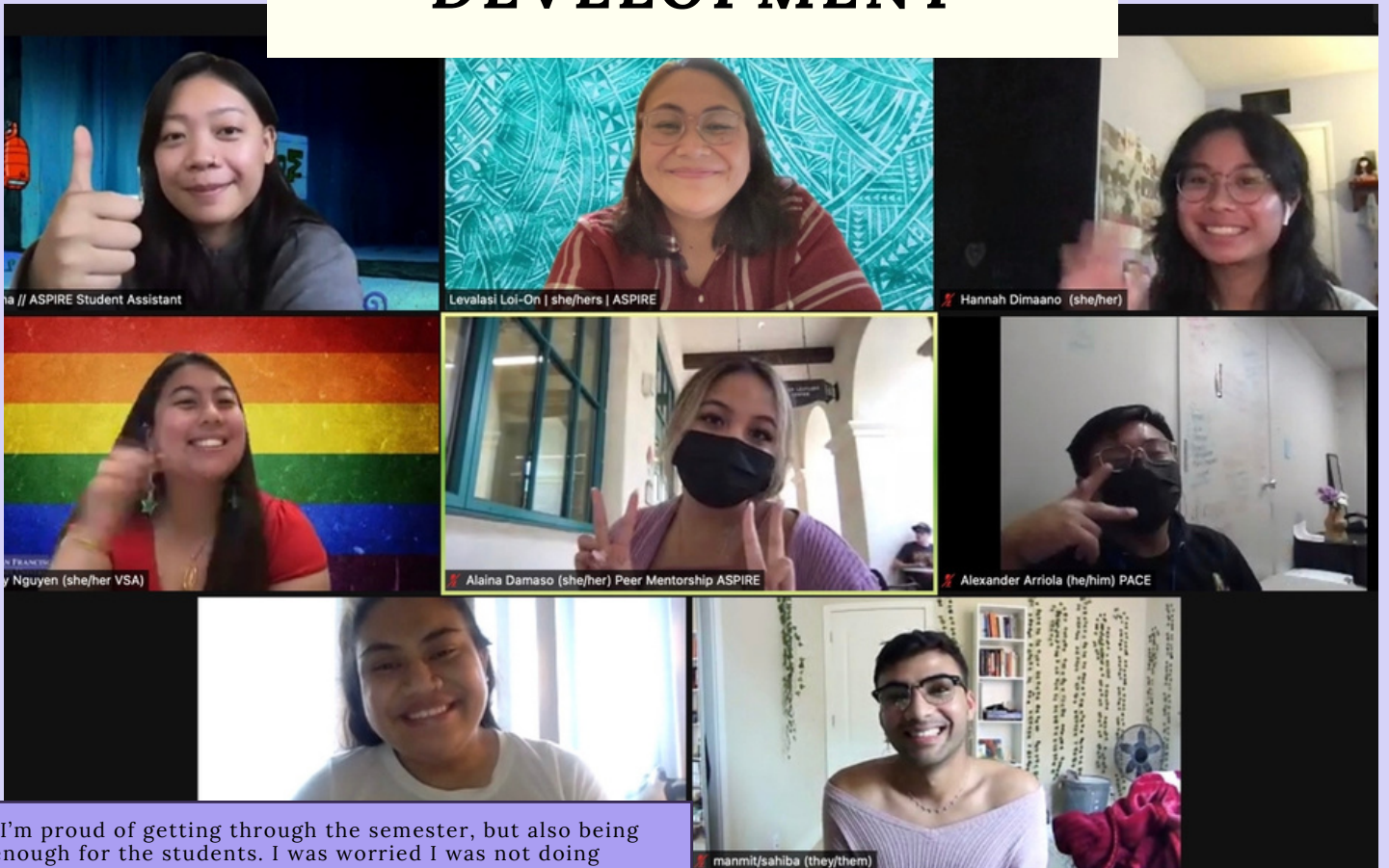


“Death and grief have been big themes this year. [The professor and I] experienced a lot of hardship[s] and continually worried if our students would get what they need[ed]. So instead we brought it into the space, we kept it real. We told stories of our loved ones while also supporting our students.”

“This semester, I learned what a co-created syllabus can look like when it is created with the students, peer mentor, and instructor. I wish to implement this method in future classes I teach as I would like to be a teacher in the future. I learned more about using students' skills within the classroom such as using social media.”



GROWTH & FURTHER DEVELOPMENT



“I’m proud of getting through the semester, but also being enough for the students. I was worried I was not doing enough for them, but after they reflected on the course, it made me more confident in my role as a peer mentor.”

