



AANAPISI Grant Annual Report

Grant 2 Year Five (Fall 2020 through Summer 2021)

Prepared by Lisa DiDonato, Educational Research Assessment Analyst 3/3/2022



Arise Year 5 Grant 2 (2020/21) Data Reports

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AANAPISI Grant Objectives Outcomes

Objective 1a	Performance Measures and Timelines		Annual Progress			
The number of Arise students Completing English 1A will increase by 5% each year.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	43%	Total N	English 1A	Percent	
	Year 1 (2016-2017)	43%	358	155	43%	Yes
	Year 2 (2017-2018)	48%	632	345	55%	Yes
	Year 3 (2018-2019)	53%	890	540	61%	Yes
	Year 4 (2019-2020)	58%	1,133	797	70%	Yes
	Year 5 (2020-2021)	63%	1,355	1,016	75%	Yes
Objective 1b	Performance Measures and Timelines		Annual Progress			
The number of Arise students Completing Math 71 will increase by 5% each year.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	38%	Total N	Math 71+	Percent	
	Year 1 (2016-2017)	38%	358	136	38%	Yes
	Year 2 (2017-2018)	43%	632	279	44%	Yes
	Year 3 (2018-2019)	48%	890	437	49%	Yes
	Year 4 (2019-2020)	53%	1,133	632	56%	Yes
	Year 5 (2020-2021)	58%	1,355	910	67%	Yes
Objective 2	Performance Measures and Timelines		Annual Progress			
The number of Arise students successfully completing math coursework following program interventions will increase by 5% each year.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	37%	Total N	Completers	Percent	
	Year 1 (2016-2017)	37%	358	134	37%	Yes
	Year 2 (2017-2018)	42%	632	243	38%	No
	Year 3 (2018-2019)	47%	890	507	57%	Yes
	Year 4 (2019-2020)	52%	1,133	683	60%	Yes
	Year 5 (2020-2021)	57%	1,355	946	70%	Yes
Objective 3	Performance Measures and Timelines		Annual Progress			
Upon completion of English language development interventions, the number of Arise ELL students successfully completing their AMLA and English courses will increase by 5% each year.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	58%	Total N	Completers	Percent	
	Year 1 (2016-2017)	58%	98	57	58%	Yes
	Year 2 (2017-2018)	63%	160	108	68%	Yes
	Year 3 (2018-2019)	68%	171	124	73%	Yes
	Year 4 (2019-2020)	73%	319	261	82%	Yes
	Year 5 (2020-2021)	78%	386	320	83%	Yes
Objective 4	Performance Measures and Timelines		Annual Progress			
Increase the number of Arise students who graduate/transfer by 5% each year.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)		Total N	Graduates	Percent	
	Year 1 (2016-2017)	18%	358	66	18%	Yes
	Year 2 (2017-2018)	23%	632	169	27%	Yes
	Year 3 (2018-2019)	28%	890	330	37%	Yes
	Year 4 (2019-2020)	33%	1,133	487	43%	Yes
	Year 5 (2020-2021)	38%	1,355	690	51%	Yes
Objective 5	Performance Measures and Timelines		Annual Progress			
80% of Arise students will complete an educational plan, documenting their career goals and courses needed to graduate/transfer within two semesters of joining the program.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	80%	Total N	Ed Plans	Percent	
	Year 1 (2016-2017)		358	321	90%	Yes
	Year 2 (2017-2018)		632	562	89%	Yes
	Year 3 (2018-2019)		890	803	90%	Yes
	Year 4 (2019-2020)		1,133	1,017	90%	Yes
	Year 5 (2020-2021)		1,355	1,322	98%	Yes

AANAPISI Grant Objectives Outcomes

Objective 6	Performance Measures and Timelines		Annual Progress			
70% of Arise students will complete English writing and math placement tests within two semesters of joining the program.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	70%	Total N	Count	Percent	
	Year 1 (2016-2017)		358	347	97%	Yes
	Year 2 (2017-2018)		340	295	87%	Yes
	Year 3 (2018-2019)		116	111	96%	Yes
	Year 4 (2019-2020)		236	220	93%	Yes
	Year 5 (2020-2021)		156	135	87%	Yes
Objective 7	Performance Measures and Timelines		Annual Progress			
70% of Arise students will participate in financial literacy programming.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	70%	Total N	Count	Percent	
	Year 1 (2016-2017)		358	22	6%	No
	Year 2 (2017-2018)		632	89	14%	No
	Year 3 (2018-2019)		890	101	11%	No
	Year 4 (2019-2020)		1,133	101	9%	No
	Year 5 (2020-2021)		1,355	199	15%	No
Objective 8	Performance Measures and Timelines		Annual Progress			
70% of new Arise students will complete 70% of their Guided Pathways checklist of tasks within one year of program enrollment.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	70%	Total N	Count	Percent	
	Year 1 (2016-2017)		169	139	82%	Yes
	Year 2 (2017-2018)		340	246	72%	Yes
	Year 3 (2018-2019)		116	84	72%	Yes
	Year 4 (2019-2020)		236	168	71%	Yes
	Year 5 (2020-2021)		156	119	76%	Yes
Objective 9	Performance Measures and Timelines		Annual Progress			
70% of Arise students who participate in program activities will self-report an enhanced sense of identity and confidence in their abilities to achieve their academic goals.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	70%	Total N	Count	Percent	
	Year 1 (2016-2017)		115	110	96%	Yes
	Year 2 (2017-2018)		73	67	92%	Yes
	Year 3 (2018-2019)		100	97	97%	Yes
	Year 4 (2019-2020)		153	150	98%	Yes
	Year 5 (2020-2021)		28	25	89%	Yes
Objective 10a	Performance Measures and Timelines		Annual Progress			
Create at least five professional development activities that promote cultural responsiveness and best practices in working with AANAPI students.	Year	Target	Actuals		Target Met?	
	Baseline (2016-17)	5	Total N	Grand Total		
	Year 1 (2016-2017)		4	4	Yes	
	Year 2 (2017-2018)		7	11		
	Year 3 (2018-2019)		8	19		
	Year 4 (2019-2020)		3	22		
	Year 5 (2020-2021)		5	27		
Objective 10b	Performance Measures and Timelines		Annual Progress			
70% of College personnel participating in grant-funded professional development will self-report increased awareness, understanding, and will attempt to implement one new strategy in working with AANAPI students.	Year	Target	Actuals			Target Met?
	Baseline (2016-17)	70%	Total N	Count	Percent	
	Year 1 (2016-2017)		3	3	100%	Yes
	Year 2 (2017-2018)		7	6	86%	Yes
	Year 3 (2018-2019)		6	5	83%	Yes
	Year 4 (2019-2020)		3	3	100%	Yes
	Year 5 (2020-2021)		5	5	100%	Yes

AANAPISI Grant Objectives Outcomes

Objective 11	Performance Measures and Timelines		Annual Progress	
Complete the grant evaluation plan on a semi-annual and annual basis by tracking effectiveness of various intervention strategies.	Year	Target	Actuals	Target Met?
	Baseline (2016-17)	Annual Data	Completed	
	Year 1 (2016-2017)	1	1	Yes
	Year 2 (2017-2018)	1	1	Yes
	Year 3 (2018-2019)	1	1	Yes
	Year 4 (2019-2020)	1	1	Yes
	Year 5 (2020-2021)	1	1	Yes
Objective 12	Performance Measures and Timelines		Annual Progress	
At least two focus groups of AANAPI students will be held each year.	Year	Target	Actuals	Target Met?
	Baseline (2016-17)	Annual Data	Count	
	Year 1 (2016-2017)	2	1	No
	Year 2 (2017-2018)	2	4	Yes
	Year 3 (2018-2019)	2	16	Yes
	Year 4 (2019-2020)	2	7	Yes
	Year 5 (2020-2021)	2	2	Yes
Objective 13	Performance Measures and Timelines		Annual Progress	
Compile research data and survey data annually to measure improvement in retention, course pass rates, and graduation/transfer.	Year	Target	Actuals	Target Met?
	Baseline (2016-17)	Annual Data	Grand Total	
	Year 1 (2016-2017)	15	15	Yes
	Year 2 (2017-2018)	18	33	Yes
	Year 3 (2018-2019)	20	53	Yes
	Year 4 (2019-2020)	17	70	Yes
	Year 5 (2020-2021)	22	92	Yes

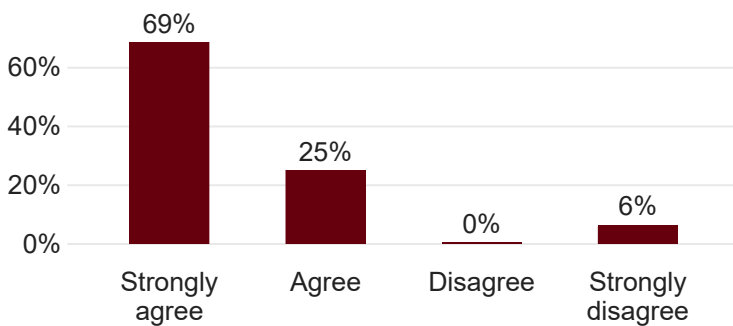


Welcome Back Survey Fall 2020 Results

16 students in attendance completed surveys at the Welcome Back Event. Their responses are reported below.

By attending this Welcome Back Event...

I feel more motivated academically.



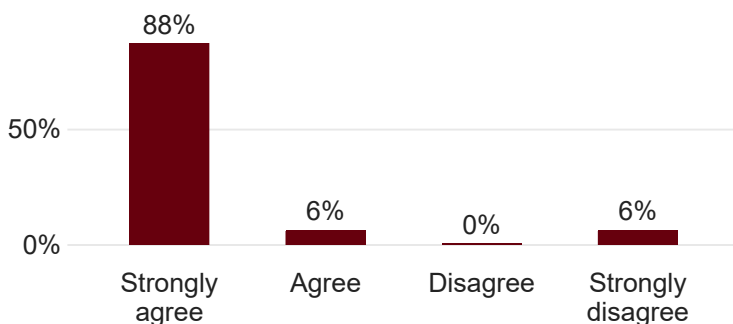
Level of Agreement	Choice Count
Strongly agree	69% 11
Agree	25% 4
Disagree	0% 0
Strongly disagree	6% 1
Total	16

● Percentage

69% of the students completing the survey, "Strongly Agreed" that they felt more motivated academically by attending the Welcome Back Event. An additional 25% selected "Agree" as their answer choice.

By attending this Welcome Back Event...

I know more about upcoming events.



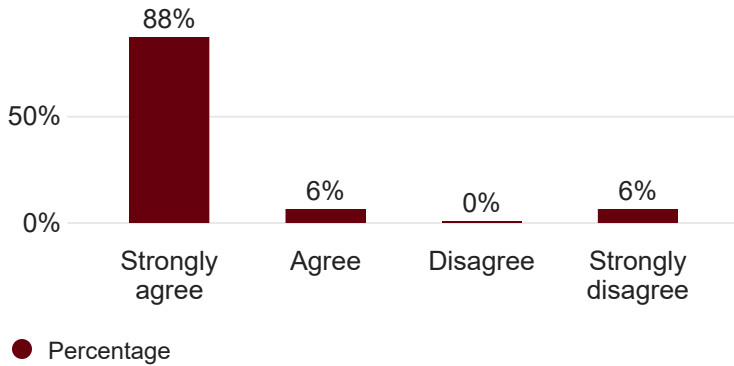
Level of Agreement	Choice Count
Strongly agree	88% 14
Agree	6% 1
Disagree	0% 0
Strongly disagree	6% 1
Total	16

● Percentage

94% of the students completing the survey, either "Strongly Agreed" or "Agreed" that they knew more about upcoming events by attending the Welcome Back Event.

By attending this Welcome Back Event...

I know more about available resources.

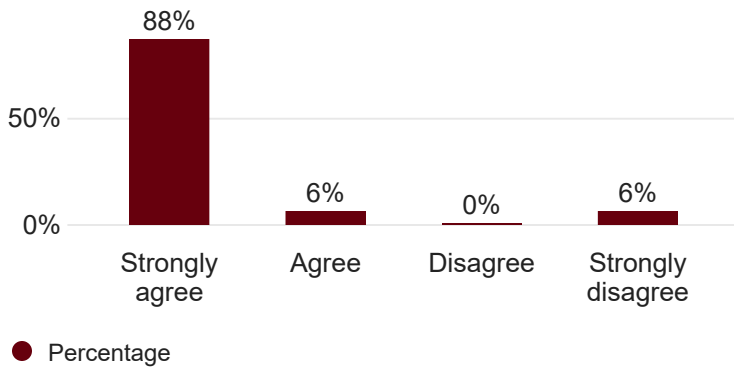


Field	Choice Count
Strongly agree	88% 14
Agree	6% 1
Disagree	0% 0
Strongly disagree	6% 1
Total	16

88% of the students completing the survey, "Strongly Agreed" that they know more about available resources by attending the Welcome Back Event. An additional 6% selected "Agree" as their answer choice.

By attending this Welcome Back Event...

I feel more connected to Mt. SAC.

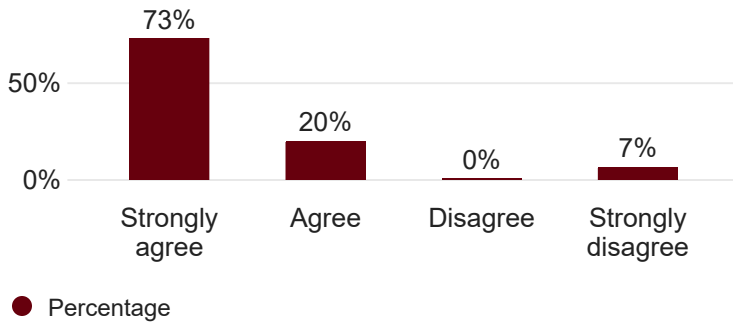


Level of Agreement	Choice Count
Strongly agree	88% 14
Agree	6% 1
Disagree	0% 0
Strongly disagree	6% 1
Total	16

88% of the students completing the survey, "Strongly Agreed" that they know more about available resources by attending the Welcome Back Event. An additional 6% selected "Agree" as their answer choice.

The Arise Program Has...

helped me feel more self-confident about achieving my academic goals

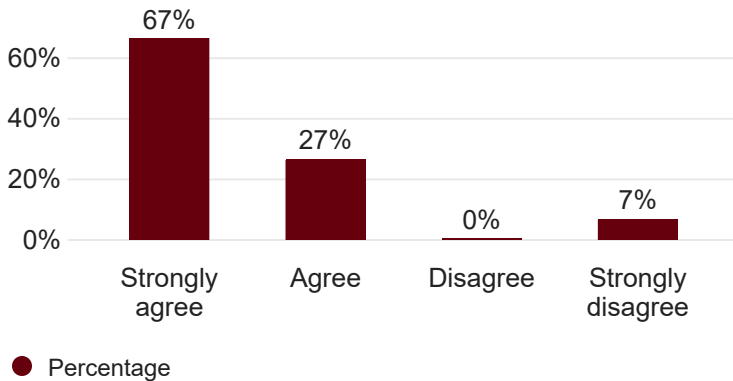


Level of Agreement	Choice Count
Strongly agree	73% 11
Agree	20% 3
Disagree	0% 0
Strongly disagree	7% 1
Total	15

73% of the students completing the survey, "Strongly Agreed" that the Arise Program has helped them feel more self-confident about achieving their academic goals. An additional 20% selected "Agree" as their answer choice.

The Arise Program Has...

helped me understand myself better.

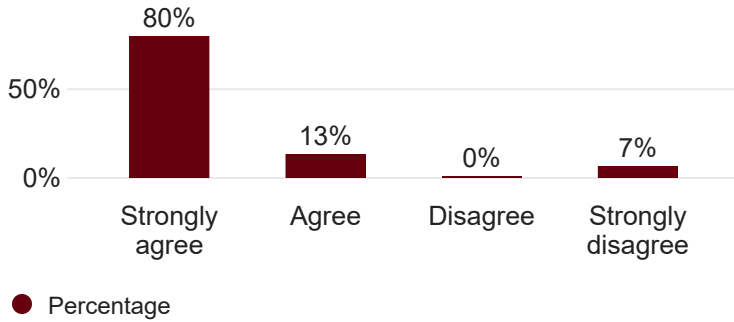


Level of Agreement	Choice Count
Strongly agree	67% 10
Agree	27% 4
Disagree	0% 0
Strongly disagree	7% 1
Total	15

93% of the students completing the survey, either "Strongly Agreed" or "Agreed" that the Arise Program has helped them understand themselves better.

The Arise Program Has...

provided a place at Mt. SAC I feel I belong.

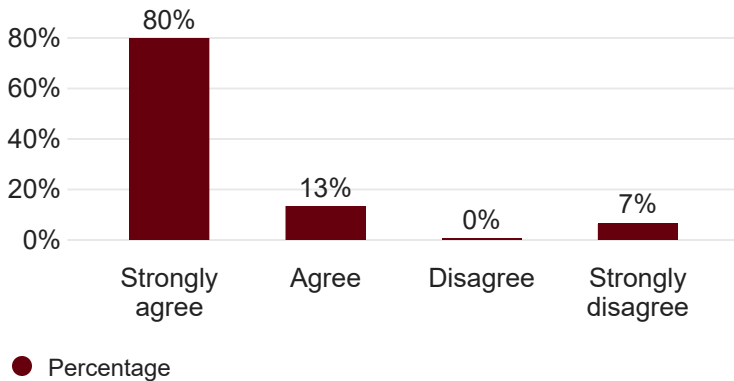


Level of Agreement	Choice Count
Strongly agree	80% 12
Agree	13% 2
Disagree	0% 0
Strongly disagree	7% 1
Total	15

80% of the students completing the "Strongly Agreed" that the Arise Program has provided a place at Mt. SAC they feel they belong. 13% selected "Agree" as their response.

The Arise Program Has...

supported my academic needs.



Level of Agreement	Choice Count
Strongly agree	80% 12
Agree	13% 2
Disagree	0% 0
Strongly disagree	7% 1
Total	15

93% of the students completing the survey, either "Strongly Agreed" or "Agreed" that the Arise Program has supported their academic needs.

What do you hope to gain from participating in the Arise program?

To have a community at Mt.Sac, to fulfill my academic goals, and figure out my major. learn more about careers

I hope to gain a sense of support from those who I can comfortably reach out to and ask questions. I also hope that by participating in the ARISE events, I can develop some social skills and ultimately learn how to interact with others without shying away or feeling uncomfortable.

I just happy to part of the arise

more sources and supports

To meet new people and to be a part of the arise community.

Since this is supposed to be my final year, I primarily just need help transferring. That's my first priority.

Show the motivation toward a person whose willing to join

I hope to gain network.

Meet new people

N/A

Community and I got that! Thank you

N/A

Friends and great experiences!

N/A

Help with personal and academic challanges.

N/A

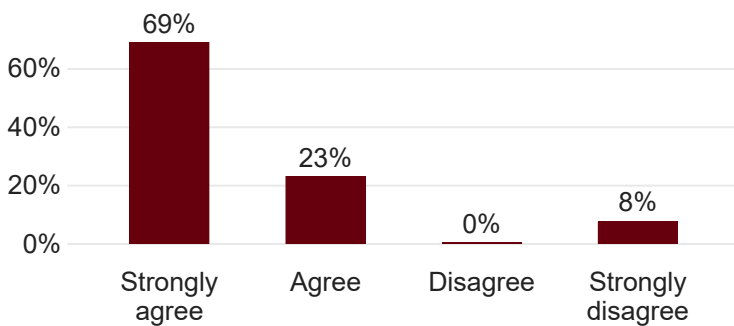


Welcome Back Survey Spring 2021 Results

13 students in attendance completed surveys at the Welcome Back Event. Their responses are reported below.

By attending this Welcome Back Event...

I feel more motivated academically.



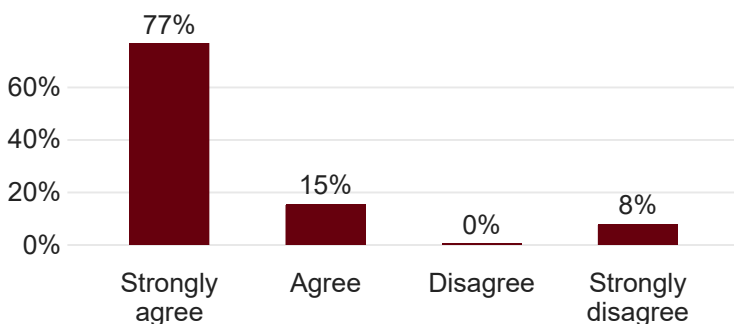
Level of Agreement	Choice Count
Strongly agree	69% 9
Agree	23% 3
Disagree	0% 0
Strongly disagree	8% 1
Total	13

● Percentage

69% of the students completing the survey, "Strongly Agreed" that they felt more motivated academically by attending the Welcome Back Event. An additional 23% selected "Agree" as their answer choice.

By attending this Welcome Back Event...

I know more about upcoming events.



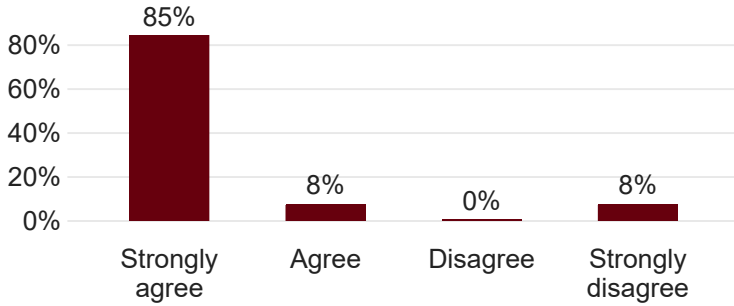
Level of Agreement	Choice Count
Strongly agree	77% 10
Agree	15% 2
Disagree	0% 0
Strongly disagree	8% 1
Total	13

● Percentage

92% of the students completing the survey, either "Strongly Agreed" or "Agreed" that they knew more about upcoming events by attending the Welcome Back Event.

By attending this Welcome Back Event...

I know more about available resources.



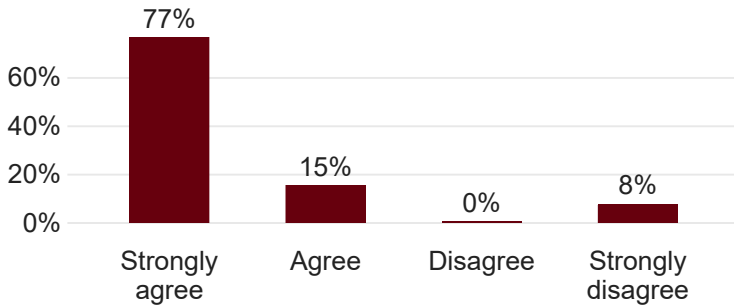
● Percentage

85% of the students completing the survey, "Strongly Agreed" that they know more about available resources by attending the Welcome Back Event. An additional 8% selected "Agree" as their answer choice.

Field	Choice Count
Strongly agree	85% 11
Agree	8% 1
Disagree	0% 0
Strongly disagree	8% 1
Total	13

By attending this Welcome Back Event...

I feel more connected to Mt. SAC.



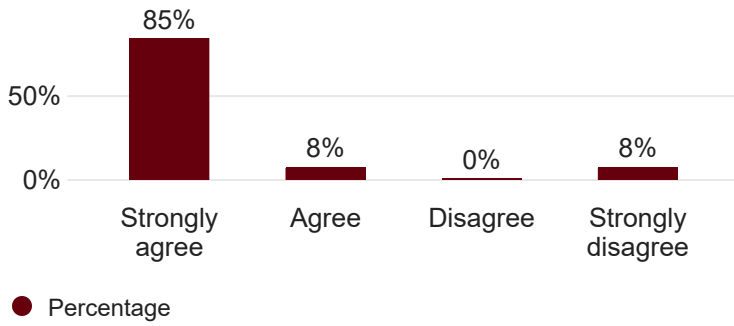
● Percentage

77% of the students completing the survey, "Strongly Agreed" that they know more about available resources by attending the Welcome Back Event. An additional 15% selected "Agree" as their answer choice.

Level of Agreement	Choice Count
Strongly agree	77% 10
Agree	15% 2
Disagree	0% 0
Strongly disagree	8% 1
Total	13

The Arise Program Has...

helped me feel more self-confident about achieving my academic goals

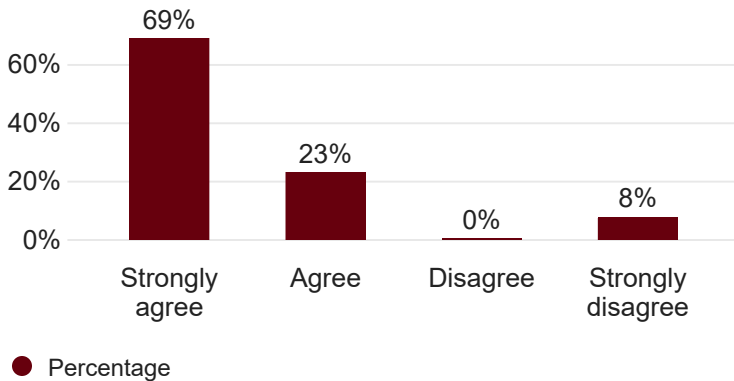


Level of Agreement	Percentage	Choice Count
Strongly agree	85%	11
Agree	8%	1
Disagree	0%	0
Strongly disagree	8%	1
Total		13

85% of the students completing the survey, "Strongly Agreed" that the Arise Program has helped them feel more self-confident about achieving their academic goals. An additional 8% selected "Agree" as their answer choice.

The Arise Program Has...

helped me understand myself better.

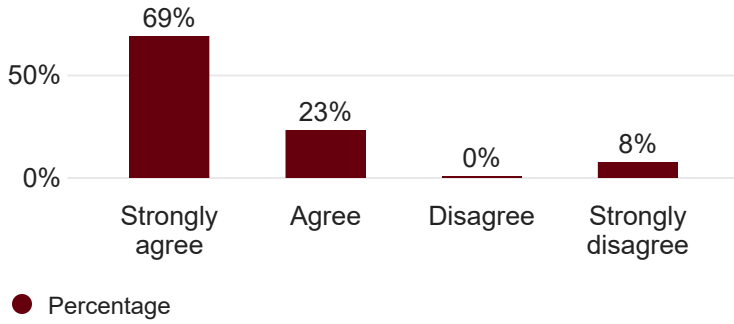


Level of Agreement	Percentage	Choice Count
Strongly agree	69%	9
Agree	23%	3
Disagree	0%	0
Strongly disagree	8%	1
Total		13

92% of the students completing the survey, either "Strongly Agreed" or "Agreed" that the Arise Program has helped them understand themselves better.

The Arise Program Has...

provided a place at Mt. SAC I feel I belong.

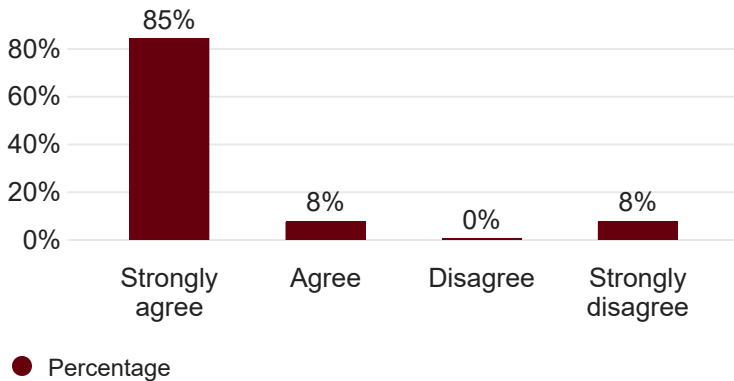


Level of Agreement	Choice Count
Strongly agree	69% 9
Agree	23% 3
Disagree	0% 0
Strongly disagree	8% 1
Total	13

69% of the students completing the "Strongly Agreed" that the Arise Program has provided a place at Mt. SAC they feel they belong. 23% selected "Agree" as their response.

The Arise Program Has...

supported my academic needs.



Level of Agreement	Choice Count
Strongly agree	85% 11
Agree	8% 1
Disagree	0% 0
Strongly disagree	8% 1
Total	13

92% of the students completing the survey, either "Strongly Agreed" or "Agreed" that the Arise Program has supported their academic needs.

What do you hope to gain from participating in the Arise program?

I can do this.

I hope to gain a community that's helpful and fun.

more personally talking

I hope to gain access and learn about resources, learn more about my culture and identity, as well as connect with other students like me.

being a part of a family and getting plenty of help when I need it.

N/A

a wonderful time

Knowledge

A sense of community!

To be able to be part of a community and a family as well :)

Support and self-growth

Make memorable events that I will remember that I can carry on when I transfer over to CPP.

N/A



Arise Student ASAP Summary Report

Fall 2020

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. At the beginning of the spring 2021 term, Arise students who were enrolled in classes during the fall 2020 term, received via email a personal letter updating them on the progress they are making on key success items. An example of this letter as well as summaries of all 513 students are included in this report.

Summary Results

- 53% of the fall 2020 Arise students earned 100% of the units they attempted that term.
- 63% of the fall 2020 students have earned over 48 units at Mt. SAC.
- 73% of the fall 2020 Arise students had an overall GPA of 2.5 or above for the classes they have taken at Mt. SAC.

This report is only possible because of the insight and assistance provided by IT, Audrey Yamagata-Noji, Aida Cuenza-Uvas, and the Arise grant staff. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 2/28/2022.

Obtaining and maintaining a grade point average (GPA) of 2.5 or more is an important part of academic success. As seen in the charts and graphs below, 73% of the fall 2020 Arise students have maintained a GPA of 2.5 or above for all the classes they have taken at Mt. SAC. 82% of the students earned a 2.5 or higher GPA for the fall 2020 term.

Overall Mt. SAC GPA

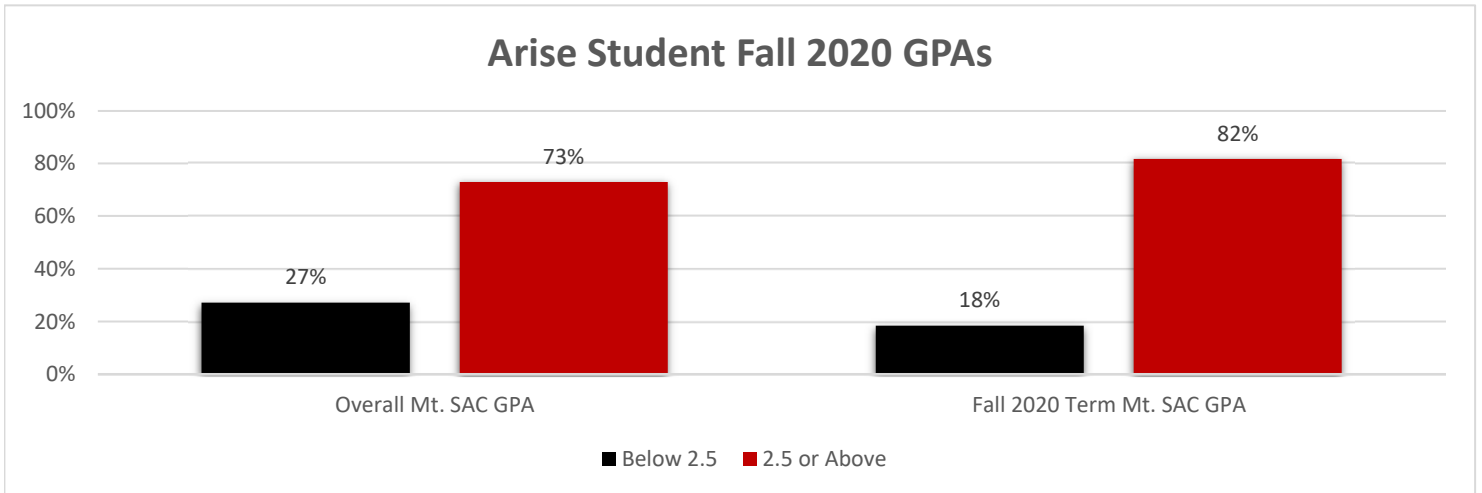
	Count	Percent
Below 2.5	139	27%
2.5 or Above	374	73%
Total	513	100%

Mean Overall GPA 3.11
Median Overall GPA 3.20

Fall 2020 Term Mt. SAC GPA

	Count	Percent
Below 2.5	94	18%
2.5 or Above	419	82%
Total	513	100%

Mean Overall GPA 2.82
Median Overall GPA 3.31



51% of the fall 2020 ASAP Arise students earned 8 or more units during the term. Overall, 63% of the fall 2020 students have earned 48 units or more at Mt. SAC.

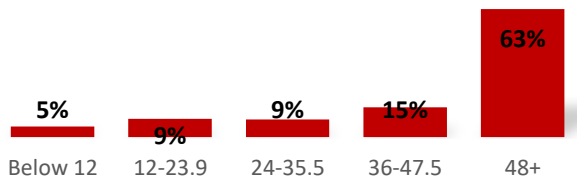
Overall Mt. SAC Units Earned

	Count	Percent
Below 12	26	5%
12-23.9	46	9%
24-35.5	44	9%
36-47.5	75	15%
48+	322	63%
Total	513	100%

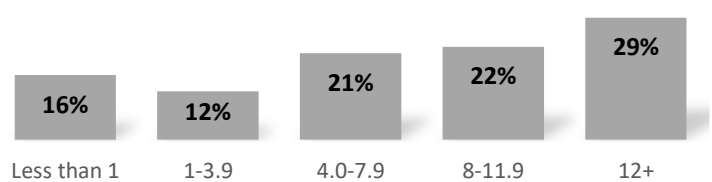
Term Mt. SAC Units Earned

	Count	Percent
Less than 1	80	16%
1-3.9	60	12%
4.0-7.9	107	21%
8-11.9	115	22%
12+	151	29%
Total	513	100%

Overall Units Earned



Fall 2020 Units Earned



53% of the fall 2020 Arise students earned 100% of the units they attempted during that term. Overall, 18% of the fall 2020 ASAP students have earned 100% of the units they have attempted at Mt. SAC.

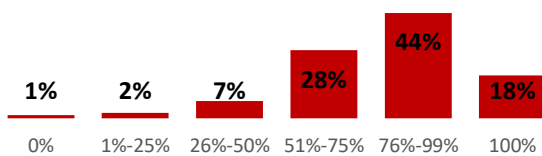
Percentage of Overall Mt. SAC Units Earned

	Count	Percent
0%	6	1%
1%-25%	11	2%
26%-50%	36	7%
51%-75%	145	28%
76%-99%	224	44%
100%	91	18%
Total	513	100%

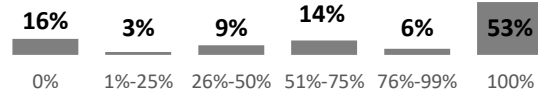
Percentage of Term Mt. SAC Units Earned

	Count	Percent
0%	81	16%
1%-25%	13	3%
26%-50%	48	9%
51%-75%	72	14%
76%-99%	29	6%
100%	270	53%
Total	513	100%

Percentage of Overall Units Earned



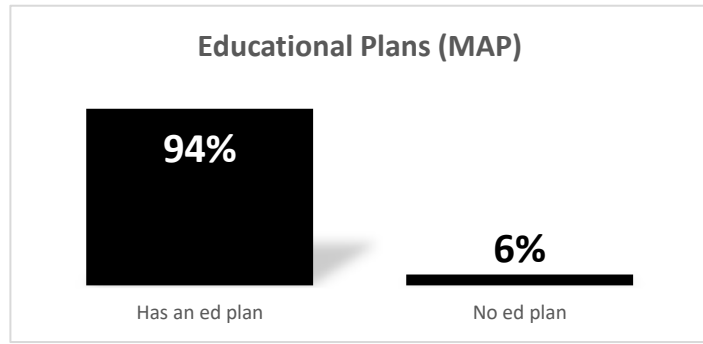
Percentage of Fall 2020 Units Earned



Educational Plans (MAP)

	Count	Percent
Has an ed plan	484	94%
No ed plan	29	6%
Total	513	

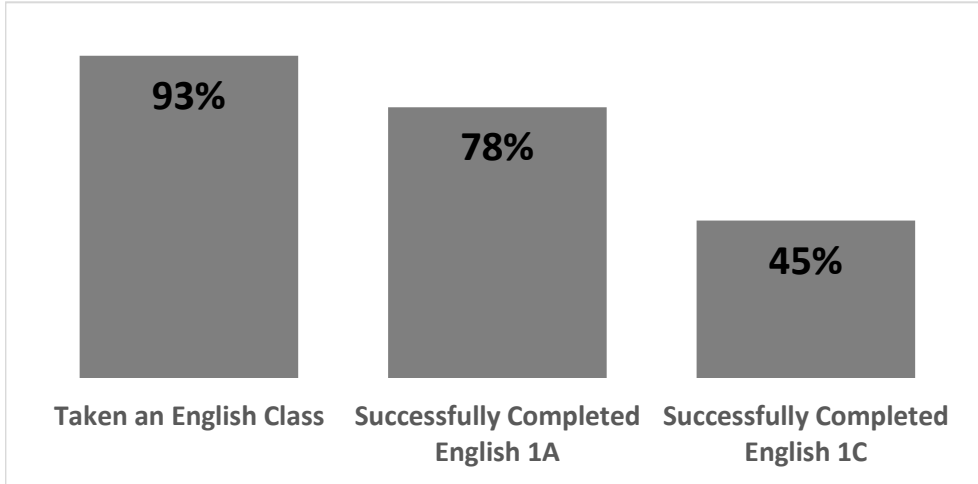
94% of the Arise students have an educational plan on file.



English Writing Requirements

	Count	Percent
Taken an English Class	475	93%
Successfully Completed English 1A	401	78%
Successfully Completed English 1C	233	45%

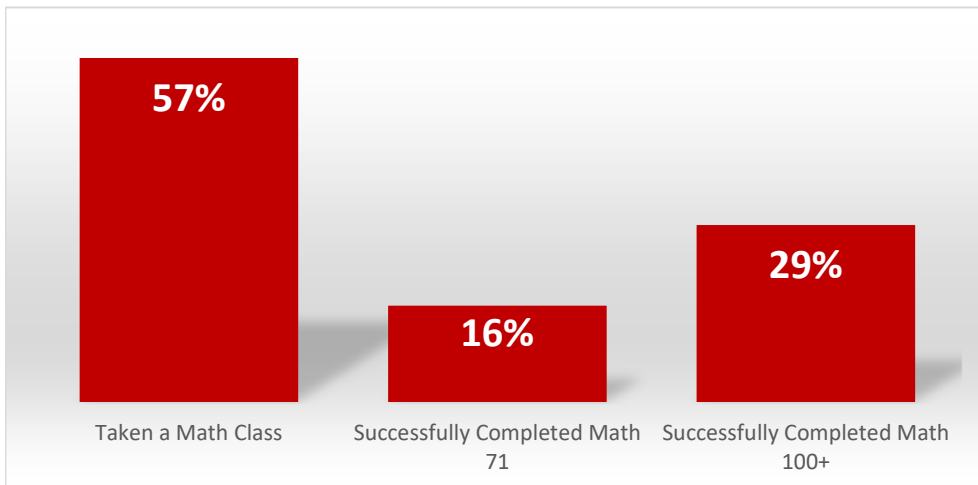
93% of the 513 students have taken an English class. 78% have successfully completed English 1A and 45% an English 1C class.



Math Requirements

	Count	Percent
Taken a Math Class	290	57%
Successfully Completed Math 71	81	16%
Successfully Completed Math 100+	149	29%

Of the 513 students, 57% of the students have attempted a math class. 16% have successfully completed math 71 and 29% have completed math 100 or higher.





January 11, 2021

Watson DiDonato
1212 Sphere Haven Rd.
Dogtown, CA 912121

Hi Watson,

We applaud you for making it through the Fall 2020 semester. With everything going on with online learning and COVID-19, we understand the semester had many ups and downs.

We like to follow-up after every full semester with an Arise Student Action Plan (ASAP!). This is our way of checking in with you and helping you towards your academic goals. ASAP! is your checklist towards your goal. Whether that goal is to build skills, obtain a degree, transfer, etc. we're here to help!

On the reverse side of this letter is your personalize ASAP! I want to commend you on your progress. Remember, progress, not perfection. Please review and make sure your information is accurate.

Also pay special attention to 'Your Actions' column. If it should state 'See an Arise Counselor or Advisor', then please come meet with our team, and bring this document with you. **We'll give you a treat.**

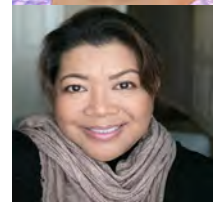
Whatever goal you have in mind, Arise is always available to assist you. We encourage you to meet with a Counselor every semester to stay on track. Also, take advantage of Arise events and program activities. They are always free and lots of fun. For more information on upcoming events, please stop by our virtual front desk.

Visit us at <https://cccconfer.zoom.us/j/95579734828>

Sincerely, Kare'I Lokeni
Your Educational Advisor

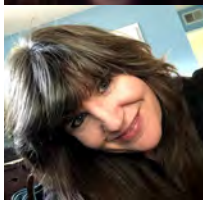
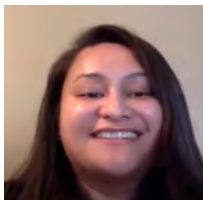
Staff

Tutasi Asuega-Matavao
Program Specialist



Aida Cuenza-Uvas
Program Director

Kare'I Lokeni
Educational Advisor



Lisa DiDonato
Researcher

Counselors



Bernadette Flameno



Chan Ton



Maria Rodriguez Vargas

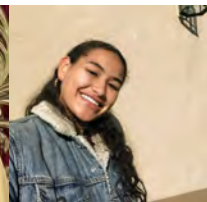
Student Staff

Dhruvi Ahir



Uale Togotogo

Fusiana Johnson



KJ Siufanua





Personalized ASAP! Report for Watson DiDonato

Your Arise Peer Mentor is Uale Togotogo

Student ID: A0DOG Your declared major is: Wrld Lang & Global Studies

Keep moving towards graduation and/or transfer ASAP!

Report after posting of Fall 2020 grades.

Student Progress Marker	Recommended Target	Your Profile Status	Your Actions
Mt. SAC Overall GPA*	2.50	4.00	Keep up the good work!
Mt. SAC Overall Units Enrolled/Completed	70% earned	57/57	Keep up the good work!
		100%	
Fall 2020 term GPA	2.50	4.00	Keep up the good work!
Fall 2020 term units Enrolled/Completed	70% earned	12/12	Keep up the good work!
		100%	
English Writing Requirements	English Placement	English Placement or AQ Taken	Placement Complete!
	English Class Taken	Attempted English class	You're on your way to finishing!
	Passed English 1A	Passed English 1A	You're on your way to finishing!
	Passed English 1C	Passed English 1C	You're on your way to finishing!
Congratulations! Your English Requirements for Transfer are Complete!			
Math Requirements	Math Placement	Math Placement or AQ Taken	Placement Complete!
	Math Class Taken	Attempted math class	You're on your way to finishing!
	Passed Math 71		
	Passed Math 100+	Passed Math 100 or Higher	You're on your way to finishing!
Congratulations! Your Math Requirements for Transfer are Complete!			
Ed Plan (Mountie Academic Plan-MAP)	Have an active ed plan on file	Has an Ed Plan	Update your ed plan every semester.

**Mt. SAC GPA is based exclusively on units earned at Mt. SAC.

If you have questions regarding your ASAP! Please come to the Arise Program office to meet with program staff.

Call (909) 274-6622 or stop by the Equity Center, Bldg. 16E.

All About Arise Students Fall 2020

Fall 2020 Arise Student Overall GPA



Completed English 1A and/or 1C



Completed Math 100 or higher



Year 5 Talking Circles Summary

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. In year five, multiple talking circles were held. This report is a summary of those conversations.

P. Tutasi Asuega Program Specialist II, Arise Program (AANAPISI), Student Services

Talking Circles

Filipinx - Kapamilya

Student conversation included a range of topics from the rise of Asian hate, the continued effects of the pandemic, to what the future of higher education would look like. Students discussed their concern for their Asian communities during the rise of violent acts across the country. One student shared their worry for their grandparent as many attacks were towards the elderly. Discussion continued about the videos they had viewed on social media around Asian hate. This group felt the need to share educational posts on their personal social media outlets, to bring awareness to those they knew. Continued conversation around the pandemic regarding family concern of illness and home life, was felt from each student. Still in remote learning, students discussed their continued struggles as well as their acclamation with online learning. A lot of questions were shared around if and when campus would open would they feel comfortable returning. Students discussed what they felt the inside of a classroom would look like, or if class would be held outdoors. Their resilience to pursue their education was displayed during this conversation. Our observations of this group, although conversation was held on zoom, was their connection still continued with one another. However they did express their hope to meet face-to-face one day.

Pacific Islander Females

Students discussed home life and time management around their academics, during the pandemic. Still concerned with their home and family responsibilities, students shared what their younger family members' school life looked like virtually. Although humorous, one student shared how hard it was for her mom to help her siblings continue with class virtually. Students shared their experience with zoom fatigue and trying to manage it day-to-day. They also discussed small "champion moments" that they wanted to share, realizing those moments weren't always celebrated during the pandemic. From successful time management to self-care moments, they were able to celebrate each other in this space. Students also discussed the rise of Asian hate and how it was important that the focus was on the Asian community. They shared ways they could bring awareness to help the Asian community. Our observation was the continued diligence of these Pacific Islander females during this pandemic. They not only discussed concern for their families but also concern for the Pacific Islander Males as their peers and community. This group continues to show compassion and empathy.



Year 5 Arise Program Demographic Report

Fall 2020 - Summer 2021

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. This report provides an overview of the students who completed Arise program applications during each year of our second grant.

Year 5 Summary Results

- 82% of all Arise year five students have earned more than 30 units at Mt. SAC.
- 85% of new Arise year four students had educational plans by the end of the summer 2021 term.
- 156 students joined the Arise program in year five.
- 60% of the new year four Arise students received some form of financial aid.

This report is only possible because of the insight and assistance provided by IT, Audrey Yamagata-Noji, Aida Cuenza-Uvas, and the Arise grant staff. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 3/1/2022.

Arise Program Grant 2 Year 1 Student Profile

	# Students Served	% Students Served
Completed an application for the program	358	100%
Number Enrolled in Credit Courses Fall 2016	285	100%
Number Persisted Fall to Spring	264	93%

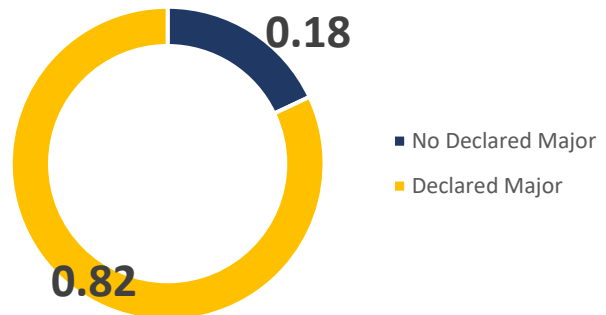
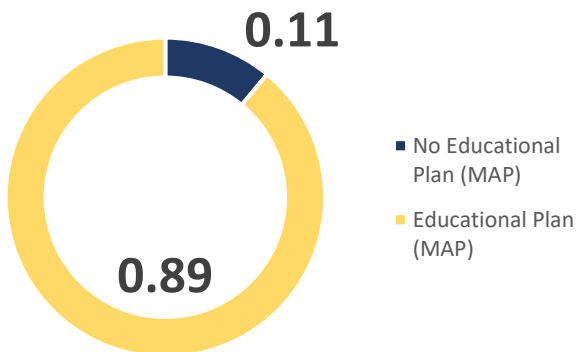
358 students completed applications to be Arise students in year 1 of the second grant. 93% of the fall 2016 applicants persisted to spring 2017.