“It has given me a chance at what I’m really passionate about. I never thought I’d be in charge of students or under the mentorship of [my professor]. Not only did she give me this chance to say “I believe in you” but she helped me form what kind of teacher I want to be. I feel like this position helped me break the mold and provide to myself [what] I am worth.”



SUPPORT, CARE, AND CONNECTION



“I think the program is really made by the people who are in it, who run it, and how much love and care the people put into the program and I think that is what worked really well.”

Throughout the semester, ASPIRE organizes and facilitates workshops and events for students participating in our ASPIRE learning communities and the general campus community. Over 1,021 total students participated in these events and workshops.

Our programming was offered remotely and in-person, and we saw consistent participation from students because they were looking for opportunities to engage with other students outside of their courses. This also gave us the opportunity to open our workshops and events to the larger campus community and public to attend.

Most events and workshops solicit feedback from attendees about what worked well, what could be improved, and what additional support students needed at this time. Evaluations from these programs show that students appreciated having a space to get to know one another outside of their classes.

They described workshops as fun, welcoming, informative, interactive, and relaxing in addition to the sense of community. Occasionally, students wished that there was more time for workshops or that more people were in attendance and actively participating with their cameras on. There were comments asking for email reminders with announcements for resources and in early Fall 2021, requests for in-person workshop options in addition to virtual workshops.

This was also a way to gauge our students to see what workshop topics they were interested in, which included spaces to discuss mental health in the pandemic, zoom fatigue, culture and language, career development, budgeting as a college student, movie night, and game night.

ASPIRE WORKSHOP:

LEARN TO SEW MASKS

Learn how to sew face masks as a form of activism and protection in COVID times.

April 1 | 4-5 PM
RSVP at
bit.ly/ASPIREMASK



DISABILITY PROGRAMS AND RESOURCE CENTER &
AA&PI STUDENT SERVICES PRESENT

AA&PI AND DISABILITY JUSTICE WITH ALICE WONG

LEARN ABOUT INTERSECTIONAL AA&PI
DISABILITY JUSTICE FROM ACTIVIST AND
MEDIA MAKER ALICE WONG.

**THURSDAY, 9/10
4-5 PM PST**

RSVP @ bit.ly/ASPIREDJ

SIGN-LANGUAGE & REAL-TIME
CAPTIONING PROVIDED.

QUESTIONS OR
ACCOMMODATIONS?
EMAIL ASPIRE@SFSU.EDU



TABLE 5. ASPIRE WORKSHOPS & EVENTS BY MONTH

Month	Workshops / Events	Attendance Total
October 2021	Understanding Race & Disease: Q&A with Author Nayan Shah (19) Grad School Workshop (12) AANAPISI Scholarship Workshop (20) Stressing the Importance of Community (8) Castes in America Workshop (20) Mental Health & Self Care Workshop (20) White Settler Cisheteropatriarchy and Asian American Communities Workshop (24) Chi Workshop (15) SF State Strike(72) ASPIRE Student Success Group: Gator Transfers (22) AAPI Faculty & Staff Mixer (20) Community Study Circles (134)	386 participants
November 2021	AA&PI Spotlight In Film and Media (12) The American Dream Explained (7) SFSU Transfer Pathways (10) SMART Goals (14) Community Study Circles (150)	193 participants
December 2021	ASPIRE CARE Week (15)	15 participants
February 2022	Let's Talk About Love Workshop (7) Community Study Circles (29)	36 participants
March 2022	Community Study Circles (92) Meal Prep (16) Asian Americans in Sports (4)	112 participants
April 2022	Community Study Circles (89) What Your Lola Didn't Tell You (9) Inflamed: Deep Medicine and the Anatomy of Injustice (10)	108 participants
May 2022	Community Study Circles (52) Remembering the '68 Strike (40)	92 participants
September 2022	Student Mixer (63) Scholarship workshop (16)	79 participants

A critical strategy within the ASPIRE program involves increasing the capacity of faculty to recognize and appropriately respond to AA&PI students who would benefit from academic and/or non-cognitive support.

ASPIRE's faculty professional development has helped faculty broaden learning to include experiences of underrepresented AA&PI into their curriculum; refocus learning efforts to meet required learning outcomes while also accommodating high-need/AA&PI populations; and increase the academic and career advising ability of faculty to include cognitive and non-cognitive supports. Due to the pandemic and the switch to remote learning and then the return to campus, faculty development has been even more crucial in all these transitions.



Between October 1, 2021, to September 30, 2022, 14 faculty from the College of Ethnic Studies participated in the ASPIRE Faculty Learning community. Faculty training and meetings have focused on the following topics:

- Wellness
- Mental Health
- Ethnic Studies History, Pedagogy, and links to Wellness/Health.