GPA					
Average Cumulative GPA of Cohort		2.77			
Total Units Completed					
Units Completed	Count	Percent	Percent of Attempted	Count	Percent
0-11.99	52	17%	0 to 25%	13	4%
12-29.99	102	33%	26 to 50%	27	9%
30-59.99	87	28%	51 to 75%	85	27%
60+	66	21%	76 to 100%	185	60%
Total	307	100%	Total	310	100%

60% of the year 1 students earned 76% to 100% of the units they attempted at Mt. SAC. 50% of these students have earned less than 30 units at Mt. SAC.

MAP		
Number with MAP	317	89%
Declared Major	293	82%
English and Math Completion		
Successfully Completed English 1A	154	43%
Successfully Completed Math 71	187	52%
Successfully Completed Math Course above 71	139	39%

82% of the year 1 students have a declared major and 89% an educational plan (MAP). 43% of these students have already completed English 1A and 52% math 71.



Students Served During Year 1 (Fall 2016-Summer 2017)

Demographics		
Gender	Count	Percent
Male	187	52%
Female	165	46%
Unknown/Not Declared	4	1%
Race/Ethnicity		
Hispanic, Latino	29%	
Mexican, Mexican American, Chicano	24%	
Central American	3%	
South American	3%	
Hispanic, Other	8%	
Asian Indian	1%	
Asian Chinese	15%	
Asian Japanese	2%	
Asian Korean	3%	
Asian Laotian	1%	
Asian Cambodian	5%	
Asian Vietnamese	22%	
Filipino	6%	
Asian, Other	15%	
Black or African American	3%	
American Indian/Alaskan Native	1%	
Pacific Islander Guamanian	2%	
Pacific Islander Hawaiian	8%	
Pacific Islander Samoan	7%	
Pacific Islander, Other	13%	
White	28%	
	Count	Percent
Any API Category	219	77%

52% of the year 1 students have were male and 46% female.

77% of year 1 Arise students marked at least one of the Asian Pacific Islander (API) categories when reporting on their racial/ethnic background.

Financial Aid	Count	Percent
Scholarship or Aid	251	70%
Length of Time in Arise Program	Count	Percent
Previous Grant	60	17%
New to Arise	298	83%

70% of the students received either a scholarship or financial aid.

Total **358**

358 students applied to be an Arise student during year 1. Only 175 of these students were return Arise students from our previous grant.

Arise Program Grant 2 Year 2 Student Profile

	Students Served	
Completed an application for the program	274	
Number Enrolled in Credit Courses Fall 2017	508	
	Count	Percent
Number Persisted Fall to Spring	408	80%

274 students completed applications to be an Arise students in year two of the second grant. 80% of the Arise students enrolled in credit courses during the fall 2017 were enrolled in credit courses spring 2018.

GPA	
Average Cumulative GPA of Cohort	2.80

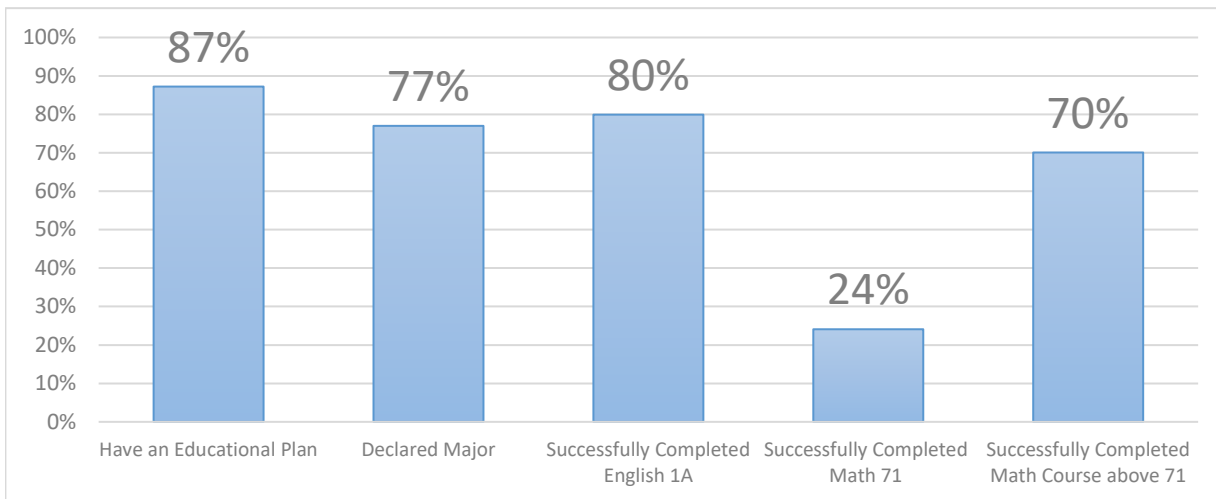
Total Units Completed by Spring 2018					
Units Completed	Count	Percent	Percent of Attempted	Count	Percent
0-11.99	44	10%	0 to 25%	16	4%
12-29.99	110	24%	26 to 50%	3	1%
30-59.99	155	34%	51 to 75%	167	37%
60+	145	32%	76 to 100%	268	59%
Total	454	100%	Total	454	100%

59% of all Arise year two students earned 76% to 100% of the units they attempted at Mt. SAC. 66% of these students have earned more than 30 units at Mt. SAC.

New Year Two Arise Students (n=274)

MAP		
Have an Educational Plan	239	87%
Declared Major	211	77%
English and Math Completion		
Successfully Completed English 1A	219	80%
Successfully Completed Math 71	66	24%
Successfully Completed Math Course above 71	192	70%

77% of the new year two students have a declared major and 87% an educational plan (MAP). 80% of these students have already completed English 1A and 70% math 71 or higher.



New Arise Students Year 2 (Fall 2017-Summer 2018)

Demographics		
Gender	Count	Percent
Male	139	51%
Female	131	48%
Unknown/Not Declared	4	1%
Race/Ethnicity		
Hispanic, Latino	27%	
Mexican, Mexican American, Chicano	21%	
Central American	4%	
South American	1%	
Hispanic, Other	8%	
Asian Indian	3%	
Asian Chinese	16%	
Asian Japanese	1%	
Asian Korean	2%	
Asian Laotian	0%	
Asian Cambodian	1%	
Asian Vietnamese	4%	
Filipino	18%	
Asian, Other	6%	
Black or African American	14%	
American Indian/Alaskan Native	4%	
Pacific Islander Guamanian	0%	
Pacific Islander Hawaiian	3%	
Pacific Islander Samoan	13%	
Pacific Islander, Other	6%	
White	19%	
	Count	Percent
Any API Category	173	77%
Financial Aid	Count	Percent
Scholarship or Aid	189	69%

51% of the year two students have were male and 48% female.

Hispanic, Latino, Filipino, and white were the most commonly selected race/ethnicity categories among new year two students.

77% of new year two Arise students marked at least one of the Asian Pacific Islander (API) categories when reporting on their racial/ethnic background.

69% of the new year two Arise students received either a scholarship or financial aid.

Arise Program Grant 2 Year 3 Student Profile

Students Served	
Completed an application for the program	251
Number Enrolled in Credit Courses Fall 2018	468
Count	Percent
Number Persisted Fall to Spring	394 84%

251 students completed applications to be an Arise students in year three of the second grant. 84% of the Arise students enrolled in credit courses during the fall 2018 were enrolled in credit courses spring 2019.

GPA	
Average Cumulative GPA of Student Cohort	2.78

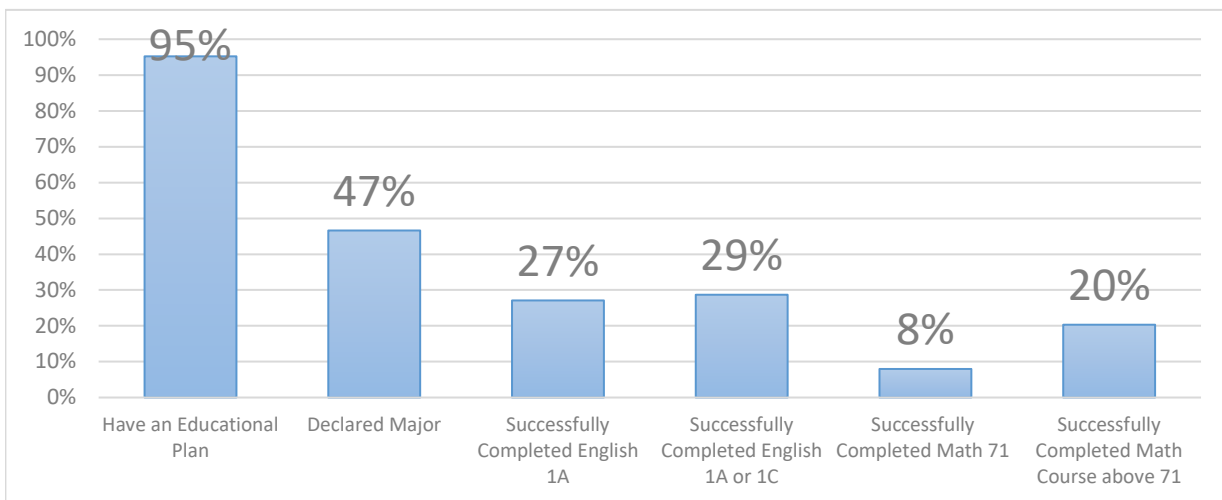
Total Units Completed by Spring 2019					
Units Completed	Count	Percent	Percent of Attempted	Count	Percent
0-11.99	40	9%	0 to 25%	15	3%
12-29.99	90	19%	26 to 50%	36	8%
30-59.99	162	34%	51 to 75%	159	34%
60+	178	38%	76 to 100%	260	55%
Total	470	100%	Total	470	100%

55% of all Arise year three students earned 76% to 100% of the units they attempted at Mt. SAC. 72% of these students have earned more than 30 units at Mt. SAC.

New Year Three Arise Students (n=251)

MAP		
Have an Educational Plan	239	95%
Declared Major	117	47%
English and Math Completion		
Successfully Completed English 1A	68	27%
Successfully Completed English 1A or 1C	72	29%
Successfully Completed Math 71	20	8%
Successfully Completed Math Course above 71	51	20%

47% of the new year two students have a declared major and 95% an educational plan (MAP). 27% of these students have already completed English 1A and 20% math 71 or higher.



New Arise Students Year 3 (Fall 2018-Summer 2019)

Demographics		
Gender	Count	Percent
Male	101	40%
Female	144	57%
Unknown/Not Declared	6	2%
Race/Ethnicity		
Hispanic, Latino	32%	
Mexican, Mexican American, Chicano	25%	
Central American	8%	
South American	1%	
Hispanic, Other	9%	
Asian Indian	2%	
Asian Chinese	15%	
Asian Japanese	2%	
Asian Korean	4%	
Asian Laotian	1%	
Asian Cambodian	2%	
Asian Vietnamese	8%	
Filipino	25%	
Asian, Other	6%	
Black or African American	9%	
American Indian/Alaskan Native	3%	
Pacific Islander Guamanian	2%	
Pacific Islander Hawaiian	2%	
Pacific Islander Samoan	6%	
Pacific Islander, Other	6%	
White	15%	
Afghan	0%	
Israeli	0%	
Iranian or Persian	0%	
European Jewish (Ashkenazi)	0%	
	Count	Percent
Any API Category	169	67%
Financial Aid		
Scholarship or Aid	Count	Percent
Scholarship or Aid	163	65%

40% of the year three students have were male and 57% female.

"Hispanic, Latino", "Mexican, Mexican American, Chicano", and "Filipino" were the most commonly selected race/ethnicity categories among new year three students.

67% of new year three Arise students marked at least one of the Asian Pacific Islander (API) categories when reporting on their racial/ethnic background.

65% of the new year three Arise students received either a scholarship or financial aid.

Arise Program Grant 2 Year 4 Student Profile

	Students Served	
Completed an application for the program	288	
Number Enrolled in Credit Courses Fall 2019	624	
	Count	Percent
Number Persisted Fall to Spring	550	88%

220 students completed applications to be an Arise students in year four of the second grant. 88% of the Arise students enrolled in credit courses during the fall 2019 were enrolled in credit courses spring 2020.

GPA	
Average Cumulative GPA of Student Cohort	3.11

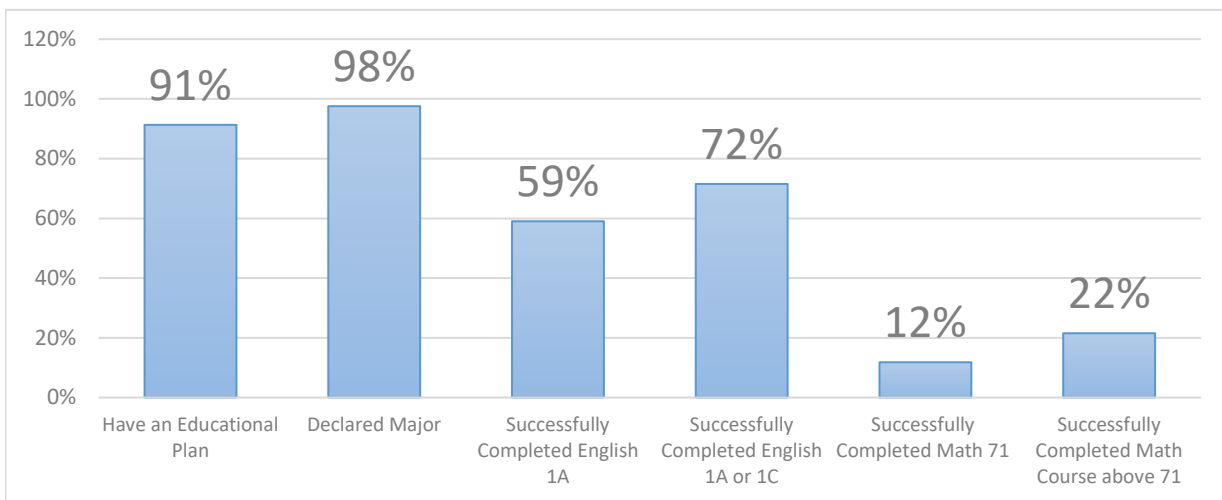
Total Units Completed by Spring 2020					
Units Completed	Count	Percent	Percent of Attempted	Count	Percent
0-11.99	60	11%	0 to 25%	9	2%
12-29.99	141	26%	26 to 50%	37	7%
30-59.99	179	33%	51 to 75%	156	29%
60+	164	30%	76 to 100%	342	63%
Total	544	100%	Total	544	100%

63% of all Arise year four students earned 76% to 100% of the units they attempted at Mt. SAC. 63% of these students have earned more than 30 units at Mt. SAC.

New Year Four Arise Students (n=288)

MAP		
Have an Educational Plan	263	91%
Declared Major	281	98%
English and Math Completion		
Successfully Completed English 1A	170	59%
Successfully Completed English 1A or 1C	206	72%
Successfully Completed Math 71	34	12%
Successfully Completed Math Course above 71	62	22%

98% of the new year four students have a declared major and 91% have an educational plan (MAP). 59% of these students have already completed English 1A and 22% math 71 or higher.



New Arise Students Year 4 (Fall 2019-Summer 2020)

Demographics		
Gender	Count	Percent
Male	123	43%
Female	158	55%
Unknown/Not Declared	7	2%
Race/Ethnicity		
Hispanic, Latino	28.5%	
Mexican, Mexican American, Chicano	24.3%	
Central American	4.2%	
South American	2.1%	
Hispanic, Other	8.0%	
Asian Indian	2.8%	
Asian Chinese	17.4%	
Asian Japanese	1.4%	
Asian Korean	0.7%	
Asian Laotian	1.0%	
0 American Indian	0.3%	
Asian Cambodian	1.4%	
1 Native American Pacific Region Tribes	0.3%	
Asian Vietnamese	6.6%	
Filipino	25.0%	
Asian, Other	7.3%	
Black or African American	9.4%	
American Indian/Alaskan Native	2.4%	
Pacific Islander Guamanian	0.3%	
Pacific Islander Hawaiian	1.4%	
Pacific Islander Samoan	4.5%	
Pacific Islander, Other	4.2%	
White	14.2%	
Chinese	0.3%	
Iranian or Persian	0.3%	
Central West African Nigeria Region	0.3%	
Tongan	0.3%	
Western European (French/German)	0.3%	
European Jewish (Ashkenazi)	0.3%	
Portuguese	0.3%	
Canadian	0.3%	
Spanish	0.3%	
Mexican	0.3%	
	Count	Percent
Any API Category	182	73%

43% of the year four students were male and 55% female.

"Hispanic, Latino", "Mexican, Mexican American, Chicano", and "Filipino" were the most commonly selected race/ethnicity categories among new year four students.

73% of new year four Arise students marked at least one of the Asian Pacific Islander (API) categories when reporting on their racial/ethnic background.

Financial Aid	Count	Percent
Scholarship or Aid	217	75%

75% of the new year four Arise students received either a scholarship or financial aid.

Arise Program Grant 2 Year 5 Student Profile

Students Served	
Completed an application for the program	156
Number Enrolled in Credit Courses Fall 2020	628
Count	Percent
Persisted Fall 2020 to Spring 2021	506 81%

156 students completed applications to be an Arise students in year five of the second grant. 81% of the Arise students enrolled in credit courses during the fall 2020 were enrolled in credit courses spring 2021.

GPA	
Average Cumulative GPA of Student Cohort	2.75

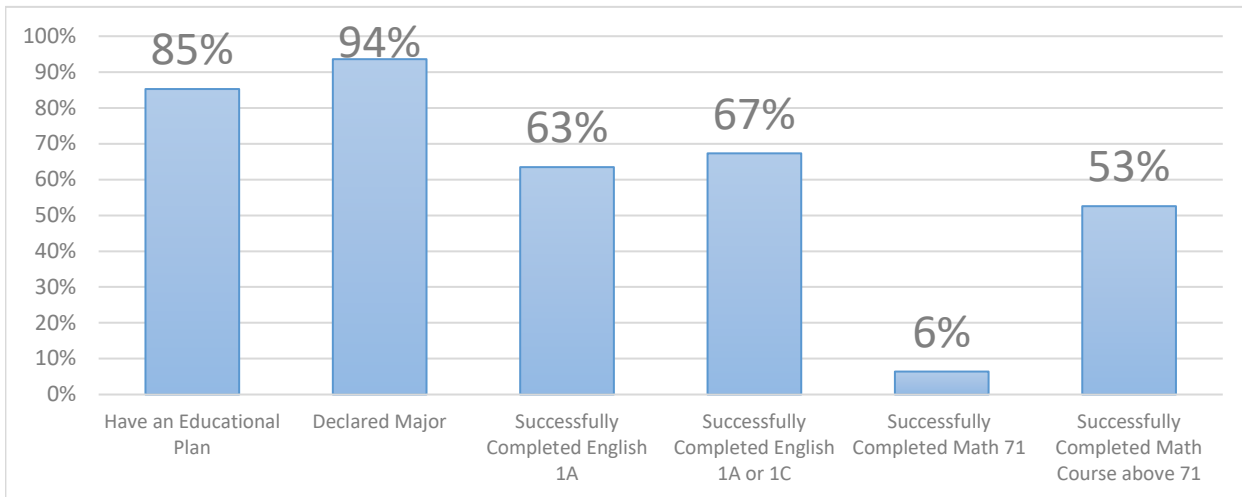
Total Units Completed through Spring 2021					
Units Completed	Count	Percent	Percent of Attempted	Count	Percent
0-11.99	32	5%	0 to 25%	23	4%
12-29.99	83	13%	26 to 50%	60	10%
30-59.99	218	35%	51 to 75%	172	27%
60+	295	47%	76 to 100%	373	59%
Total	628	100%	Total	628	100%

76% of all Arise year five students earned 76% to 100% of the units they attempted at Mt. SAC. 82% of the year five students have earned more than 30 units at Mt. SAC.

New Year Five Arise Students (n=156)

MAP		
Have an Educational Plan	133	85%
Declared Major	146	94%
English and Math Completion		
Successfully Completed English 1A	99	63%
Successfully Completed English 1A or 1C	105	67%
Successfully Completed Math 71	10	6%
Successfully Completed Math Course above 71	82	53%

94% of the new year five students have a declared major and 85% have an educational plan (MAP). 63% of these students have already completed English 1A and 53% math 71 or higher.



New Arise Students Year 5 (Fall 2020-Summer 2021)

Demographics		
Gender	Count	Percent
Male	56	36%
Female	100	64%
Unknown/Not Declared	0	0%
Race/Ethnicity		
American Indian/Alaskan Native	3.2%	
Asian Cambodian	1.9%	
Asian Chinese	37.8%	
Asian Indian	1.9%	
Asian Japanese	1.3%	
Asian Korean	3.8%	
Asian Laotian	0.6%	
Asian Vietnamese	9.6%	
Asian, Other	9.6%	
Black or African American	5.1%	
Central American	1.3%	
Filipino	20.5%	
Guamanian or Chamorro	0.6%	
Hispanic, Latino	12.8%	
Hispanic, Other	5.8%	
Irish	0.6%	
Italian/Balkan/Greek	0.6%	
Mexican, Mexican American, Chicano	10.9%	
Other Middle Eastern	0.6%	
Pacific Islander Guamanian	1.3%	
Pacific Islander Hawaiian	1.9%	
Pacific Islander Samoan	5.1%	
Pacific Islander, Other	2.6%	
South American	1.3%	
Taiwanese	0.6%	
Tongan	0.6%	
White	12.8%	
	Count	Percent
Any API Category	129	83%

36% of the year five students were male and 64% female.

"Asian Chinese" and "Filipino", were the most commonly selected race/ethnicity categories among new year five students.

83% of new year five Arise students marked at least one of the Asian Pacific Islander (API) categories when reporting on their racial/ethnic background.

60% of the new year five Arise students received either a scholarship or financial aid.

Financial Aid	Count	Percent
Scholarship or Aid	93	60%



The Arise Program

The Arise program began fall 2011. Fall 2021 marked the 10th year of the program. During this time, the majority of the funding was provided by the Federal Asian American Native American Pacific Islander Serving Institutions grant (AANAPISI).

Here are a few facts about the program:

Students Served

2,240



835

students completed applications during the first grant.

1,405

new students completed applications during the second grant.