At the end of the semester, we asked ASPIRE faculty members to complete a survey to measure their capacity to support high-need students, and they overwhelmingly shared that their knowledge increased by the end of Fall 2021 and Spring 2022.

TABLE 6. PERCENTAGE OF ASPIRE FACULTY WITH INCREASED KNOWLEDGE AND CAPACITY IN TEACHING HIGH NEED AA&PIS & NON-COGNITIVE SUPPORTS BY SEMESTER

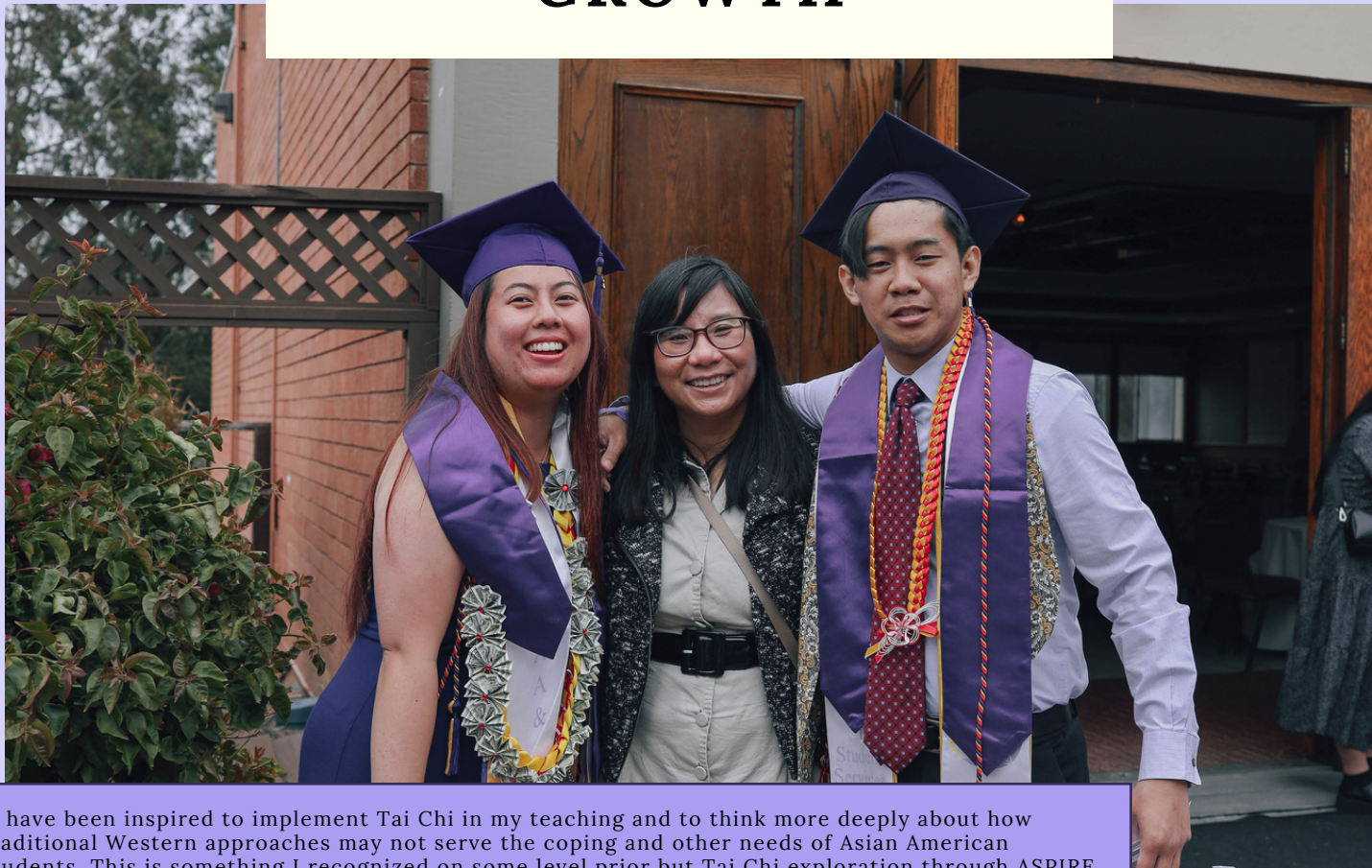
	Fall 2021 n=10	Spring 2022 n=6	Total Mean n= 16
Knowledge of Research on supporting AA&PI students facing retention and graduation issues	70%	67%	68.5%
Knowledge of Research on supporting AA&PI students facing learning differences	80%	100%	90%
Knowledge of Research on supporting AA&PI students facing mental health issues	80%	84%	82%
Knowledge of Research on supporting AA&PI students with writing difficulties	50%	67%	59%
Knowledge of On-Campus Resources for Students facing learning differences	80%	84%	82%
Knowledge of On-Campus Resources for Students facing mental health issues	80%	84%	82%
Knowledge of On-Campus Resources for Students with Writing Difficulties	70%	67%	69%
Knowledge of On-Campus Resources for Students with Other Challenges (housing, financial aid, immigration, etc.)	80%	84%	82%
Referred Students to On-Campus Resources for Learning Differences	80%	50%	65%
Referred Students to On-Campus Resources for Mental Health Issues	90%	100%	95%
Referred Students to On-Campus Resources for Writing Difficulties	80%	67%	74%
Referred Students to On-Campus Resources for Other Challenges (housing, financial aid, immigration, etc.)	60%	83%	72%

They also shared the following quotes, which provide some of the themes from our faculty learning community that speak to its impact and utilization:

“Being part of the ASPIRE faculty learning community as a novice professor allowed me to be in a space with veteran professors of Asian American studies. The ASPIRE faculty learning community served as a space of reassurance for me that taking the time to build community with my students in creative ways in order to support their mental health during this semester was of the utmost importance. The fact that wellness and sharing the different ways we’ve incorporated wellness into our classrooms was the main topic of our agendas reassured me that taking the time to find ways to incorporate wellness into my class time was necessary and essential for my students’ success.”



GROWTH

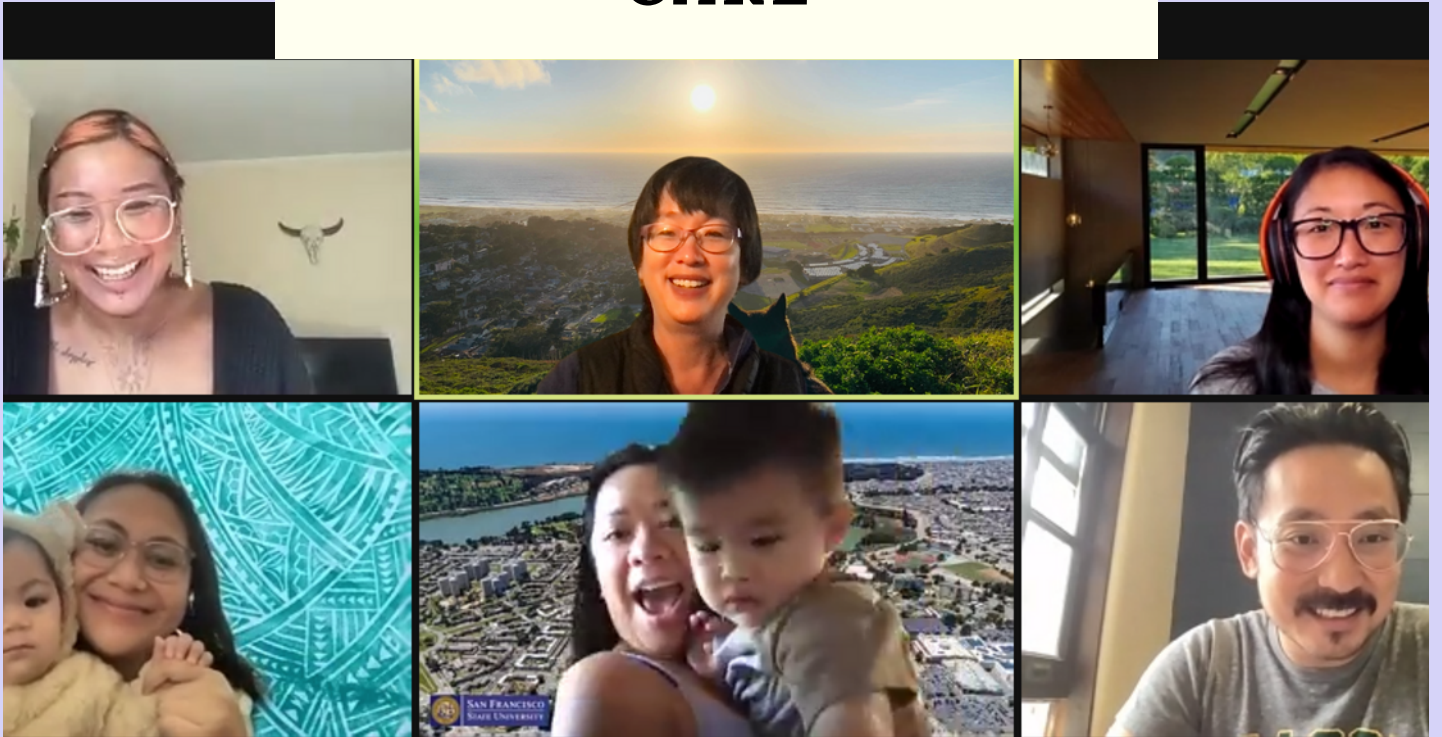


“I have been inspired to implement Tai Chi in my teaching and to think more deeply about how traditional Western approaches may not serve the coping and other needs of Asian American students. This is something I recognized on some level prior but Tai Chi exploration through ASPIRE and then successful implementation in our class when the semester was well under way (and students needed to cope with stress) made it much more concrete.”