Timeframe: Students who applied 10/17/2012-2/1/22

Gender

51%

Female

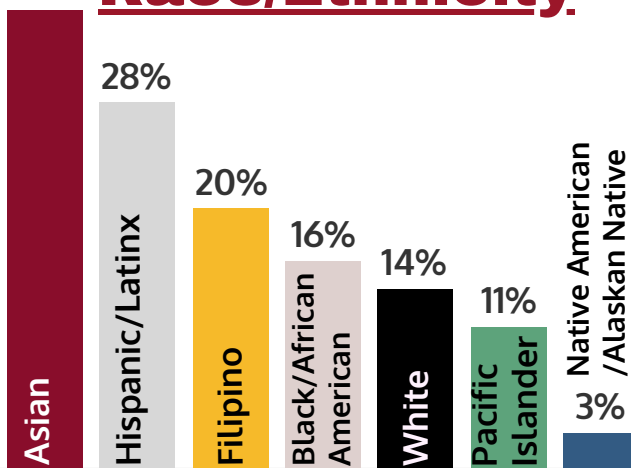
48%

Male

1%

Unknown

35% Race/Ethnicity



Graduation and Transfer

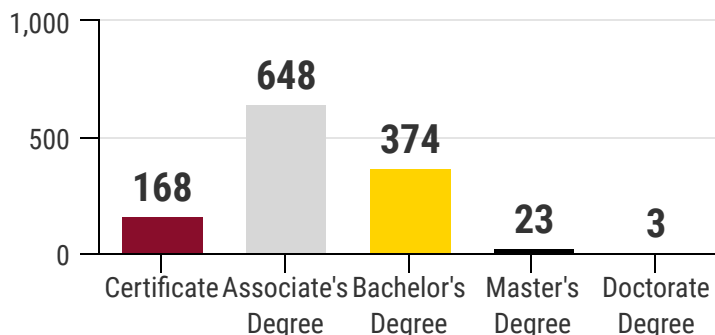


30% have earned a Mt. SAC degree or certificate (n=815).



36% have transferred to a 4 year university (n=817)

Number of Students Completing Awards



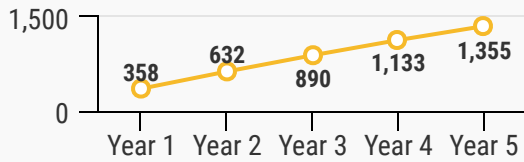
- 168 students a certificate
- 648 students an Associate's degrees
- 374 students a Bachelor's degrees
- 23 students a Master's degrees
- 3 students earned Doctorate degree



The Arise Program

Grant 2 Fall 2016 thru Summer 2021

New Arise Students



Average Number of New Students Annually = 283

Educational Plans

91% n=1,227

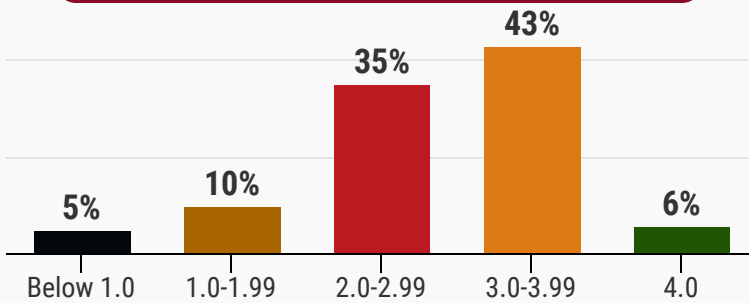
Completed Transfer Level Math

56% n=757

Completed Transfer Level English

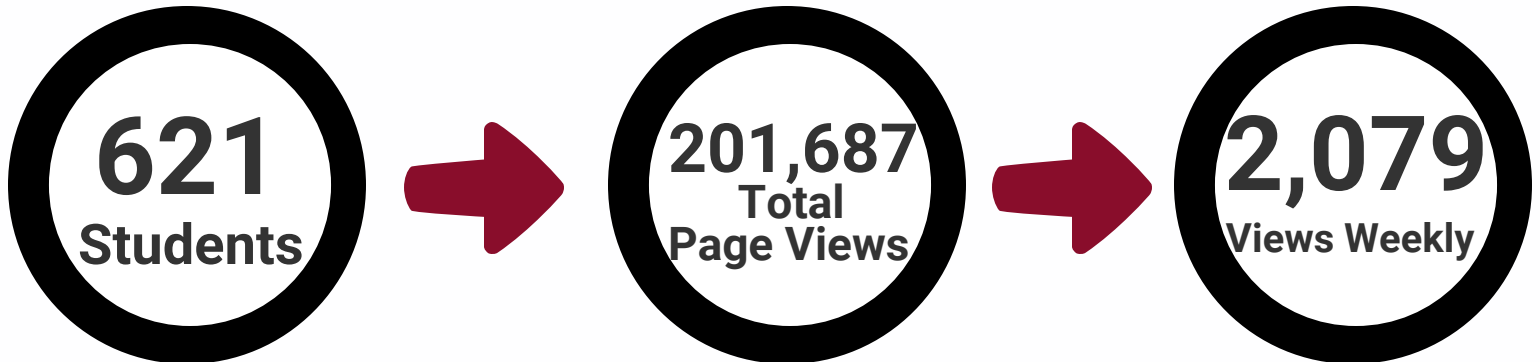
74% n=1007

Cumulative GPAs



The Arise Canvas Hub

The sudden closure of our campus in the spring 2020 term required the program to develop new methods of delivering services. One such method was utilizing Canvas software to develop the Arise Student Hub.



Humans of Arise

This themed activity on the Arise Hub allowed to students to share thoughts on topics each month in year 5 of the grant.

On the Topic of: Filipinx-American History Month

"What it means to me to be Filipina is to hold the values that my family and ancestors have held before me, to keep a tradition going, a mindset intact, and keeping your loved ones in mind and in your heart. To me being Filipina is who the people are who came before me, and what I want it to mean in the future. It will always hold meaning with family!"

"To identify as a Filipina-American is truly one of my proudest aspects of my being. The Filipino culture and ideals are what shaped me into becoming who I am as a person and instilled ethics and morals that I find important to have in the world today. Other than the amazing food, being a Filipina-American gives me an instant familial bond with any Filipino, which gives us a place to belong and be understood."

"Sometimes when I think about the past and what I grew up with, or thinking about visiting the Philippines, I feel like I have two different lives, two different reputations. I tend not to think about it, because I enjoy what's given to me now. The only thing that matters to me is that I want all of my immediate family and pets to be here, living with me, and also that I get to see my friends from the Philippines a lot."

Cultural Night 2021

Arise invites you to a virtual



Cultural Night

Thursday, May 27th
6pm - 7:30pm

Zoom: 95579734828

To request disability related accommodations, Please contact us at least 5 days in advance, Tutasí Asuega, pasuega@mtsac.edu



Spring 2021 Arise Milestones Virtual Event

The full recording can be found at:

<https://www.youtube.com/watch?v=mlXleJYk3Os>



Caring, Commitment, and Community Through COVID-19

Strengthening Student Success Conference 2020

Audrey Yamagata-Noji, Vice President,
Student Services

Koji Uesugi, Dean, Student Services

Aida Cuenza-Uvas, Director, Arise Program

Tannia Robles, Director, High School
Outreach and Promise+Plus





Welcome to Spring Semester at Mt. SAC!






And then life suddenly changed...




- **Transform** our complex college campus into one that is **caring**, responsive, **committed**, and responsible
- Stay focused on a commitment to equity

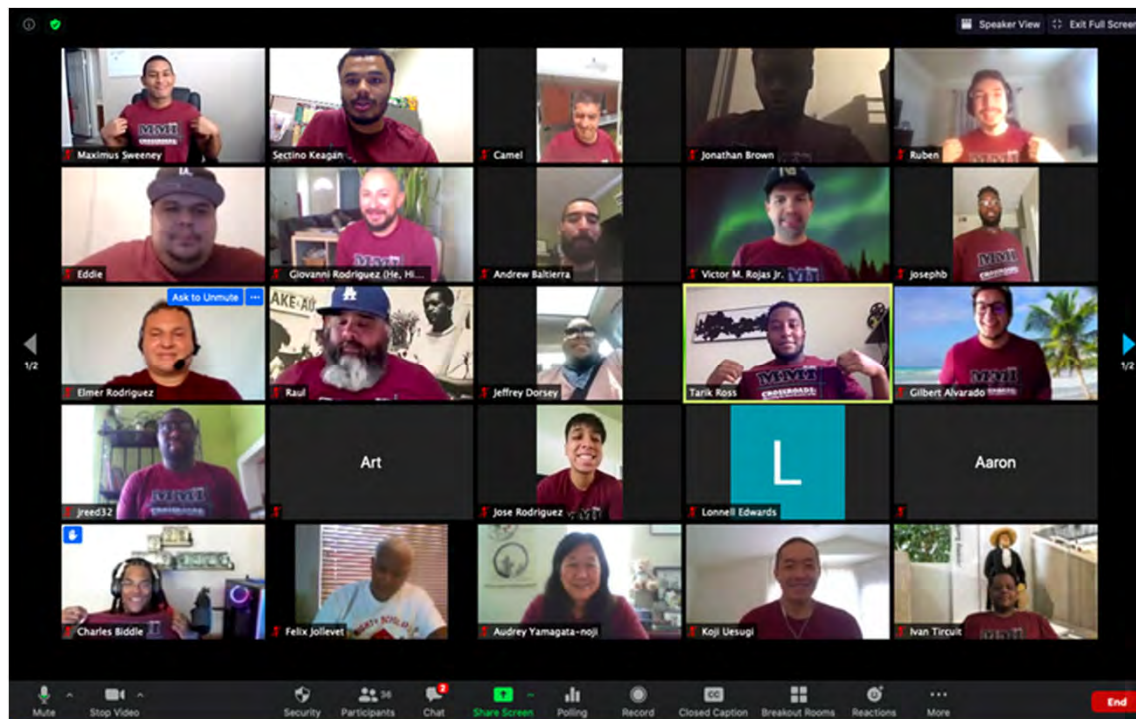
The Imperative



What we had to learn

- Find direction in the midst of a crisis
 - Address racial injustices
 - Reconnect and stay engaged
 - How to stay the course
 - Innovate and re-invent
 - Focus on our mission
- 

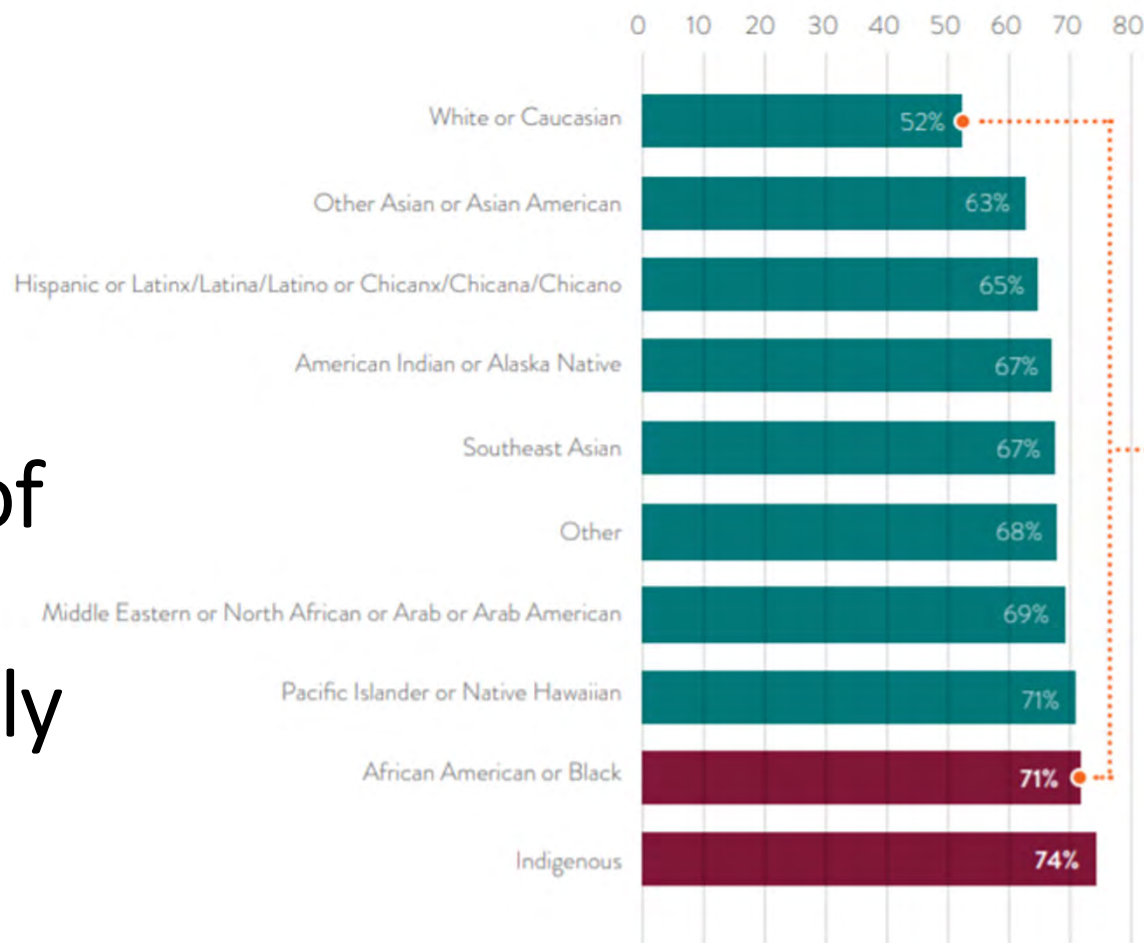
This presentation will share the voices we heard from our students, the strategies we employed to stay connected, and how we translated a crisis into a demonstration of *caring*, *commitment* and *community*.



But a crisis doesn't change disparities in equity...

- In fact the gap widened.
- Basic needs – food, housing
- Technology divide grows
- Lack of work; loss of work
- Difficulty in applying/accessing services (financial aid, CalFresh, unemployment, tutoring, counseling)
- Health concerns: self and family; lack of medical coverage means lack of medical care at early stages
- No place to study; lack of support

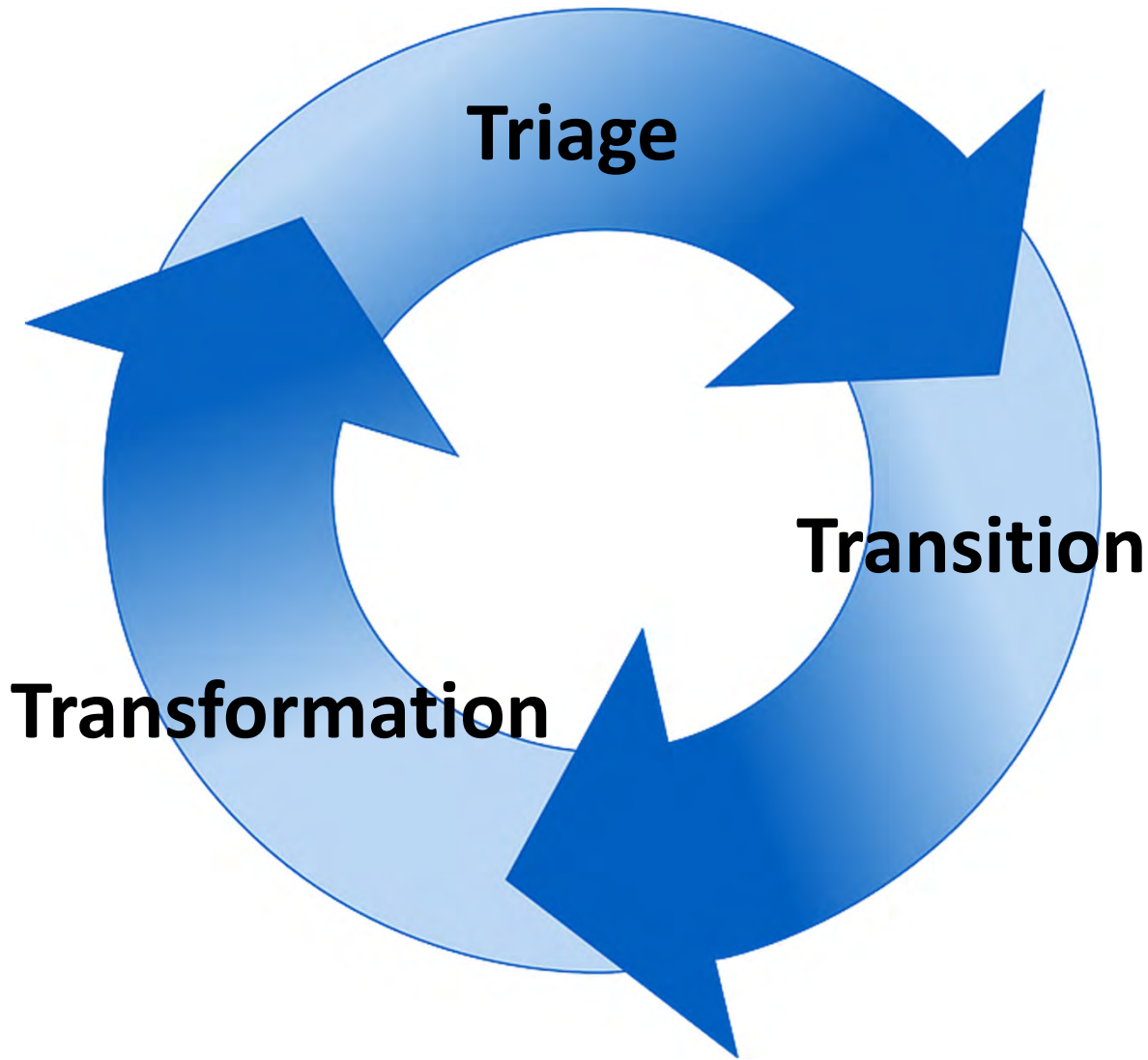
Pandemic Impacted Students of Color Significantly Harder



  **THE BLACK/WHITE GAP IN BASIC NEEDS INSECURITY WAS 19 percentage points**

SOURCE | 2020 #RealCollege During the Pandemic Survey

NOTES | Classifications of racial/ethnic background are not mutually exclusive. Students could self-identify with multiple classifications. For more detail on how each measure of basic needs insecurity was constructed, refer to the [web appendices](#).



- Triage: Responding to the onset of crisis
- Transition: Adjusting to the alternate ways of "being"
- Transformation: Revealing/discovering new ways of practicing

Ethic of Care (Noddings, 2012)



Care

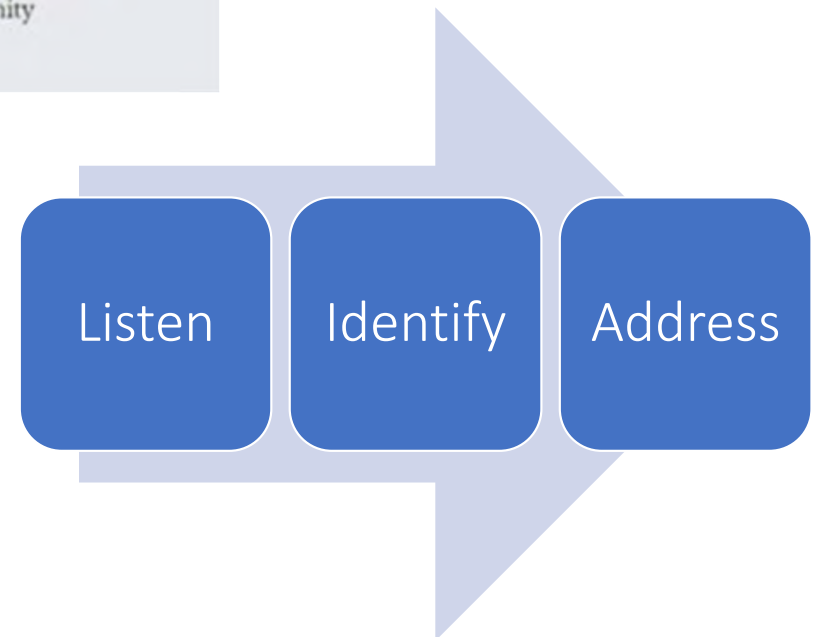


Commitment



Community

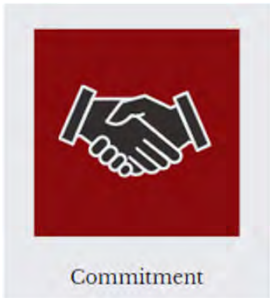
An Ethic of Care is a moral philosophy and relational theory centered around the relationship we have with ourselves and others. In education, the theory is put into practice by focusing on the importance of caring for our campus community, listening, identifying needs, and addressing needs.





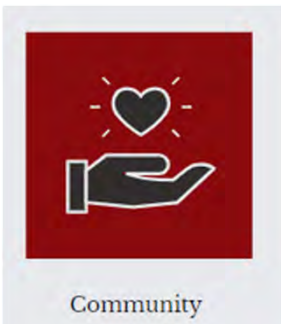
Demonstrating Care-The "How?"

- In developing our services, we were learning in real-time, that everything should be done with intentional CARE
- Care of community and care of self



Demonstrating Commitment-The "What"

- Commitment to providing support services amid the start of the pandemic and during the campus closure



Demonstrating Community-The "Who"

- A collective responsibility
- Strengthening and building off and on-campus partnerships was critical to developing our community.

Ethic of Care at
the Heart of
Serving Our
Students



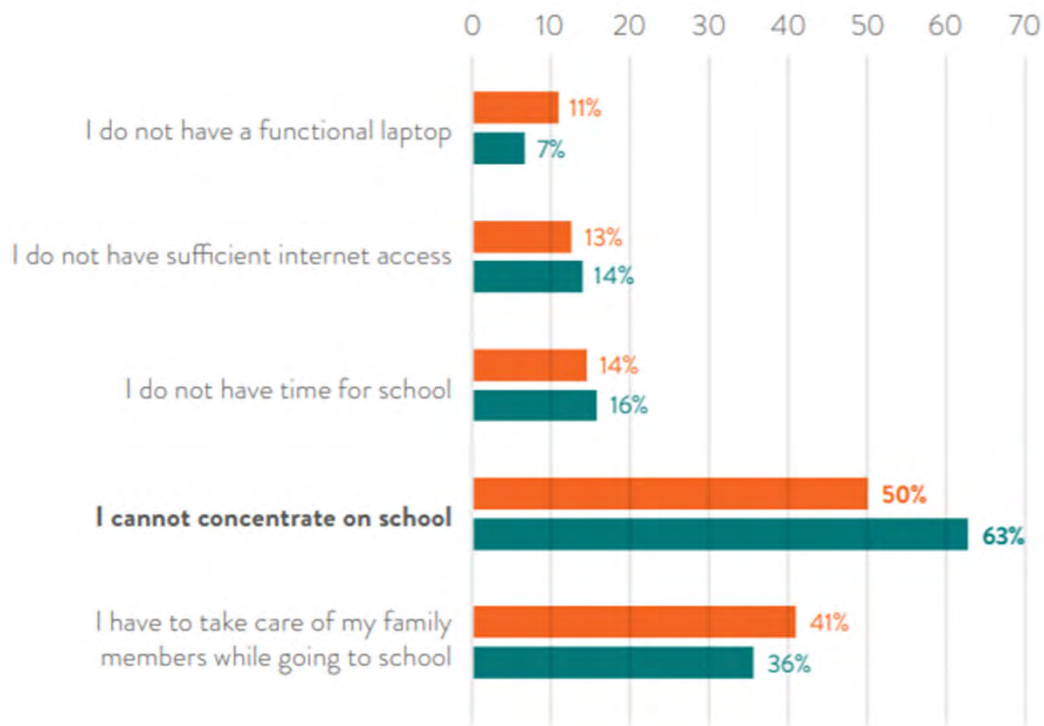
Triage: Responding to the Onset of Crisis

- **Triage:** *the sorting of and allocation of treatment to patients and especially battle and disaster victims according to a system of priorities... (Merriam Webster)*
- During the onset of the pandemic, we:
 - Operated with limited information
 - Scrambled to provide essential services to throw our students a life-line
 - Did not realize what the situation would be long-term

Study of
38,000 College
Students by
The Hope
Center for
College,
Community,
and Justice



5.8 out of every 10 students experienced
basic needs insecurity due to the pandemic



Two-Year

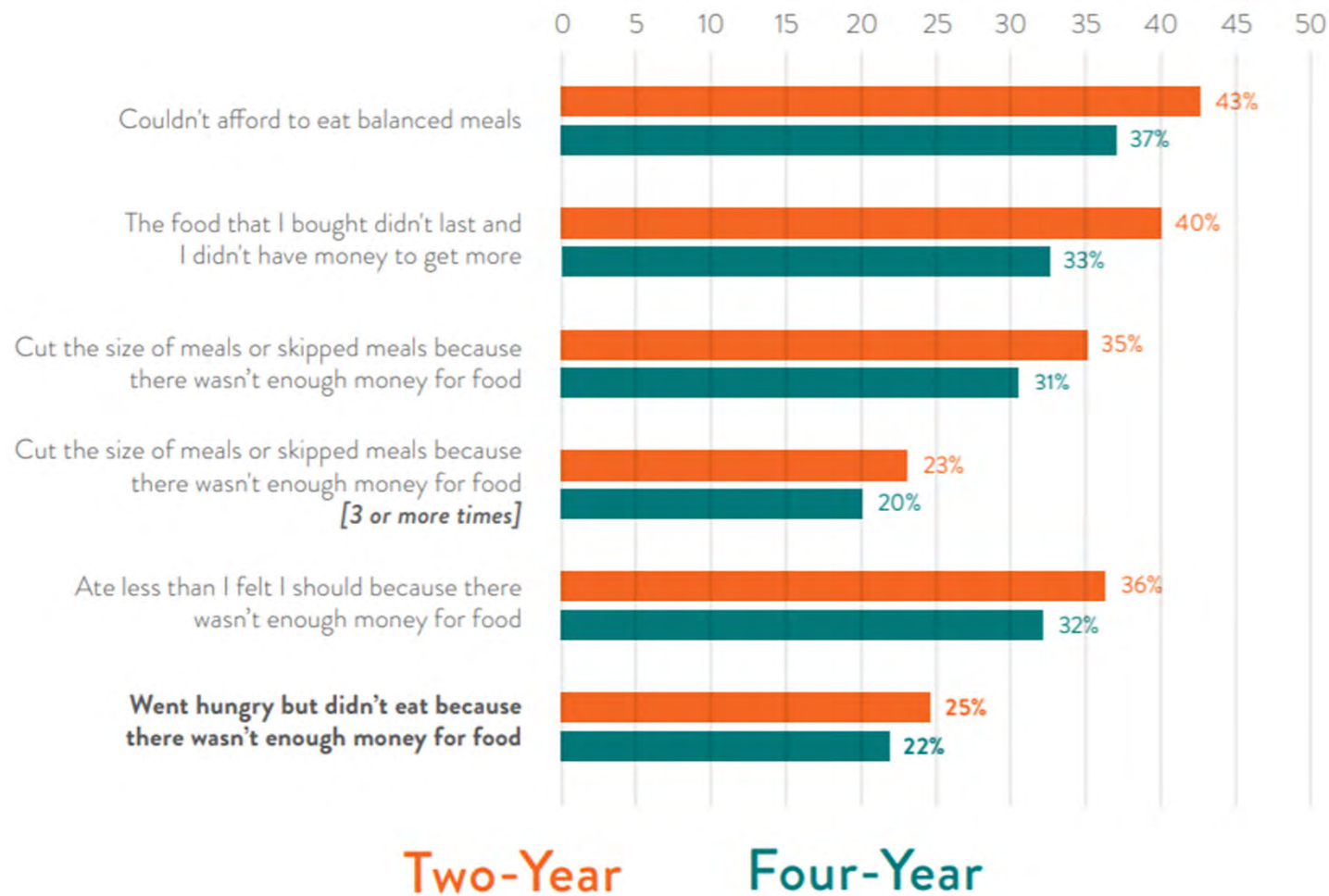
Four-Year

Academic Challenges by College Type

SOURCE | 2020 #RealCollege During the Pandemic Survey

NOTES | Examples of academic challenges due to COVID-19 are not mutually exclusive. Additional breakdowns are available in the [web appendices](#).

Food Insecurity by College Type



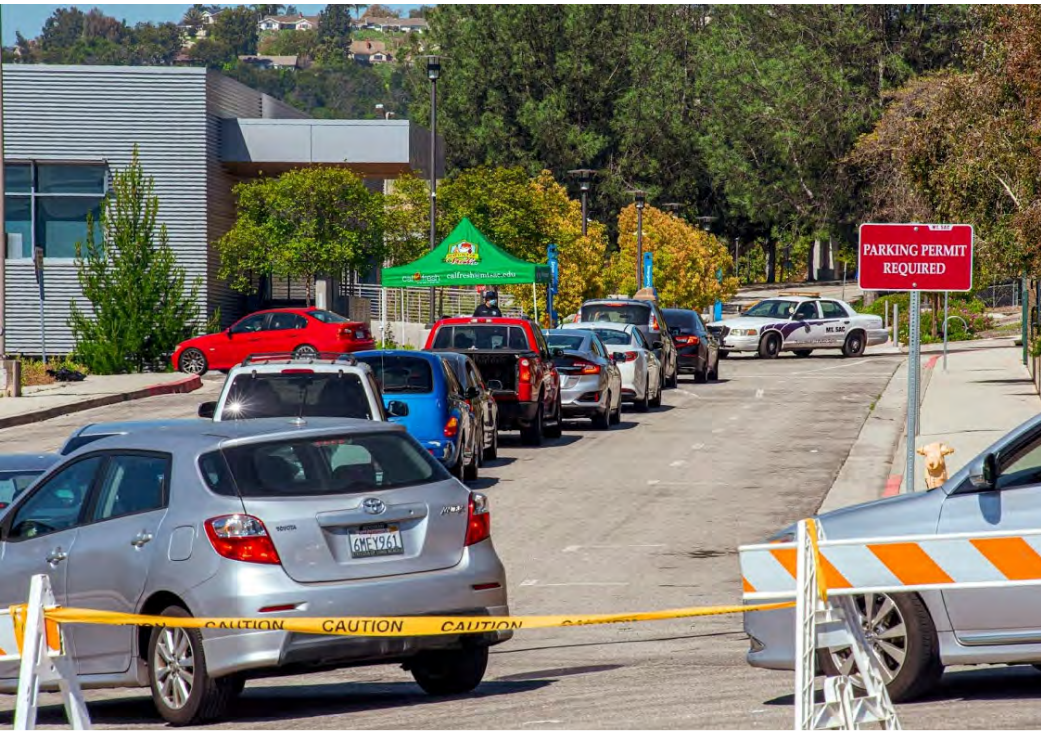
SOURCE | 2020 #RealCollege During the Pandemic Survey

NOTES | For more detail on how food insecurity was constructed refer to the [web appendices](#).

Mountie Fresh Food Pantry Transitioned to Remote and Drive-Thru

- **Pre-Pandemic**
 - Provided in-store and outdoor farmers market experience
- **Pandemic**
 - Drive-thru core principles:
 - Safe practices for students and workers
 - Easy access
 - Provide food products for broad range of needs

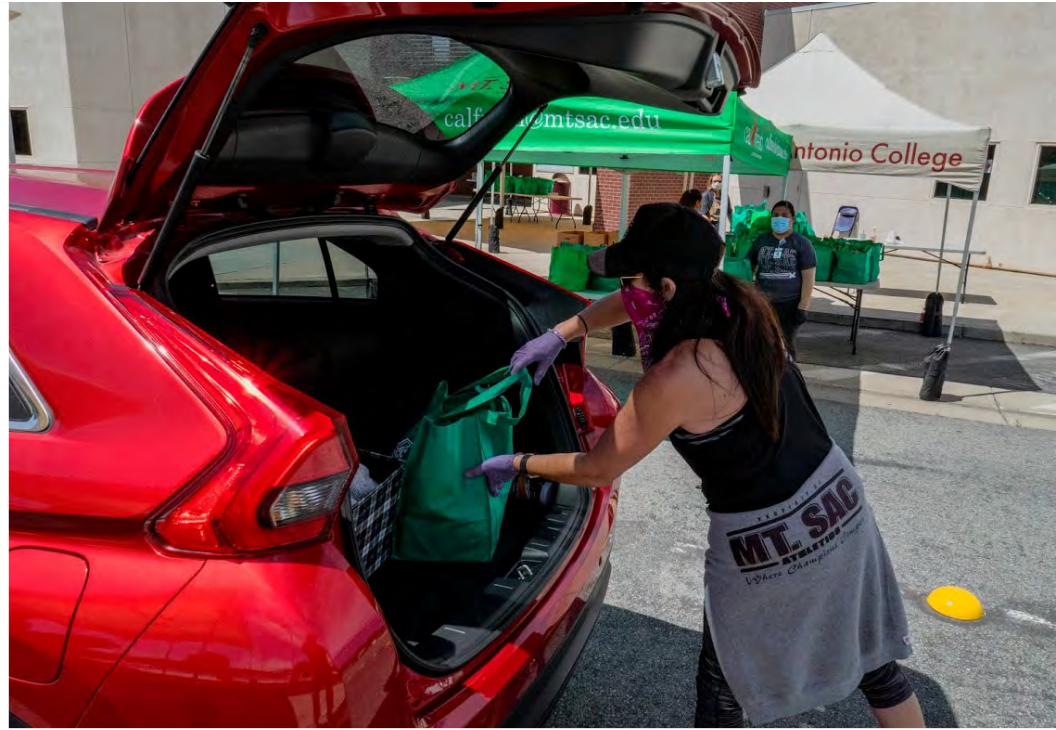




The lines are long, but when students arrive at the distribution tent...



...they are greeted by smiling faces and a bag full of food.



From the store to the trunk, each bag is prepared with care.

Laptop Loan Program (Drive-Up Distribution)



Identified the need and examined current resources



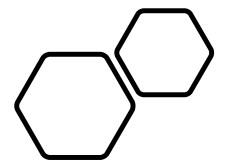
Provided first distribution of technology one week after the campus closure

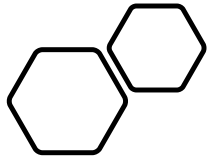


Re-examined resources and the process, to identify improvements



A community centered collaboration to address the technology needs of students





3,500 students
provided with a
laptop and/or
hotspot



Transition: Adjusting to the alternate ways of "being"

- **Transition:** *a movement, development, or evolution from one form, stage, or style to another (Merriam Webster)*
- Lessons learned during the Triage:
 - Figure out how to build life-lines
 - Re-think and re-prioritize policies, processes
 - Everything doesn't happen in the "classroom"
 - Build new alliances "on campus" (community)
 - Mental health wellness is critical

Level of Anxiety by Survey Respondents

Two-Year

24%

27%

20%

29%

None to minimal

Mild

Moderate

Severe

SOURCE | 2020 #RealCollege During the Pandemic Survey

NOTES | The Generalized Anxiety Disorder Scale (GAD-7) was used to measure anxiety. Cumulative percentages may not add up to 100 due to rounding. For more detail on how anxiety was constructed, as well as additional breakdowns, refer to the [web appendices](#).

Beyond the Facts and Figures, We Listened to Our Students

- I started the semester okay, then we stopped for 2 weeks, and when we came back it was all online and I had technology issues and then I was behind and then ... that was it.
- Although I know I'm not going through this alone, I feel all alone
- I have no motivation to do anything. I quit going to my classes. I'm not a quitter, but I quit.
- I'm afraid to move on. I'm afraid of becoming shy and isolated all over again.
- I'm taking the emergency withdrawal. I'm struggling to see the value in school.

(Re)Create Community: Listening to student voices

What inequities were amplified among our students?

- **Individual Concerns**-self/agency, elders, family, social unrest
- **Mindset**-health and well-being, negative self-perceptions, imposter syndrome, isolation, sleep deprivation, grieving (death, hospitalizations, rituals), fears
- **Situational Context**-changing roles, family expectations, basic needs, essential work, loss of income, home environment
- **Challenges:** access and technology constraints; campus communication

Remind ourselves what privileges might obstruct a full view.



Onboarding of New Student (Smooth Sailing)

- Serving 11 high school districts, over 50 high schools (~75% on free or reduced lunch)
- Normal onboarding process (March-July)
 - High School Outreach
 - Inreach Services



Covid times Onboarding (Murky Waters)

Pre-Campus Closure

- Surveyed the high schools (early March)
- Created new virtual "how to" videos
- Wellness calls

Campus Closure (Mar 20-June)

- Newsletter for High School Staff
- Increased Communication
- Increased Campus Collaborations

Adapting Virtually (April- October)

- Virtual Outreach Forum
- "Normal" Services, virtual

New virtual on-boarding services

- Connect 4 make-up
- Summer Programs
- Student Help Center
- 1:1 specialist to student office hours



STEPS TO FALL REGISTRATION

ATTEND A CONNECT 4 MAKEUP OR REGISTRATION 101 MEETING VIA ZOOM

CONNECT 4 MAKEUP YOU WILL BE ABLE TO:	REGISTRATION 101 YOU WILL BE ABLE TO:
<ul style="list-style-type: none">• Apply to Mt. SAC• Complete the Assessment Questionnaire (AQ)• Complete the Orientation• Schedule an Appointment with a counselor	<ul style="list-style-type: none">• Create your college schedule• Learn how to search for classes• Learn how to register for classes• Learn how to use your Mt. SAC portal
<p>Date: June 10, 17, 24 and July 1 Time: 10:00 am - 11:00 am 2:00 pm - 3:00 pm</p>	<p>Date: June 10, 17, 24 and July 1 Time: 11:00 am - 12:00 noon 3:00 pm - 4:00 pm</p>
<p>Location: You will receive a Zoom link in your email to attend the meeting when you register</p>	<p>Location: You will receive a Zoom link in your email to attend the meeting when you register</p>
<p>To register, click here: https://bit.ly/C4STEPS20</p>	<p>To register, click here: https://bit.ly/C4REG20</p>

If you require reasonable disability related accommodations (e.g. sign language



SUMMER @ Mt. SAC

MT. SAN ANTONIO COLLEGE

**SUMMER PROGRAMS
VIRTUAL OFFICE HOURS**

Join Us Starting May 2020 on
Tuesdays from 11am-1pm and
Thursdays from 2pm-4pm



MT. SAC
Mt. San Antonio College

FALL 2020
STUDENT HELP CENTER

WHEN? MON AUG 24 & TUES AUG 25 9AM-5PM

Join our staff & faculty virtually for:

- General campus questions
- Open class search
- How to add classes
- Course selection
- Portal user assistance
- Completion of the enrollment process
- And more....

Silver Linings - Onboarding

- Virtual-flexible hours (community)
- Increased on-campus collaborations (community)
- Individualized, private assistance (care)
- Phone communication (care)
- Time flexibility for services (commitment)



Arise Program

- Funded by AANAPISI
- Serve Asian American Native American Pacific Islander (AANAPI) students, but also provides support to a diverse cross-section of students
- Instructional support/tutoring, counseling intervention, student and leadership development
- culturally relevant programming, digital storytelling, talking circles



Innovative Strategies: Reflecting on our work to date

Pre-Campus Closure

- Responding to evolving news
- Preparing ourselves & students
- Uncertainty around what programming would likely be impacted

Campus Closure (Mar 20-April)

- Created & launched the **Arise Hub**
- Communication Strategies & Platforms
- Continuity of Care

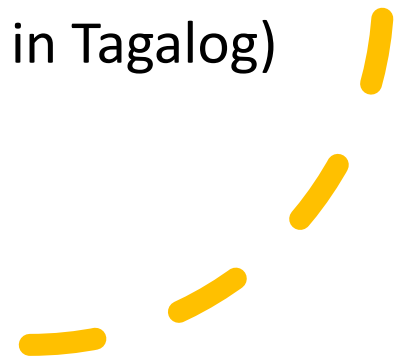
Adapting Virtually (April-October)

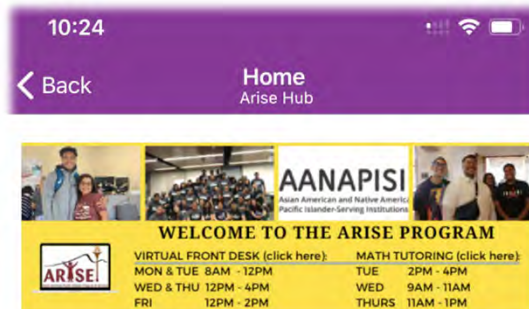
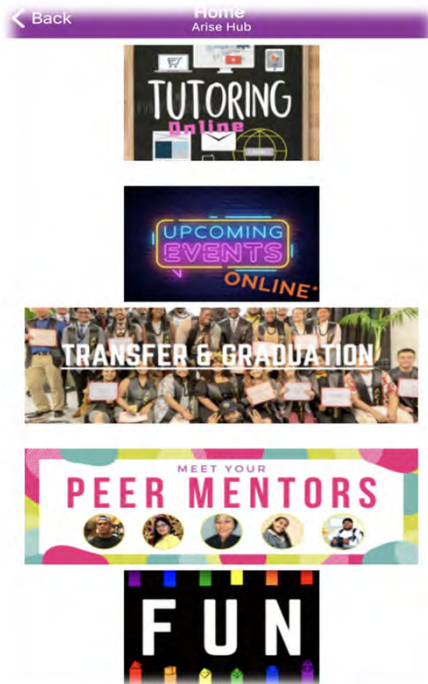
- "Normal" Programming
- Innovations and Silver Linings
- Lifelines to campus

Pivot to Re-create
our Community:
Leverage our
"Cultural" Capital

Cultural Values = Ethic of Care

- **Fetokoni'aki** (responsibility for others in Tongan)
- **Tauhi va/tausi le va** (nurturing relationships in spaces we occupy in Tongan/Samoan)
- **Inafa 'maolek** (collective responsibility/restore harmony in Chamorro)
- **Utang na loob** (debt of gratitude in Tagalog)





The Mission of the Arise Program is to support all students committed to their holistic development, addressing their cultural, personal, student, academic and leadership potential in a safe space that promotes respect, accountability, and integrity.

Tell us about our Hub, use our ['Suggestion Box'](#) to leave an anonymous comment, idea, critique, or suggestion.



Innovating Canvas: Arise Hub

Reimagining our "Normal" and our Fetokoni'aki

- Maintain a sense of program normalcy
- Innovative strategies (opportunities & challenges)
- Silver linings- the possibility of transforming practice



Equity Center Presents:

Mt. SAC Scholarship Marathon

Monday, April 27th 4pm-Midnight
All students welcome

Help available from:

- Equity Center Staff
- Writing tutors
- Scholarship specialists

ZOOM ID: 987-782-43208



If you need disability-related accommodations or services such as sign language interpreter, note taker, captioning,

WHAT'S UP?! WEDNESDAY

HEY ARISE FAMILY!

ZOOM in with us this week and participate in our Check-in by sharing a myth, legend or childhood story from your Culture.



Silver Linings – Arise Program

- Virtual office hours
- Key lifelines
- Hybrid models for the future
- Document celebratory events
- Community engagement re-imagined
- Family participation

2020
Arise



Stand proud! You carry the hope of your ancestors . . .



What was to be: Commencement 2020 at the New Stadium





What it became: Commencement 2020...
A Memorable Virtual and Drive-Thru Ceremony Instead



2020 Mt. San Antonio College commen...



Watch later

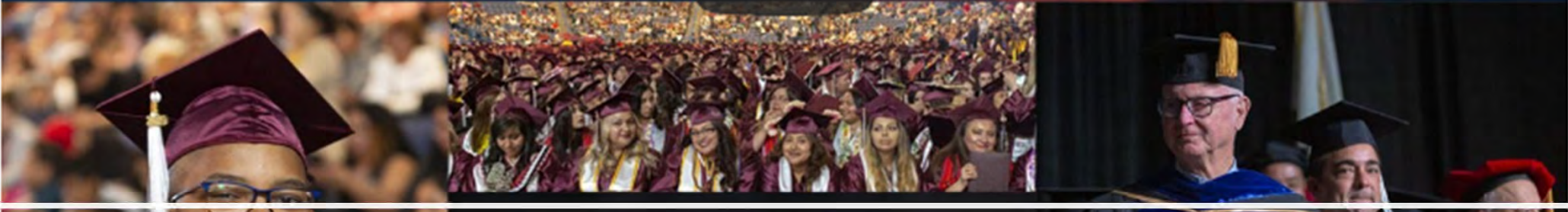
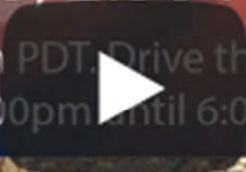
Share



74th Commencement 2020

June 18, 2:30 PM PDT

Virtual Ceremony begins at 2:30pm PDT. Drive through ceremony Live Stream starts at 3:00pm until 6:00pm.



Families and Friends from Around the World Joined In for the Virtual Ceremony



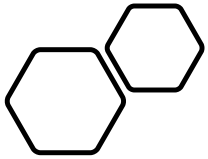
It took a Village...



...a very Big Village of Faculty, Staff, and Administrators Committed to Celebrating Our Students in Style!

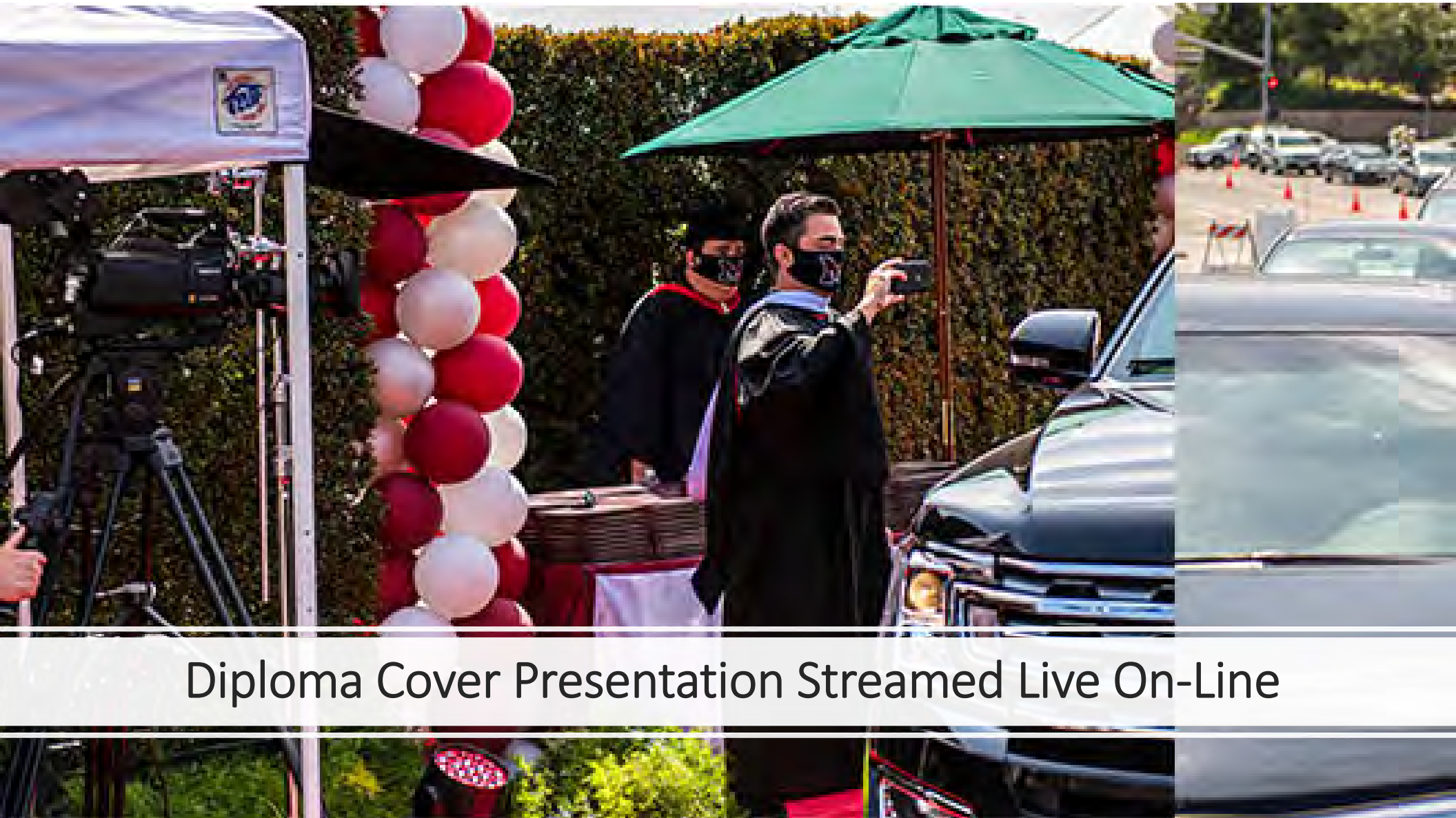


The World-Famous Mountie Commencement Cheer Squad



Rolling Across the "Red Carpet"





Diploma Cover Presentation Streamed Live On-Line



Celebration with Family and Friends



Triumph in the Face of Adversity

Transformation: Revealing/discovering new ways of practicing

- **Transformation:** *an act, process, or instance of transforming- change in structure, outward structure... (Merriam Webster)*
- See the Silver Lining within the crisis:
 - Still learning, still feeling our way through, but there is a sense that transforming is coming
 - College is not just brick and mortar – it is about relationships
 - Continue using Ethic of Care as framework to do our work

Ethic of Care at
the Heart of
Serving Our
Students



A large, irregular orange watercolor splash on the left side of the slide, with some smaller splatters extending to the right.