“ASPIRE taught me how to be vulnerable with my students in order to build caring relationships. As much as my peer mentor and I showed up for our students, my students exceeded my expectations [by] showing up for us and their peers.”

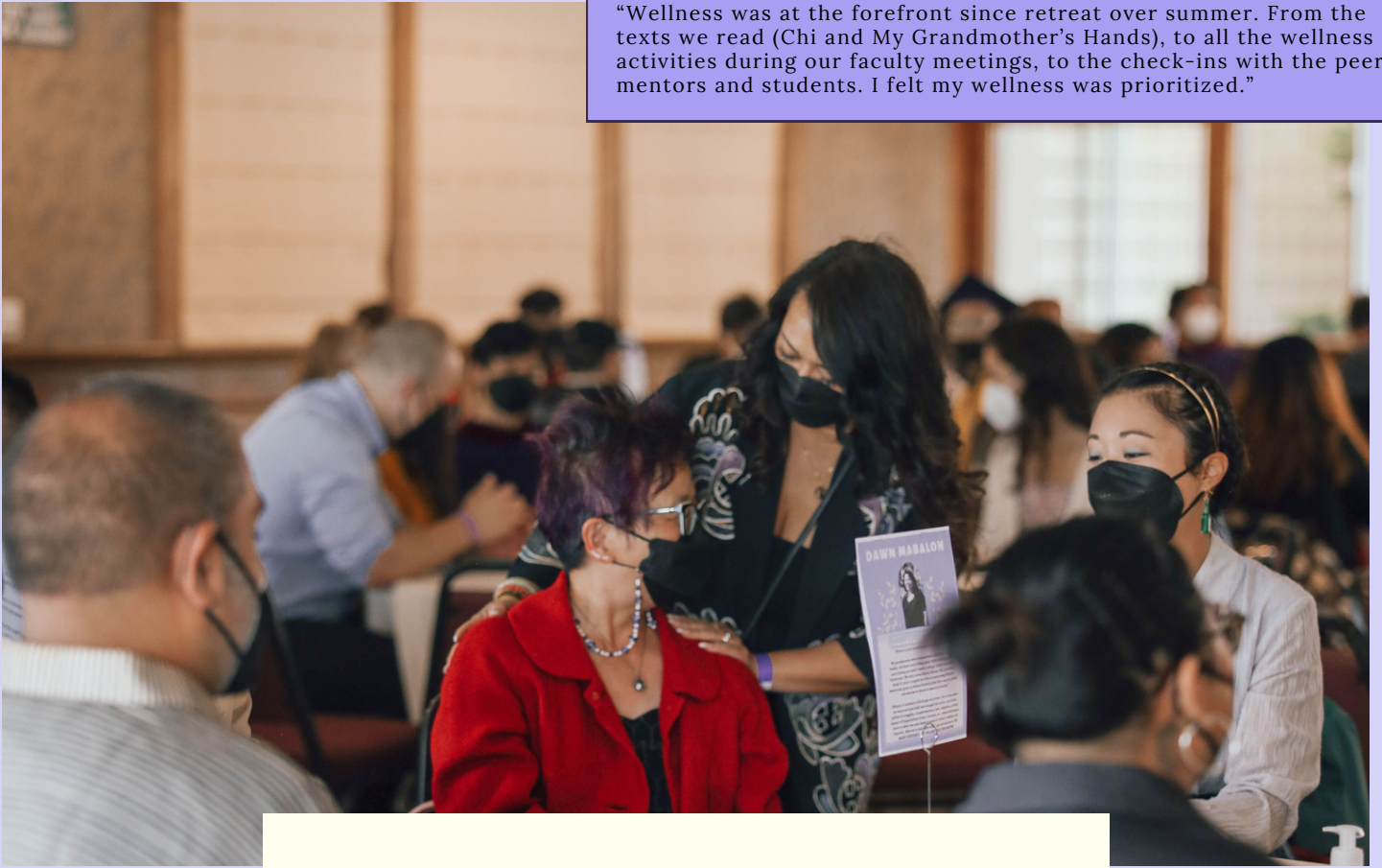


CARE



“I feel connected and supported and am filled with respect for my colleagues, whereas the pandemic could have posed a greater challenge to community otherwise. My peer mentor also helped me to understand student needs when so many came into class with conflicting perspectives that could have stalled our class (but the class was a success re: much student learning and empowerment).”