What does
transformation
look like at your
college?

Q & A

Dr. Audrey Yamagata-Noji
ayamagatanoji@mtsac.edu

Dr. Koji Uesugi
kuesugi@mtsac.edu

Dr. Aida Cuenza-Uvas
acuenzauvas@mtsac.edu

Tannia Robles
trobles@mtsac.edu



Contact Information

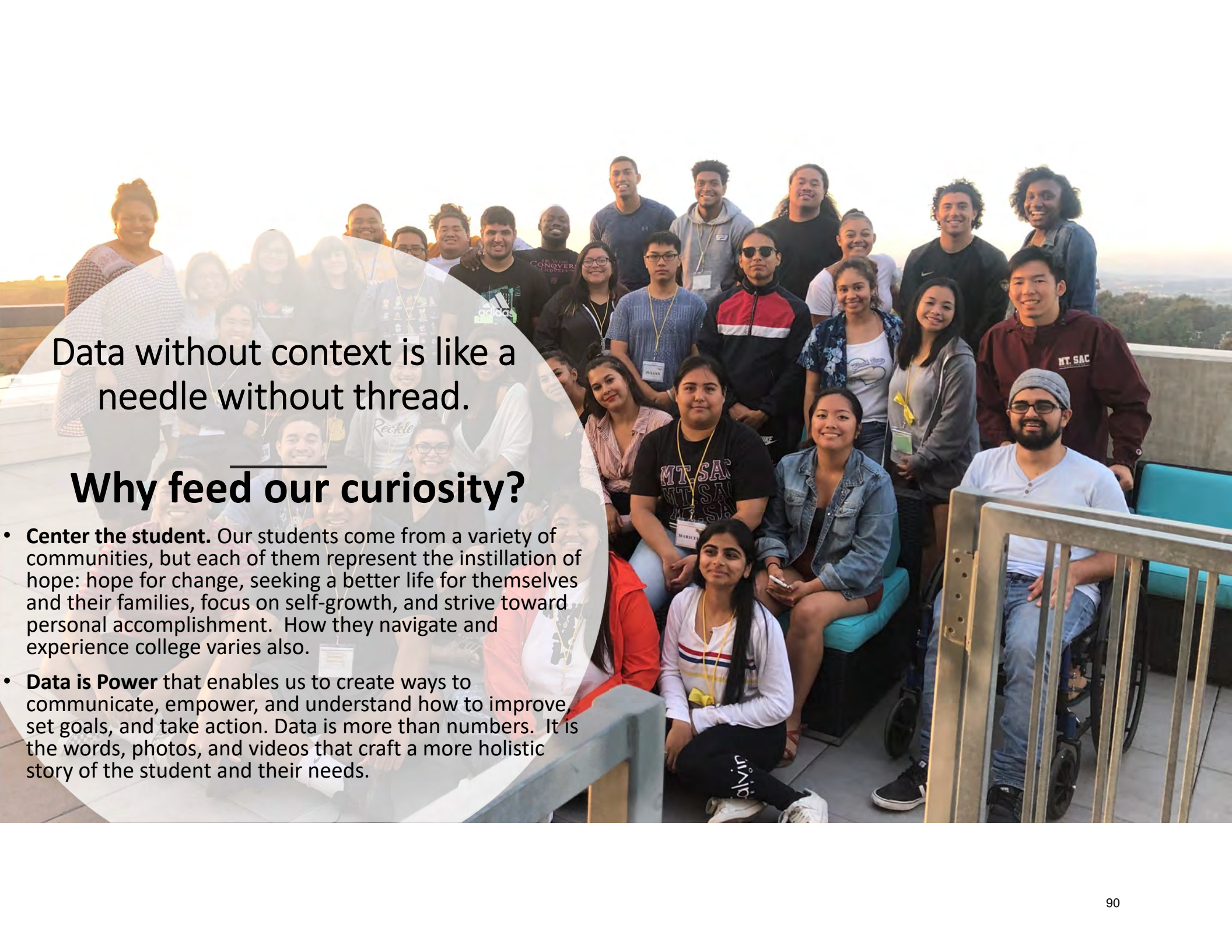


Arise Program's ASAP!

The Power of Our Data:
Feeding our Curiosity
Dr. Aida Cuenza-Uvas

Friday, April 16, 2021





Data without context is like a
needle without thread.

Why feed our curiosity?

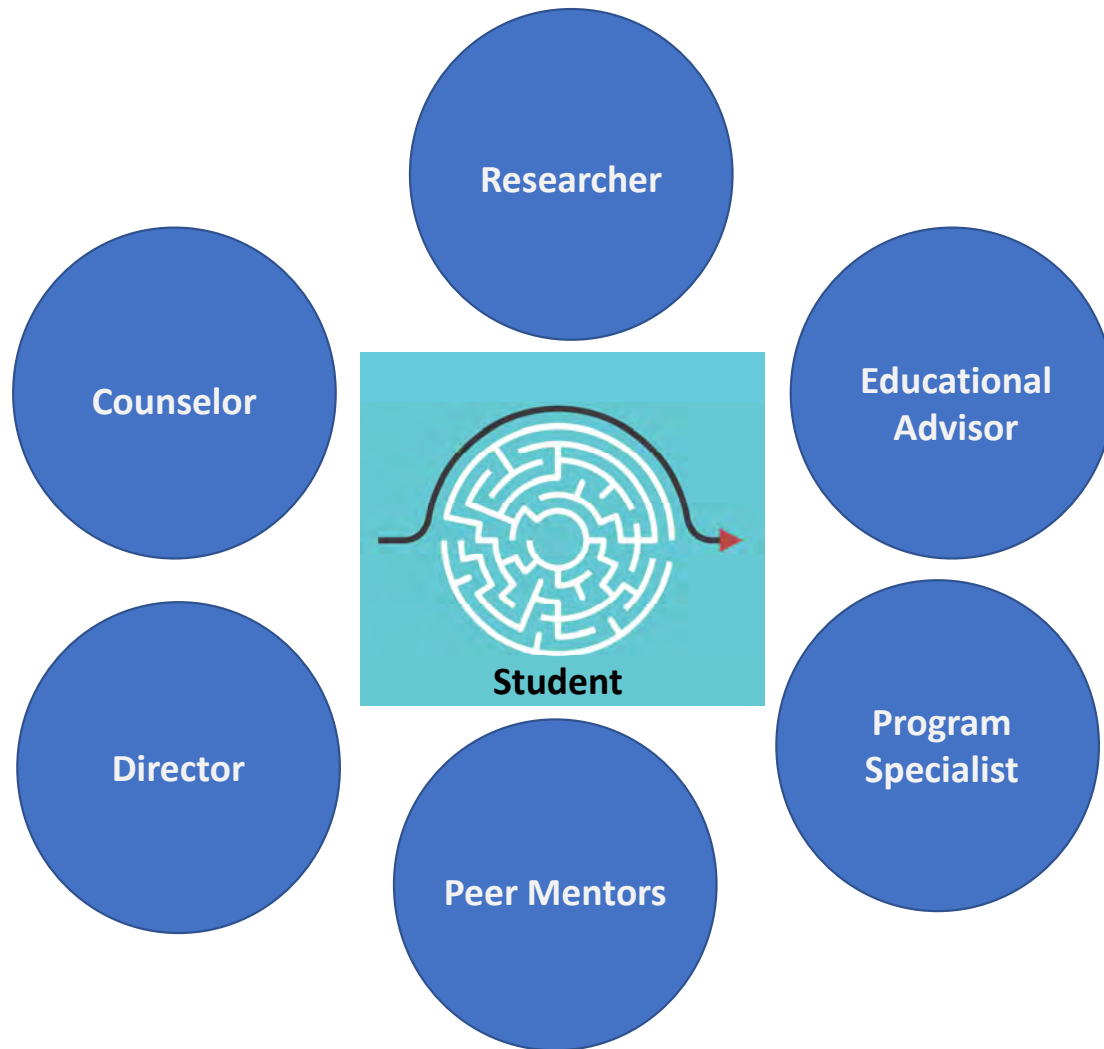
- **Center the student.** Our students come from a variety of communities, but each of them represent the instillation of hope: hope for change, seeking a better life for themselves and their families, focus on self-growth, and strive toward personal accomplishment. How they navigate and experience college varies also.
- **Data is Power** that enables us to create ways to communicate, empower, and understand how to improve, set goals, and take action. Data is more than numbers. It is the words, photos, and videos that craft a more holistic story of the student and their needs.

Arise Program Background

- AANAPISI Title III Federal Grant
- A support program for Asian Americans and Pacific Islander students
- Culturally-relevant programming and counseling/advising strategies
- Case management & cohort-tracking (ASAP!)



The Arise Community & ASAP!



What's in it for the students?

- Progress checks
- Self-awareness
- Self-Efficacy
- Navigation Capital (Yosso, 2005)
- Resources

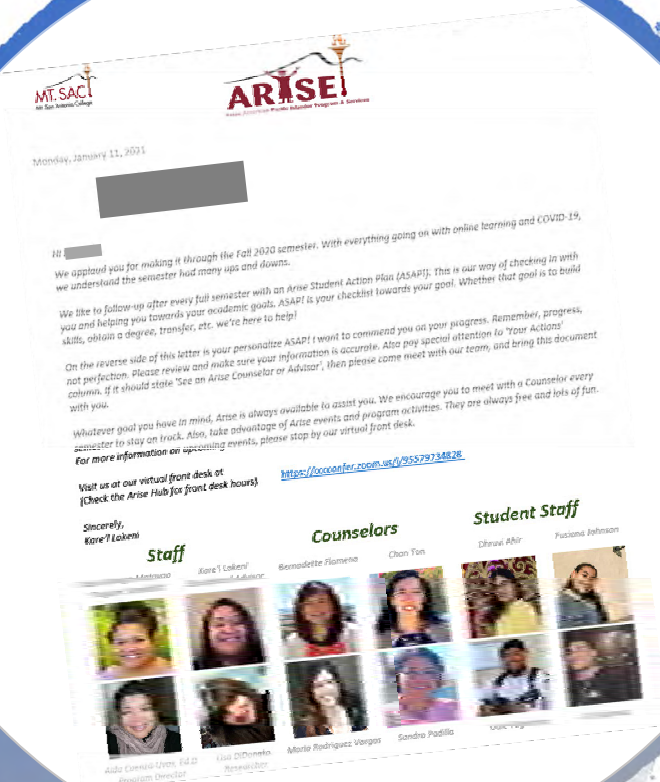
What's in it for staff?

- Access
- Compile
- Understand
- Interpret
- Follow-Up
- Evaluate

ASAP!

Arise Student Action Plan!

- Personalized letter
- Academic Progress report
- Encouragement and support
- Major Terms: Fall and Spring
- E-Letters Sent after Fall 2020 (most recent)



ASAP!

Arise Student Action Plan!

- “Kaleidoscope”
 - Individual & Group data
 - Patterns, observations, anomalies
 - Creative Uses: That’s Major Career Exploration
- Using Data for Case Management
 - Reach out to Under 2.00 GPA
 - No Ed Plan



ASAP! Arise Student Action Plan!

- Individual Data
 - Key markers
 - Recommended Target (Program/Counselor/Advisor)
 - Actual data for each student “Profile Status”
 - Recommended Action/ “Kudos”
- “Group data”
 - GPA Distribution
 - English & math completion



Personalized ASAP! Report for [Redacted]

Your Arise Peer Mentor is Uale Togotogo

Student ID: [Redacted] Your declared major is: Nursing

Keep moving towards graduation and/or transfer ASAP!

Report after posting of Fall 2020 grades.

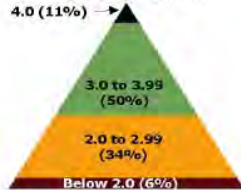
Student Progress Marker	Recommended Target	Your Profile Status	Your Actions
Mt. SAC Overall GPA*	2.50	3.80	Keep up the good work!
Mt. SAC Overall Units Enrolled/Completed	70% earned	82/86	Keep up the good work!
		95%	
Fall 2020 term GPA	2.50	4.00	Keep up the good work!
Fall 2020 term units Enrolled/Completed	70% earned	6/6	Keep up the good work!
		100%	
English Writing Requirements	English Placement	English Placement or AQ Taken	Placement Complete!
	English Class Taken	Attempted English class	You're on your way to finishing!
	Passed English 1A		
	Passed English 1C	Passed English 1C	You're on your way to finishing!
Congratulations! Your English Requirements for Transfer are Complete!			
Math Requirements	Math Placement	Math Placement or AQ Taken	Placement Complete!
	Math Class Taken	Attempted math class	You're on your way to finishing!
	Passed Math 71		
	Passed Math 100+	Passed Math 100 or Higher	You're on your way to finishing!
Congratulations! Your Math Requirements for Transfer are Complete!			
Ed Plan (Mountie Academic Plan-MAP)	Have an active ed plan on file	Has an Ed Plan	Update your ed plan every semester.

**Mt. SAC GPA is based exclusively on units earned at Mt. SAC.

If you have questions regarding your ASAP! Please come to the Arise Program office to meet with program staff. Call (909) 274-6622 or stop by the Equity Center, Bldg. 16E.

All About Arise Students Fall 2020

Fall 2020 Arise Student Overall GPA



Completed English 1A and/or 1C



Completed Math 100 or higher



Personalized ASAP! Report for [Redacted]

Your Arise Peer Mentor is Dhruvi Ahir

Student ID: [Redacted] Your declared major is: Psychology

Keep moving towards graduation and/or transfer ASAP!

Report after posting of Fall 2020 grades.

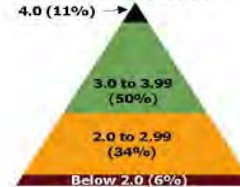
Student Progress Marker	Recommended Target	Your Profile Status	Your Actions
Mt. SAC Overall GPA*	2.50	2.17	See an Arise Counselor or Advisor
Mt. SAC Overall Units Enrolled/Completed	70% earned	23/43	See an Arise Counselor or Advisor
		53%	
Fall 2020 term GPA	2.50	1.38	See an Arise Counselor or Advisor
Fall 2020 term units Enrolled/Completed	70% earned	8/14	See an Arise Counselor or Advisor
		57%	
English Writing Requirements	English Placement	English Placement or AQ Taken	Placement Complete!
	English Class Taken	Attempted English class	You're on your way to finishing!
	Passed English 1A		
	Passed English 1C		
Congratulations! Your Math requirements for Transfer are Complete!			
Math Requirements	Math Placement	No Math Scores Found	See an Arise Counselor or Advisor.
	Math Class Taken	Attempted math class	You're on your way to finishing!
	Passed Math 71		
	Passed Math 100+	Passed Math 100 or Higher	You're on your way to finishing!
Congratulations! Your Math requirements for Transfer are Complete!			
Ed Plan (Mountie Academic Plan-MAP)	Have an active ed plan on file	No Ed Plan	See an Arise Counselor or Advisor

**Mt. SAC GPA is based exclusively on units earned at Mt. SAC.

If you have questions regarding your ASAP! Please come to the Arise Program office to meet with program staff. Call (909) 274-6622 or stop by the Equity Center, Bldg. 16E.

All About Arise Students Fall 2020

Fall 2020 Arise Student Overall GPA



Completed English 1A and/or 1C



Completed Math 100 or higher

What students think . . .

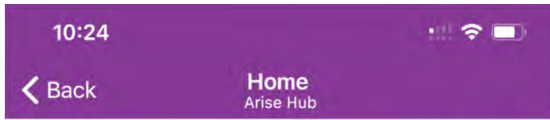
“ASAP letter seems very helpful to stay on track. This workshop made me feel like transferring officially started.” Arise Student, Fall 2019 Welcome Back event

“I learned about ASAP to help me revise my progress.” Arise Student, Fall 2019 Welcome Back event

“There are ASAP letters that can help you.” Arise Student, Fall 2019 Welcome Back event

The impact of data on a student's mindset . . .





AANAPISI
Asian American and Native American Pacific Islander Serving Institution

WELCOME TO THE ARISE PROGRAM

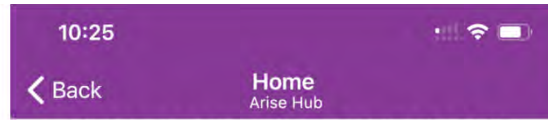
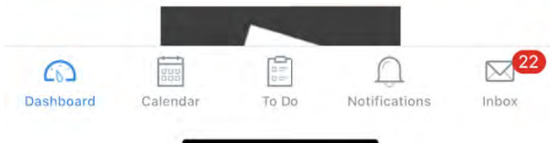
ARISE	VIRTUAL FRONT DESK (click here)	MATH TUTORING (click here)
	MON & TUE 8AM - 12PM	TUE 2PM - 4PM
	WED & THU 12PM - 4PM	WED 8AM - 12PM
	FRI 12PM - 2PM	THU 2PM - 4PM

The Mission of the Arise Programs is to support all students committed to their holistic development, addressing their cultural, personal, student, academic and leadership potential in a safe space that promotes respect, accountability, and integrity.

Tell us about our Hub, use our ['Suggestion Box'](#) to leave an anonymous comment, idea, critique, or suggestion.

PLEASE SCROLL DOWN & CLICK ON EACH CATEGORY FOR MORE INFORMATION.

COVID-19 UPDATE



PLEASE SCROLL DOWN & CLICK ON EACH CATEGORY FOR MORE INFORMATION.

COVID-19 UPDATE

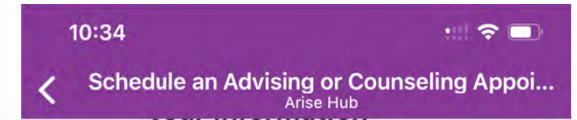
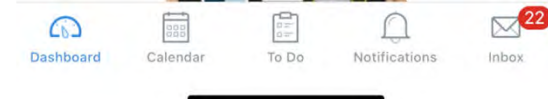
Counseling Appointments

Online Learning

ARISE PROGRAM

ARISE WEBSITE | VIRTUAL FRONT DESK LINK | APPLY ONLINE | MEET YOUR LEADERS

TUTORING Online



*PLEASE PROVIDE US WITH: Your NAME, A#, date and time of your request.

Counselors and Advisor are only available on the dates and times stated below.

Kare'l Loheni
kloheni@msac.edu (909) 294 - 6973

MONDAY - THURSDAY 8:00am - 5:00pm
FRIDAYS 8:00 am - 4:00pm

Chan Ton
arise@msac.edu (909) 294 - 6973

MONDAYS 10:30am - 2:50pm

Bernadette Flamero
arise@msac.edu (909) 294 - 6973

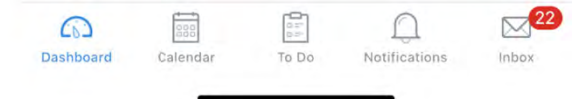
TUESDAYS & THURSDAYS 11:30am - 1:00pm

Maria Rodriguez
msias@msac.edu (909) 294 - 6973

TBD

Sandra Padilla
arise@msac.edu (909) 294 - 6973

MONDAY 8:00am-12:00pm
TUESDAY 1:00pm-5:00pm



Here are a few facts about the program:

Students Served

1,997

835

students completed applications during the first grant.

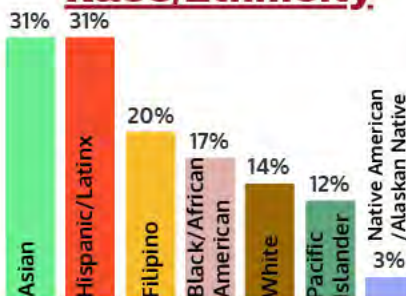
1,160

new students completed applications during the second grant.

Gender

48% Female **50%** Male **2%** Unknown

Race/Ethnicity



Graduation and Transfer



39% have earned a degree or certificate (n=776).

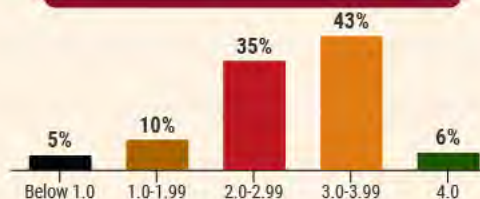
70% have transferred to a 4-year college.

New Arise Students



Average Number of New Students Annually = 283

Cumulative GPAs



Student Voices

Leadership Retreat

"A leader is humble, but still able to accept praise. Our experience on the ropes course brought this concept up because the people I was supporting and encouraging told me thank you after our experience together. I had a hard time genuinely accepting their thanks, but I realized that part of leadership is acknowledging your own strengths."

"I got emotional during the workshop because I put smoke in front of others but inside I struggle a lot and go to bed and tend to cry at times."

Talking Circles

"We speak our language, because when language dies, culture dies."

"What motivates me? My goal, to make my parents proud regardless of going through community college."

"My mom pulled me aside and told me to don't worry about her, go to school and get my future."

"I know I will pick my family over anything, even school. They sacrifice so much for me to be here."

Fale Fono

Data helps us understand our students and how we may help.

- Quantitative and Qualitative
- Case management
- Fact sheet
- Annual Performance Report

Thank You! Questions?

Arise Website

<http://mtsac.edu/arise>

My Email

acuenzauvas@mtsac.edu

Arise Virtual Front Desk (VFD)

Zoom ID: 955 7973 4828



Grads & Transfers Spring 2020 . . . During a Pandemic!

Discussing Asian American Violence and Hate through Social Theory

NBC 4 Article on Thao: Who was the Asian American Police Officer charged with the Murder of George Floyd?