“Wellness was at the forefront since retreat over summer. From the texts we read (Chi and My Grandmother’s Hands), to all the wellness activities during our faculty meetings, to the check-ins with the peer mentors and students. I felt my wellness was prioritized.”



“It was great to be able to check in with my faculty community each month. I really appreciated the sharing of lesson plans. It was great seeing what other folks are doing in their classrooms and it inspired me to try new activities and borrow ideas from my colleagues in my own classroom.”



INSTITUTIONAL INDICATORS

The following section includes updates on our objectives to address academic achievement, persistence, and graduation for our students.

While there has not been much improvement towards academic probation and credits earned in the first term, the six-year graduation rates for AA&PI students and high-need AA&PI students are significantly higher than the total university average.

In the past year we have seen a decrease in enrollment due to the pandemic and remote instruction, but there has been an increase in first year student retention.

Academic Probation: The percentage of high-need first-time full-time frosh (FTFTF), high need AAPI students and AAPI students placed on academic probation has increased from the prior year.

TABLE 7. ACADEMIC PROBATION AT THE END OF FIRST TERM

Semester	High Need API			API			Total FTFT		
	Cohort	#	%	Cohort	#	%	Cohort	#	%
Fall 2015	879	72	8.2%	1,024	80	7.8%	4,081	438	10.7%
Fall 2016	796	79	9.9%	1036	107	10.3%	3,531	437	12.4%
Fall 2017	788	105	13.3%	1104	151	13.7%	4,084	717	17.6%
Fall 2018	778	90	11.6%	1145	149	13%	4,066	677	16.7%
Fall 2019	724	78	10.8%	1060	113	10.7%	3,517	539	15.3%
Fall 2020	513	51	9.9%	767	76	9.9%	2,617	390	14.9%
Fall 2021	555	54	9.7%	804	79	9.8%	2,952	444	15.0%
Fall 2022	606	67	11.1%	917	111	12.1%	3186	567	17.8%

Credits Earned in First Term: The baseline units for SFSU students attending full-time is 12 units. Our objective was to increase the number of credits earned in the first term by 3 units, which was not met. However, over the past 6 years, mean units have increased slightly among high need AA&PI students from 11.61 in Fall 2015 to 13.42 in Fall 2022.

TABLE 8. SFSU CREDITS EARNED IN FIRST TERM

Semester	Units	High Need API		API		Total FTFT	
		Mean	Cohort	Mean	Cohort	Mean	Cohort
Fall 2015	Units taken	13.21	879	13.21	1,024	13.12	4,081
	Units earned	11.61		11.74		11.20	
Fall 2016	Units taken	13.52	796	13.54	1032	13.36	3,531
	Units earned	11.63		11.75		11.27	
Fall 2017	Units taken	13.76	788	13.73	1099	13.46	4,084
	Units earned	12.04		12		11.25	
Fall 2018	Units taken	13.92	778	13.96	1136	13.80	4,066
	Units earned	12.9		12.82		12.34	
Fall 2019	Units taken	13.96	724	14.01	1051	13.79	3,517
	Units earned	12.9		12.94		12.33	
Fall 2020	Units taken	14.1	513	14.13	764	13.71	2,617
	Units earned	13.17		13.13		12.18	
Fall 2021	Units taken	14.25	555	14.24	799	13.84	2,952
	Units earned	12.98		12.98		12.05	
Fall 2022	Units taken	14.7	606	14.67	914	14.43	3186
	Units earned	13.42		13.26		12.23	

Student Persistence: The overall Fall to Fall one-year retention rates among SF State full-time students (FTFTF) we have seen an improvement from 84.5% to 84.7% in the last year. American and Pacific Islander (API) students remain steady at 87.7%
 Because of the grant, we continually see improvements in retention for high need API students. We attribute these increases to the available support and information provided by the REACH grant around financial literacy.

TABLE 9. FALL TO FALL ONE-YEAR RETENTION

Semester	High Need API			API			Total FTFTF		
	Cohort	#	%	Cohort	#	%	Cohort	#	%
Fall 2015	879	760	86.5%	1,024	887	86.6%	4,081	3,270	80.1%
Fall 2016	796	693	87.1%	1,036	890	85.9%	3,531	2,858	80.9%
Fall 2017	788	703	89.2%	1,104	961	87%	4,084	3,269	80.0%
Fall 2018	778	673	86.5%	1,145	982	85.8%	4,066	3,254	80.0%
Fall 2019	724	650	89.8%	1,060	929	87.6%	3,517	2,894	82.3%
Fall 2020	513	452	88.1%	767	680	88.7%	2,617	2,212	84.5%
Fall 2021	555	485	87.4%	804	705	87.7%	2,952	2,500	84.7%

4-Year Graduation Rates: The overall 4-year graduation rates among SF State full-time students (FTFTF) and Asian American and Pacific Islander (API) students improved this academic year. For APIs, the 4-year graduation rate improved 7 percentage points from 26.6% (Fall 2016 cohort) to 32.7% (Fall 2017 cohort) and 35.3% (Fall 2018) cohort. We attribute these increases to the available support and information provided by the ASPIRE grant.