- The Highlighting of the complex Asian American and Black Relationship
- Thao, who has a history of being involved in use-of-force incidents, is being described by activists as a symbol of Asian American complicity in anti-blackness following the death of Floyd, a black man who begged for his life while then-Officer Derek Chauvin dug his knee into his neck for more than eight minutes.
- <https://www.nbcnewyork.com/news/national-international/officer-who-stood-by-as-george-floyd-died-highlights-complex-asian-american-black-relations/2446974/>



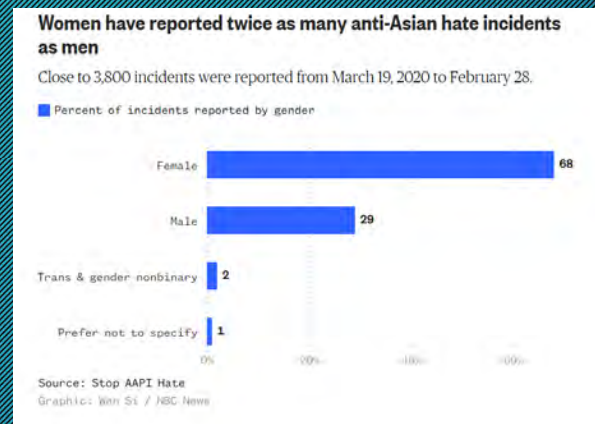
The Atlanta Spa Shootings that killed 6 Asian Women



Anti-Asian Violence and Hate



- [There were 3,800 anti-Asian racist incidents, mostly against women, in past year \(nbcnews.com\)](https://www.nbcnews.com)
- New data has revealed over the past year, the number of anti-Asian hate incidents — which can include shunning, slurs and physical attacks — is greater than previously reported. And a disproportionate number of attacks have been directed at women.



Anti-Asian Violence and Hate: Dr. Russell Jeung

- Russell Jeung, professor of Asian American studies at San Francisco State University
- ...the coalescence of racism and sexism, including the stereotype that Asian women are meek and subservient, likely factors into this disparity.
- “There is an intersectional dynamic going on that others may perceive both Asians and women and Asian women as easier targets,” he said.
- “I think there are separate trends, the violence that we're seeing now and the racism we saw last year, but they are related,” Jeung said.
- Avoiding the term surge, this has always been a pervasive issue in the community



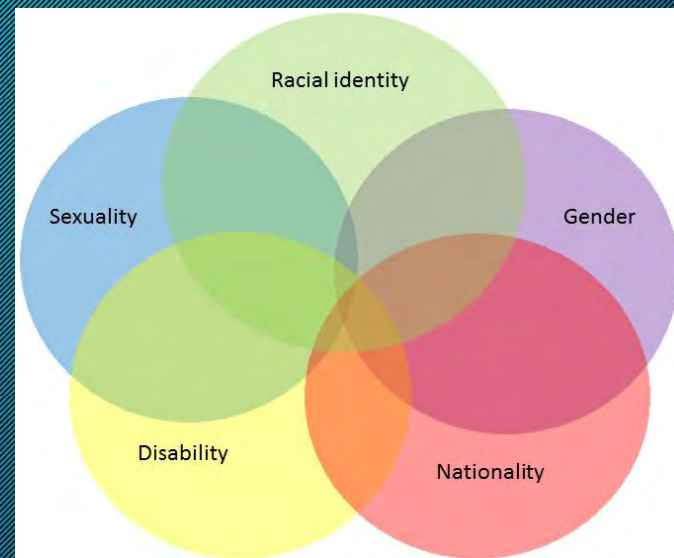
Intersectionality as Critical Theory



TABLE 1.1

Intersectionality's Paradigmatic Ideas

CORE CONSTRUCTS	GUIDING PREMISES
<p>Relationality</p> <p>Power</p> <p>Social inequality</p> <p>Social context</p> <p>Complexity</p> <p>Social justice</p>	<p>(1) Race, class, gender, and similar systems of power are interdependent and mutually construct one another.</p> <p>(2) Intersecting power relations produce complex, interdependent social inequalities of race, class, gender, sexuality, nationality, ethnicity, ability, and age.</p> <p>(3) The social location of individuals and groups within intersecting power relations shapes their experiences within and perspectives on the social world.</p> <p>(4) Solving social problems within a given local, regional, national, or global context requires intersectional analyses.</p>

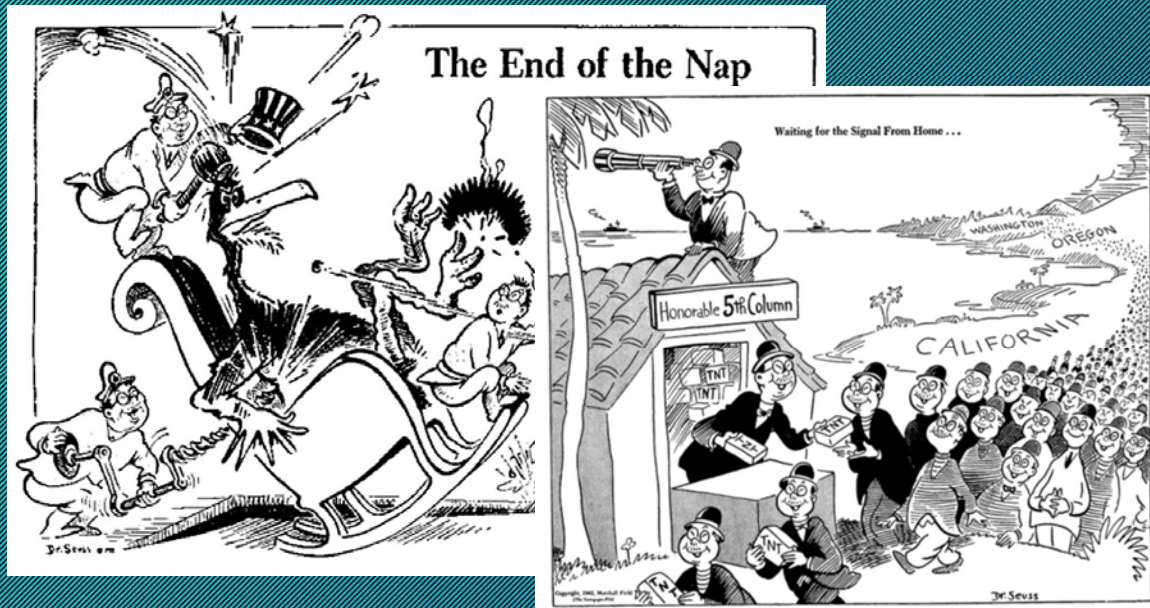


Looking Beyond Black and White



Yellow Peril and the Model Minority

- Who is constructing these discourses (debates/dialogue)?



Yellow Peril



The Model Minority



Kim claims... through racial triangulation

- 1) “...that the public discourse about racial groups and their relative status generates a field of racial positions”
 - Cultivated by major opinionmakers which reinforces White dominance
 - 2 axes are defined: superior/inferior and insider/foreigner

Table 1

The Model Minority Versus the Underclass

The Model Minority

Diligence
Discipline
Strong family values
Respect for authority
Thriftiness
Morality
Self-sufficiency
Respect for education

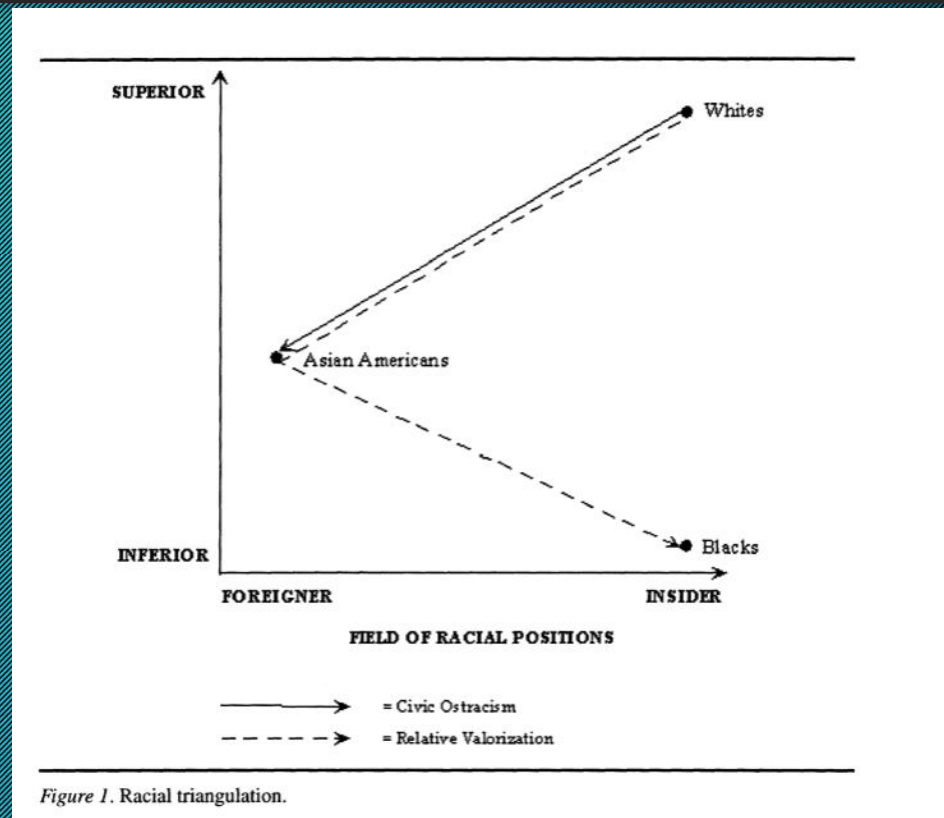
The Underclass

Laziness
Lack of discipline
Weak family values
Criminal inclinations
Inability to defer gratification
Deviance
Dependency
Tendency to drop out

Kim claims...

- 2) Asians have been racially triangulated vis-a-vis Blacks and Whites
 - 1) Processes of "'relative valorization' Group A (Whites) valorizes/ascribes subordinate Group B (Asian Americans) relative to subordinate Group C (Blacks) on cultural and/or racial grounds in order to dominate both groups, but especially Group C"
 - 2) "Civic Ostracism whereby dominant group A (Whites) constructs subordinate Group B (Asian Americans) as immutably foreign and unassimilable with Whites on cultural and/or racial grounds in order to ostracize them from the body politic and civic membership"
- "Culture is conceived (and is)...a fixed property of social groups"
- An extension of racialization

Racial Triangulation Figure

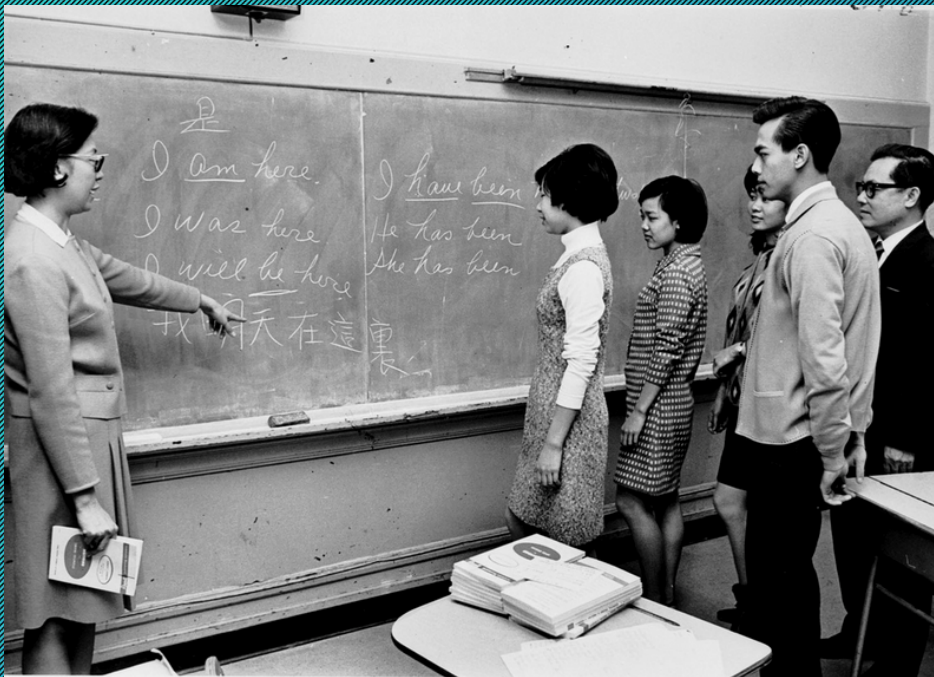


Open Racial Triangulation: 1850-1950



- “Asian immigrants were seen as both unfit; were the only group in American history to be legally rendered ‘aliens ineligible to citizenship’.”

Coded Racial Triangulation

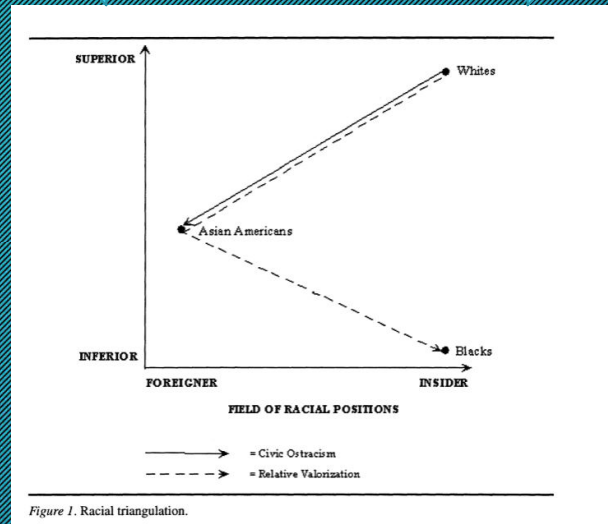


- Model Minority: where Asian American cultural values are superior to blacks—this is instilled through White Supremacy, major opinionmakers, media etc.

Yellow Peril and Model Minority is Dialectically Intersectional

Yellow Peril

Model Minority



Open and Coded Racial Triangulation 20th and 21st century



How we are still seen as Yellow Peril and the Model Minority today



Violence by Individuals and the State



How do we combat this?



ARISE!
Asian American Pacific Islander Program & Services

Hotline (during this pandemic)
909-703-3388



Discussion Questions

- How have you experienced racism/ethnocentrism in the past?
- How does this relate to the AAPI community struggles?
- How have your views on AAPI folks changed over the course of this discussion?
- Did this discussion complicate matters for you even more?
- What are your thoughts on combatting racism and hate-crimes against not only the AAPI community but also the different BIPOC communities?



Arise Financial Literacy Quiz Results

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. The sudden closure of our campus in the spring 2020 term required the program to develop new methods of delivering services. One such method was utilizing Canvas software to develop the Arise Student Hub. One objective of this grant was to enhance our students' knowledge of financial literacy. One of the approaches we implemented was an online quiz in the Arise Hub. This report provides a summary of the outcomes of the quiz.

This report is only possible because of the insight and assistance provided by IT, Audrey Yamagata-Noji, Aida Cuenza-Uvas, and the Arise grant staff. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 3/3/2022.

Arise Financial Literacy Quiz Results

Quiz Summary

Section Filter ▾

Student Analysis

Item Analysis

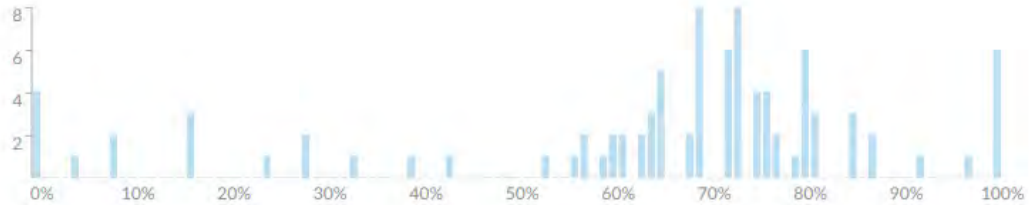
Average Score
64%

High Score
100%

Low Score
0%

Standard Deviation
24.93

Average Time
51:30:56



Question Breakdown

Attempts: 90 out of 92

+0.36

Discrimination Index

ⓘ

THE PURPOSE OF MONEY IS TO ALLOW PEOPLE TO...?

A 51 bill's average lifespan is 6.6 years and will be used about 8000 times before it wears out.

Currency: Japanese Yen (JPY)

Buy things and others	7 respondents	8%	█
Buy and sell goods and services more easily	81 respondents	88%	█ ✓
Not have to work	2 respondents	2%	█
Be greedy		0%	█
No Answer	2 respondents	2%	█

88% answered correctly

Attempts: 88 out of 92

+0.04

Discrimination Index



WHAT IS A FIXED EXPENSE?

In the frontier days, deerskins (buckskins) were traded for goods. US currency replaced animals skins, but the 'buck' remained as slang for the \$1 bill.



Currency: United States Dollar (US\$)

Car payment	54 respondents	59 %	<div style="width: 59%;"></div>	✓
Credit card payment	9 respondents	10 %	<div style="width: 10%;"></div>	
Phone bill	15 respondents	16 %	<div style="width: 16%;"></div>	
Food	10 respondents	11 %	<div style="width: 11%;"></div>	
No Answer	4 respondents	4 %	<div style="width: 4%;"></div>	

59% answered correctly

Attempts: 88 out of 92

+0.3

Discrimination Index



TWO MAIN TYPES OF BANK ACCOUNTS ARE CALLED?

The most counterfeited bill in the US is the \$20.



Currency: Tongan Pa'anga (T\$)

Debit and Credit	6 respondents	7 %	<div style="width: 7%;"></div>	
Mortgages and Loans		0 %	<div style="width: 0%;"></div>	
Checking and Debit		0 %	<div style="width: 0%;"></div>	
Checking and Savings	82 respondents	89 %	<div style="width: 89%;"></div>	✓
No Answer	4 respondents	4 %	<div style="width: 4%;"></div>	

89% answered correctly

Attempts: 87 out of 92

+0.58

Discrimination Index



CHECKING ACCOUNTS ARE USED FOR STORING MONEY...?



Currency: Philippine Peso (₱)

PIN (like your ATM PIN) stands for Personal Identification Number.

Short-term	72 respondents	78 %	<div style="width: 78%;"></div>	✓
Forever	2 respondents	2 %	<div style="width: 2%;"></div>	
For the week		0 %	<div style="width: 0%;"></div>	
Long-term	13 respondents	14 %	<div style="width: 14%;"></div>	
No Answer	5 respondents	5 %	<div style="width: 5%;"></div>	

78% answered correctly


Attempts: 85 out of 92

+0.3

Discrimination Index



SAVINGS ACCOUNTS ARE USED FOR STORING MONEY...?



Currency: Chinese Yuan (元/¥)

The numerical range for credit scores is 300 - 850.

For the year		0 %	<div style="width: 0%;"></div>	
Long-term	79 respondents	86 %	<div style="width: 86%;"></div>	✓
Short-term	2 respondents	2 %	<div style="width: 2%;"></div>	
Forever	4 respondents	4 %	<div style="width: 4%;"></div>	
No Answer	7 respondents	8 %	<div style="width: 8%;"></div>	

86% answered correctly

Attempts: 83 out of 92

+0.27

Discrimination Index



MONEY IS THE PRIMARY WAY BANKS GENERATE PROFITS.



Currency: Indian Rupee (₹)

Currency paper is composed of 25 percent linen and 75 percent cotton.

Transferring	3 respondents	3%	
Loaning	46 respondents	50%	
Lending	31 respondents	34%	✓
Mortgaging	3 respondents	3%	
No Answer	9 respondents	10%	

34% answered correctly

Attempts: 83 out of 92

+0.4

Discrimination Index



___ IS A RATE THAT BANKS CHARGE FOR LENDING.



Currency: Vietnamese Dong (đ/đ)

Credit card minimum payments are usually around 2-3% of the total balance.

Loan	2 respondents	2%	
Withdrawal	2 respondents	2%	
Interest	79 respondents	86%	✓
Deposit		0%	
No Answer	9 respondents	10%	

86% answered correctly

Attempts: 83 out of 92


+0.41

Discrimination Index



APR STANDS FOR?

APR is the interest you are charged on your credit card purchases.



Currency: Samoan Tālā (WSS)

Automatic Prime Rate	0 %	
Automatic Performance Rate	2 %	2 respondents
Annual Percentage Rate	86 %	79 respondents
Annual Performance Rate	2 %	2 respondents
No Answer	10 %	9 respondents

86% answered correctly

Attempts: 83 out of 92

+0.15

Discrimination Index



HOW MANY FREE CREDIT REPORTS DO YOU GET PER YEAR?

The main credit bureaus used in the US are Equifax, Experian, and TransUnion.



Currency: South Korean Won (₩)

3	37 %	34 respondents
1	39 %	36 respondents
2	10 %	9 respondents
0	4 %	4 respondents
No Answer	10 %	9 respondents

37% answered correctly

Attempts: 83 out of 92

+0.23

Discrimination Index



2 BIGGEST INFLUENCES ON YOUR CREDIT SCORE ARE?



Currency: Pakistani Rupee (Rs)

FICO Score is a type of credit score. Different companies use different methods for credit scores. Fair Isaacs Corporation is a company that created the FICO Score.

Amount of debt and new credit	1 respondent	1 %	
Credit history length and payment history	40 respondents	43 %	
New credit and credit history length	2 respondents	2 %	
Payment history and amount of debt	40 respondents	43 %	
No Answer	9 respondents	10 %	

43% answered correctly

Attempts: 81 out of 92

+0.46

Discrimination Index



FAFSA STANDS FOR?



Currency: Thai Baht (฿)

It is best practice to submit your FAFSA every year by or before March 2nd.

Free Application for Federal Student Aid	62 respondents	67 %	
Financial Aid for Students Application	14 respondents	15 %	
Financial Application for Free Student Aid	5 respondents	5 %	
Free Aid for Students Application		0 %	
No Answer	11 respondents	12 %	

67% answered correctly

Attempts: 81 out of 92

+0.11

Discrimination Index



MT.SAC CATEGORIZES FINANCIAL AID INTO WHAT 3 TYPES OF MONEY?

Currency: Indonesian Rupiah (Rp)

Mt.SAC Financial Aid link:
<https://www.mtsac.edu/financialaid/types-of-aid/types-of-aid.html>

Free money, Earned Money, Borrowed Money	18 respondents	20 %	<div style="width: 20%;"></div> ✓
Grants, Loans, Scholarships	60 respondents	65 %	<div style="width: 65%;"></div>
Dollars, Coins, Checks		0 %	<div style="width: 0%;"></div>
Free money, Grants, Earned money, Work study	3 respondents	3 %	<div style="width: 3%;"></div>
No Answer	11 respondents	12 %	<div style="width: 12%;"></div>

20% answered correctly

Attempts: 81 out of 92

+0.1

Discrimination Index



HOW MANY TYPES OF FINANCIAL AID CAN YOU RECEIVE?

Currency: Cambodian Riel (៛)

99% of students nationwide complete the FAFSA online.

3	40 respondents	43 %	<div style="width: 43%;"></div>
4	30 respondents	33 %	<div style="width: 33%;"></div> ✓
1	4 respondents	4 %	<div style="width: 4%;"></div>
2	7 respondents	8 %	<div style="width: 8%;"></div>
No Answer	11 respondents	12 %	<div style="width: 12%;"></div>

33% answered correctly

Attempts: 80 out of 92

+0.45

Discrimination Index



WHAT ARE THE 4 TYPES OF FINANCIAL AID?



Currency: Malaysian Ringgit (RM)

On average, it takes 24.13 minutes to complete the FAFSA from start to finish.

Grants, Scholarships, Loans, Cal Grants	10 respondents	11%	
Grants, Scholarships, Student Loans, Work-Study	59 respondents	64%	
Grants, Pell Grants, BOG Waiver, Loans	11 respondents	12%	
Grants, BOG Waiver, Loans, Work		0%	
No Answer	12 respondents	13%	

64% answered correctly

Attempts: 80 out of 92

+0.51

Discrimination Index



WHICH TYPE OF BANK ACCOUNT OFFERS NO INTEREST?