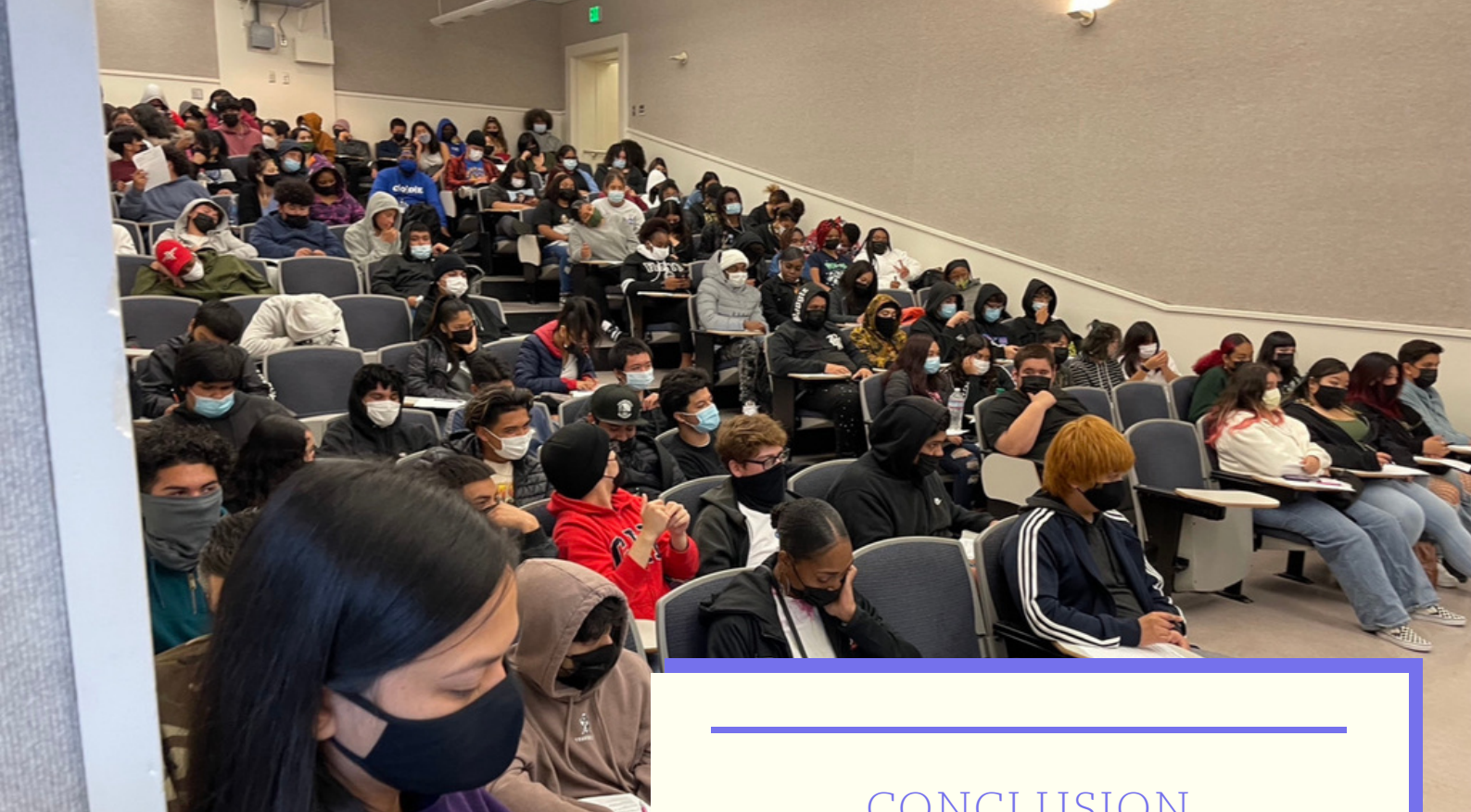
TABLE 10. FOUR YEAR GRADUATION RATES

Semester	High Need API			API			Total FTFT		
	Cohort	#	%	Cohort	#	%	Cohort	#	%
Fall 2010	918	123	13.4%	1,003	150	15.0%	3,611	656	18.2%
Fall 2011	846	133	15.7%	938	153	16.3%	3,469	635	18.3%
Fall 2012	943	185	19.6%	1,077	227	21.1%	3,756	816	21.7%
Fall 2013	937	193	20.6%	1,084	245	22.6%	3,603	820	22.8%
Fall 2014	885	205	23.2%	1,139	271	23.8%	3,630	910	25.1%
Fall 2015	880	212	24.1%	1,198	304	25.4%	4,081	986	24.2%
Fall 2016	796	202	25.4%	1,036	277	26.7%	3,531	961	27.2%
Fall 2017	788	252	32%	1,104	349	31.6%	4,084	1,084	26.5%
Fall 2018	778	276	35.5%	1,145	404	35.3%	4,066	1,156	28.4%

6-Year Graduation Rates: The overall 6-year graduation rates among SF State full-time students (FTFTF) and Asian American and Pacific Islander (API) students improved this academic year. The overall campus 6 year graduation rates among the Fall 2016 cohort of SF State full-time students and Asian American and Pacific Islander (API) students has improved at 54.7% for FTFTF and 62.1% API students compared to the - Fall 2015 cohort of 61.6% for API students and 53.9% for FTFT students. We attribute this available support and information provided by the ASPIRE grant.

TABLE 11. SIX YEAR GRADUATION RATES

Semester	High Need API			API			Total FTFT		
	Cohort	#	%	Cohort	#	%	Cohort	#	%
Fall 2010	918	545	59.4%	1,003	602	60.0%	3,611	1,945	53.9%
Fall 2011	846	547	64.7%	938	605	64.5%	3,469	1,891	54.5%
Fall 2012	943	573	60.8%	1,077	668	62.0%	3,756	2,080	55.4%
Fall 2013	937	578	61.7%	1,084	682	62.9%	3,603	2,065	57.3%
Fall 2014	885	583	65.9%	1,139	727	63.8%	3,630	2,024	55.8%
Fall 2015	880	549	62.4%	1,198	738	61.6%	4,081	2,201	53.9%
Fall 2016	796	502	63.1%	1,036	643	62.1%	3,531	1,931	54.7%



CONCLUSION

The overall goals of ASPIRE are to serve high-need Asian American, Pacific Islander, and low-income degree-seeking undergraduate students, improve SF State's learning environment, and strengthen academic outcomes.

The 2021-2022 year was marked with continued support through transitions from a majority remote campus, to hybrid, to in-person.

We offered virtual and in-person learning communities that consisted of faculty development, support from student peer mentors, academic support in study circles, and workshops and events to help students feel connected despite the pandemic.



The results of these multiple evaluations show the following:

- **Events and Workshops:** Evaluations from these programs show that students appreciated having a space to get to know one another outside of their classes. They described workshops as fun, welcoming, informative, interactive, and relaxing, and they felt a sense of community. There were comments asking for email reminders with announcements for resources and in early Fall 2021, requests for in-person workshop options in addition to virtual workshops.
- **Student Learning Communities:** As a result of their participation in a student learning community, students illustrated an increased sense of community and support for studying, career planning, time management, and access to support for campus services including psychological testing for learning differences. We also inquired with students about the impact of COVID-19, and many had stated that they or their families had experienced job loss and/or anti-Asian discrimination/hate during this time period.
- **Faculty Learning Communities:** ASPIRE faculty members overwhelmingly shared increased knowledge and capacity.
- **Peer Mentors:** Peer mentors mentioned challenges with student support and engagement during COVID-19.

We continue to utilize the EAB Navigator, a SF State student success platform approved in Fall 2021, as a tool to help track ASPIRE students.

Our team was able to contact high need AA&PI students, and we will continue to receive EAB training to support continuing students who have taken ASPIRE linked courses and those who major/minor in AAS, major/minor in Race & Resistance Studies, or minor in Critical Pacific Islands and Oceania Studies.

As we finish year 6, we celebrate the institutionalization of the Director of AAPI student services and educational psychologist positions. We are also focused on the institutionalization of other components of the ASPIRE grant including peer mentoring, a study circle space, and faculty development.

We have worked on continuing peer mentoring in the College of Ethnic Studies. We received an extramural grant from the CSU Student Success Network to continue peer mentoring in 2022-2023. We are also working to continue ASPIRE study circles and have continued discussion with the College to continually institutionalize.



Finally, in our work building and implementation of ASPIRE, our work has been a model for other campuses. Our work has been referenced and referred to by those off-campus especially as we have addressed student engagement during the pandemic and anti-Asian racism. During 2021-2022, the ASPIRE team has presented and written the following presentations and publications. We would also like to give a special thanks to Erin Cruz and Timothy Bautista for their support in putting this report together.

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