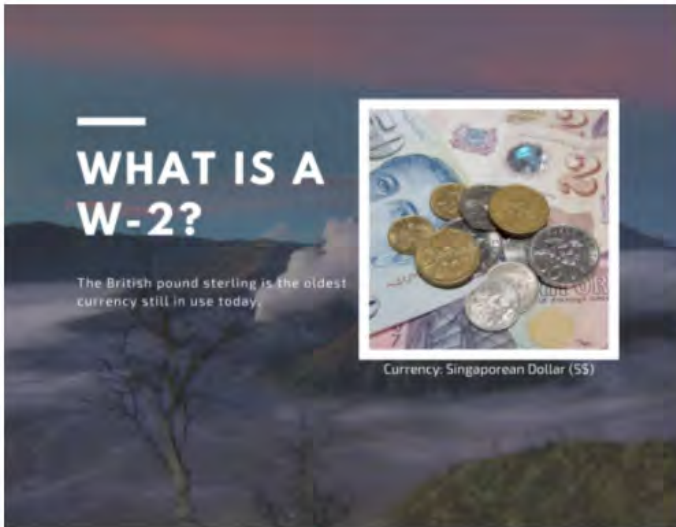


Currency: Papua New Guinean kina (K)

Only 21% of students aged 16 to 22 said they have taken a personal finance course in school.

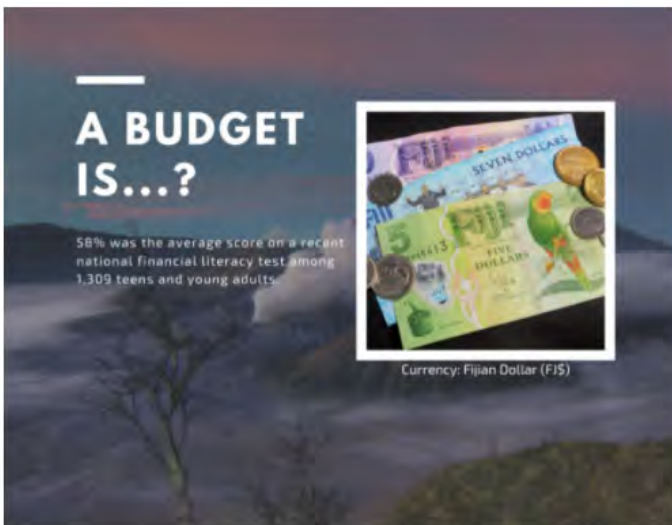
Money Market	5 respondents	5%	
Loan	3 respondents	3%	
Savings	9 respondents	10%	
Checking	63 respondents	68%	
No Answer	12 respondents	13%	

68% answered correctly



A form that an employer determines how much tax to withhold from a paycheck	26 respondents	28 %	<div style="width: 28%;"></div>
A life insurance policy	1 respondent	1 %	<div style="width: 1%;"></div>
A form that an employer must send to an employee and the IRS at the end of the year	51 respondents	55 %	<div style="width: 55%;"></div> ✓
A paystub	2 respondents	2 %	<div style="width: 2%;"></div>
No Answer	12 respondents	13 %	<div style="width: 13%;"></div>

55% answered correctly



A money math problem	1 respondent	1 %	<div style="width: 1%;"></div>
Adding and subtracting money	1 respondent	1 %	<div style="width: 1%;"></div>
A plan for all of your money - including money for fun stuff	76 respondents	83 %	<div style="width: 83%;"></div> ✓
A plan for never spending money	2 respondents	2 %	<div style="width: 2%;"></div>
No Answer	12 respondents	13 %	<div style="width: 13%;"></div>

83% answered correctly



WHAT IS FINANCIAL LITERACY?

The average debt of students when they graduated from college rose from \$18,550 (in 2004) to \$28,950 (in 2014), an increase of 56 percent.




Currency: Tuvaluan Dollar (T\$)

Investing and taking risks with money		0 %	
Being knowledgeable of financial terms	9 respondents	10 %	
Knowing how to manage your money including borrowing & saving money, and how to invest and plan for the future	69 respondents	75 %	
Understanding finance problems	1 respondent	1 %	
No Answer	13 respondents	14 %	

75% answered correctly

WHAT IS A LIABILITY?

The penny is the only coin that the president faces the right.



Currency: French Pacific CFP Francs (F)

Bank debt	32 respondents	41 %	
Money paid to insurance company	19 respondents	24 %	
Money owed to another person or institution	66 respondents	84 %	
Wages owed	41 respondents	52 %	
No Answer	13 respondents	16 %	

23% answered correctly

Attempts: 79 out of 92

+0.39

Discrimination Index



WHAT IS AN NOT AN ASSET?

The official term for the 'heads' side of the coin is 'obverse.'



Currency: Nauru Australian Dollar (AUD)

Personal cash	6 respondents	7%	
Money going into your pocket	2 respondents	2%	
Money going out of your pocket	59 respondents	64%	 ✓
Anything of value that can be converted into cash	12 respondents	13%	
No Answer	13 respondents	14%	

64% answered correctly

Attempts: 79 out of 92

+0.1

Discrimination Index



DEBT IS...?

The official term for the 'tails' side of the coin is 'reverse.'



Currency: New Zealand/Kiwi Dollar (NZD)

All the above	38 respondents	41%	 ✓
Bad	1 respondent	1%	
Something, typically money, that is owed or due	39 respondents	42%	
Good	1 respondent	1%	
No Answer	13 respondents	14%	

41% answered correctly

Attempts: 79 out of 92

+0.21

Discrimination Index



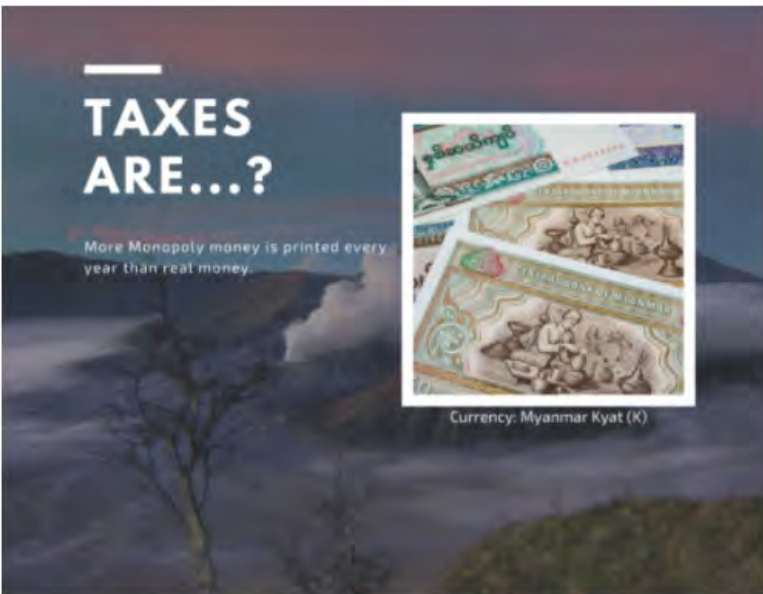
Student loan	2 respondents	2 %	
Paycheck	69 respondents	75 %	✓
Credit card balance	7 respondents	8 %	
Auto loan	1 respondent	1 %	
No Answer	13 respondents	14 %	

75% answered correctly

Attempts: 79 out of 92

-0

Discrimination Index



Required only if you get a refund		0 %	
Not required for students		0 %	
Money that people have to pay to the government	78 respondents	85 %	✓
Voluntary	1 respondent	1 %	
No Answer	13 respondents	14 %	

85% answered correctly

Attempts: 79 out of 79

A EXAMPLE OF A TYPE OF TAX IS... (SELECT ALL THAT APPLY)?



Currency: Brunei Dollar (B\$)

8% of the world currency exists in physical cash. Meaning the majority is in some digital format.

Estate Tax	67 respondents	85 %	<div style="width: 85%;"></div> ✓
Sales Tax	72 respondents	91 %	<div style="width: 91%;"></div> ✓
Dollar Tax	17 respondents	22 %	<div style="width: 22%;"></div>
Income Tax	74 respondents	94 %	<div style="width: 94%;"></div> ✓
No Answer	13 respondents	16 %	<div style="width: 16%;"></div>

63% answered correctly

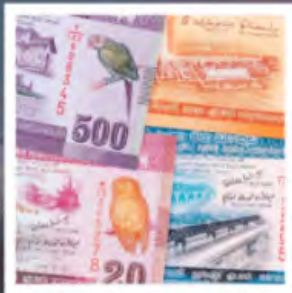
Attempts: 79 out of 92

+0.1

Discrimination Index
②

A STOCK IS...?

On the US \$5 bill, all 50 states are listed across the top of the Lincoln Memorial.



Currency: Sri Lankan Rupee LKR (Rs)

A place for investing	8 respondents	9 %	<div style="width: 9%;"></div>
Used to talk about investing only		0 %	<div style="width: 0%;"></div>
A market	2 respondents	2 %	<div style="width: 2%;"></div>
Fractional pieces of publicly traded companies	69 respondents	75 %	<div style="width: 75%;"></div> ✓
No Answer	13 respondents	14 %	<div style="width: 14%;"></div>

75% answered correctly



***Anti-Asian American Pacific
Islander Hate in the Time of
COVID-19***

Dr. Russell Jeung

A Litany of Lament

- Customer began screaming at me for no reason while in line and correctly distanced at 6 feet. I am mostly Chinese and my family has been in San Luis Obispo since the 1860's. I am 4th generation in San Luis Obispo, but guess I will never be an American. (71 y.o., San Luis Obispo, CA)
- Waiting to cross the street, I felt something on my head and it turned out to be spit all over my hair and back of my coat. I was repeatedly spit on by a big white guy. (67 y.o., New York, NY)
- I was standing in an aisle at [a hardware store] when suddenly I was struck from behind. Video surveillance verifying the incident in which a white male using his bent elbow striking my upper back. Subsequent verbal attacks occurred with "Shut up, you Monkey!", "F**k you Chinaman", "Go back to China", "...bringing that Chinese virus over here". (67 y.o., San Francisco, CA)

A Litany of Lament

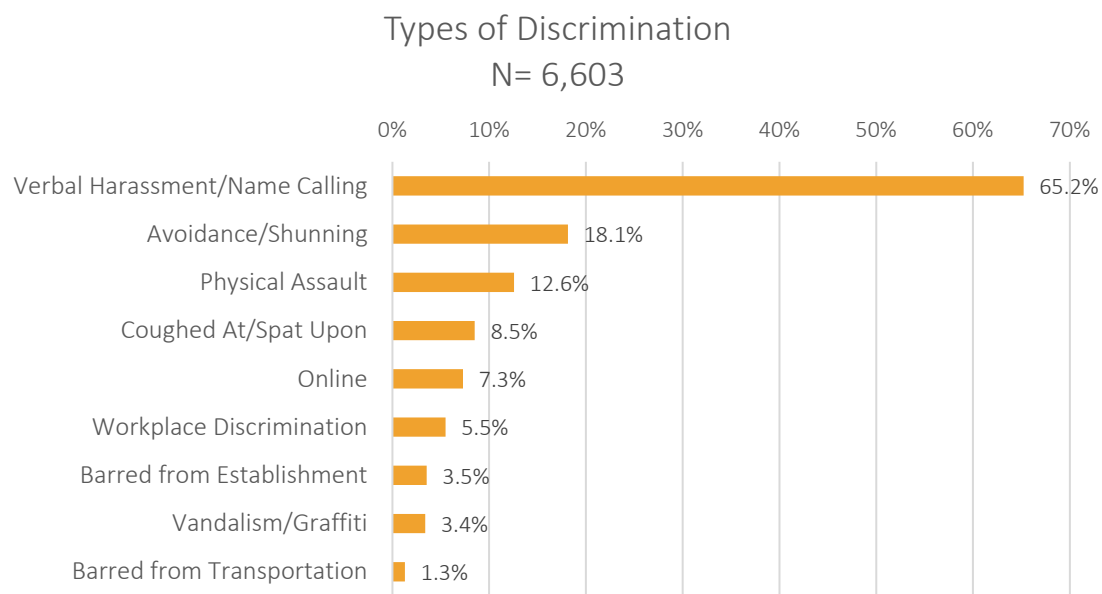
- On my daily walk in my hometown Sausalito wearing a face mask, a white woman yelled at me, "I hate Chinese people! Why do they come to this country!" when she passed me. I was stunned by her words and caused me to fear and be more alert of my surroundings. (71 y.o., Sausalito, CA)
- My wife and I were taking a walk minding our own business when two dogs tried to attack us. When the woman owner came to us she said: "the reason the dogs are afraid of you is because you eat dogs"! Then said: "you need to go back from where you came from!" We were shocked to hear this. (67 y.o., Sammamish, WA)
- Waiting to enter [pharmacy] to get prescription, group of construction workers not doing social distancing, made fun of me, faking coughing, spitting and made slant eyes. No one else called this person out. (68 y.o., Oakland, CA)

A Litany of Lament

- I was shopping & child grabbed my arm. Child said I should, “Go back to my country!” & I was the “reason his father died.” Mother came up & put her hand on my arm, but she didn't try to help me. Bakersfield occasionally has ignorant people who make fun of how I talk and look and tell me to go home. But this is scariest & saddest experience I've had in US since about 1977. (70 y.o., Bakersfield, CA)
- As I was leaving the restaurant, white male stormed up to me and verbally harassed and terrorized me -- screaming "return to China you f***ing Asian" and other hateful, racial slurs... threatening me physically. A clear case of racial hatred towards me. I gave a verbal account to an officer who arrived later. I have not heard back from anyone. (67 y.o., Alamo, CA)

A Moment of Silence

- Pak Ho, 75 y.o. Chinese American robbed and killed in Oakland on 3/9/21
- Juanito Falcon, 74 y.o. Filipino American of Phoenix, AZ, was punched in the face, fell to the ground on 2/21/20 and died two days later
- Vicha Ratanapakdee, 84 y.o. Thai American of San Francisco, was shoved and killed on 1/28/21
- Christian Hall, 19 y.o. Chinese American, shot seven times and killed by police in Monroe Co, PA on 12/30/20
- Angelo Quinto, 30 y.o. Filipino American of Antioch, killed by the police with a chokehold on 12/23/20
- Those shot in Atlanta GA and Indianapolis IN



Type of Discrimination

- 12.0% are under 18 y.o.
- 6.6% over 60 y.o.
- Women attacked twice as often as men

POLITICAL RHETORIC

NEWS 18

'The Plague Came Over': Trump Rips into China for its Failure to Contain Coronavirus

abc NEWS CORONAVIRUS GOVERNMENT RESPONSE

Pompeo pushes 'Wuhan virus' label to counter Chinese disinformation

But he failed to convince G7 allies to adopt the term during a recent summit.

Donald Trump Explains Why He Called Coronavirus 'China Virus,' Lies About Taking Outbreak Seriously

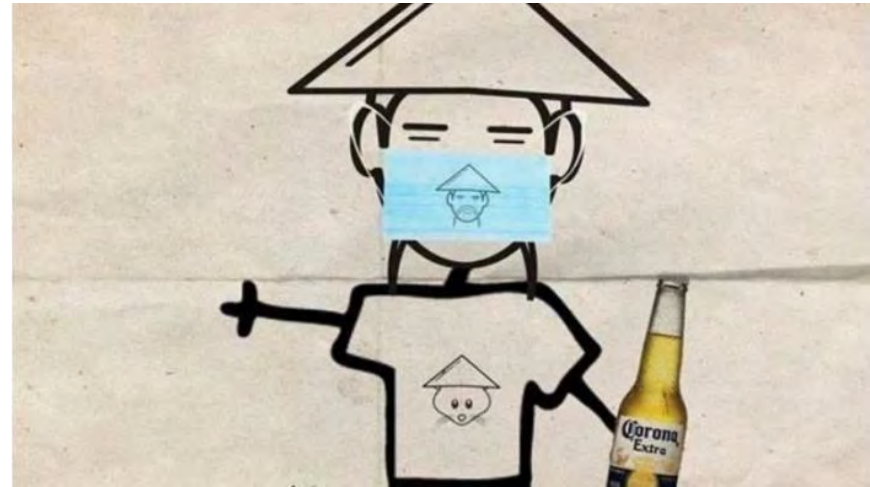
The New York Times

Faced With Crisis and Re-election, Senate Republicans Blame China

Politically endangered Republicans are scrambling to make their contests referendums on China rather than the coronavirus pandemic.



"China is to blame for this pandemic and the death of thousands of Americans," said Senator Martha McSally, Republican of Arizona. Anna Moneymaker/The New York Times



Media Representations



The Yellow Peril:
Racialized
stereotype that
Asians are a
threat to the
West



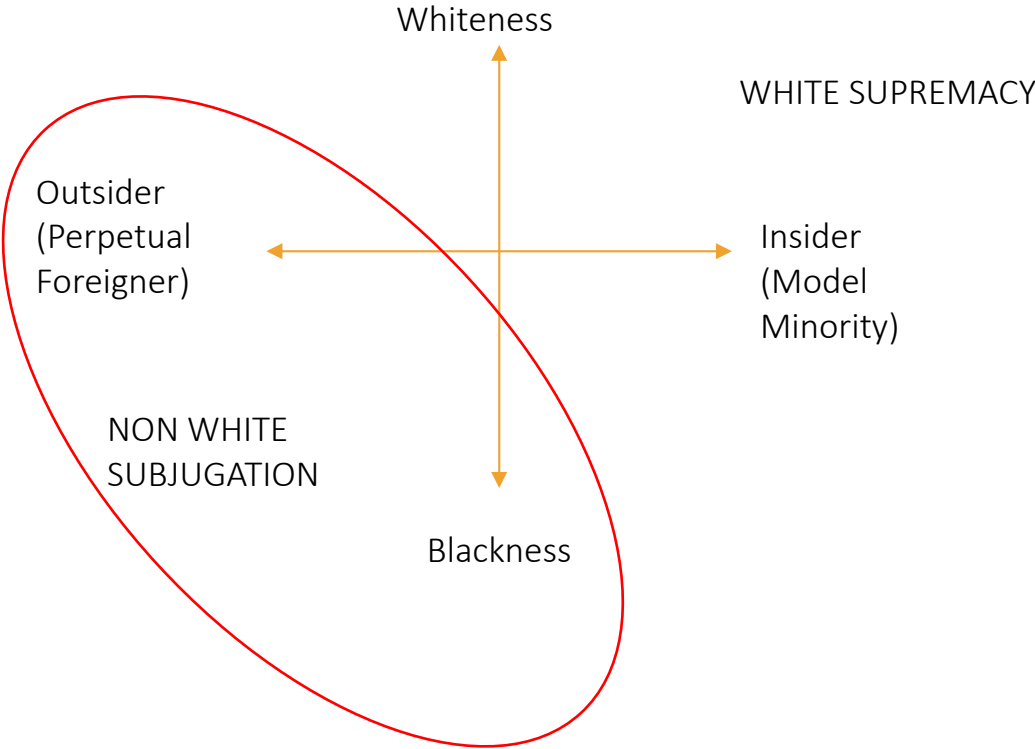


San Francisco's bubonic plague epidemic has eerie parallels to modern day

By Katie Dowd, SFGATE Updated 2:28 pm PDT, Thursday, April 9, 2020



Racialization of Asian Americans



Intersectional (Race X Gender) Objectification of Asian American Women



Outsider
(Perpetual
Foreigner/ Dragon
Lady)



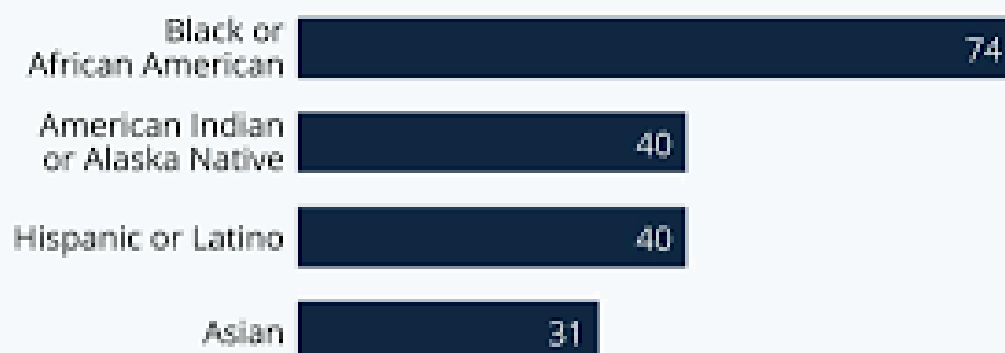
Insider
(Model
Minority/China
Doll)



COMMUNITY IMPACTS

The Pandemic's Racial Disparity

Covid-19 deaths per 100,000 people in the U.S.
by race or ethnicity (as of July 30, 2020)



155% increase in depression

94% increase in stress

93% increase in anxiety

78% increase in somatic symptoms²

MENTAL HEALTH AND HEALTH

How COVID-19 Can Impact Asian American Mental Health

Nina K. Billingsley, M.A. [Follow](#)
Jun 29 · 6 min read



² Liu, Charles and Tao Liu, (2020). Depression and Anxiety as a Result of COVID-19 Anti-Asian Racism. Unpublished paper, Wheaton College, IL

10.7% unemployment

75% of nearly 2 m. small businesses can't access govt assistance

233,000 Asian-owned businesses closed from Feb – April, a 28% decline³

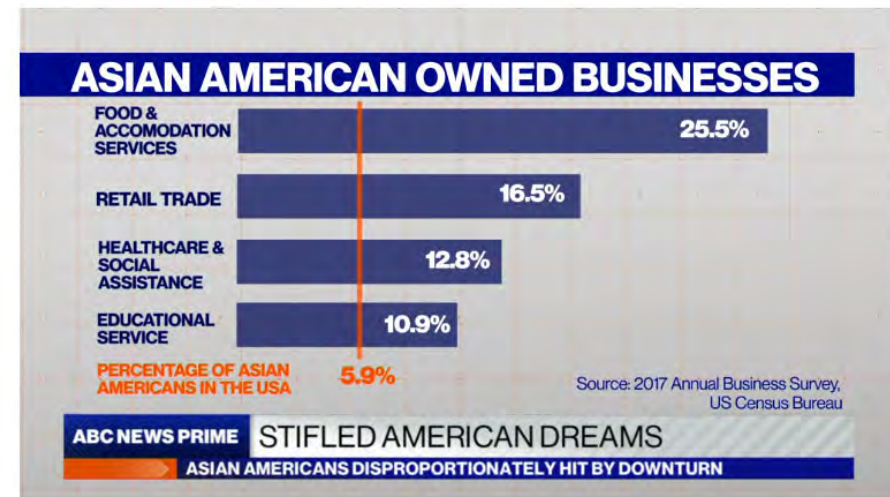
UNEMPLOYMENT AND SMALL BUSINESS CLOSURES

Community left behind: Asian American businesses affected by COVID-19

Asian American unemployment has quadrupled since the pandemic hit.

By Jason Kuang, Imtiyaz Delawala, and Allie Yang

September 10, 2020, 4:40 PM • 8 min read



Asian Americans facing slower economic recovery

³Mar, Don and Paul Ong. (2020). COVID-19's Employment Disruptions to Asian Americans. *UCLA Center for Neighborhood Knowledge*.

IMMIGRATION

Trump's COVID-19 visa bans may alter the face of American immigration beyond the pandemic

The president's executive orders barring several types of visas and green cards will most affect immigrant hopefuls from Asian, African and Latino countries.

ANTI-IMMIGRANT POLICIES

How Trump's WeChat ban cuts off a lifeline for Asians, could cost him support

"Facebook is banned in China. ... We might go back to the old phone cards."



COMMUNITY RESISTANCE

<https://www.sfgate.com/coronavirus/article/hundreds-march-chinatown-corona>


SFGATE NEWS SPORTS LOCAL CULTURE COMMUTING FOOD + DRINK

Here's what Cali lifted

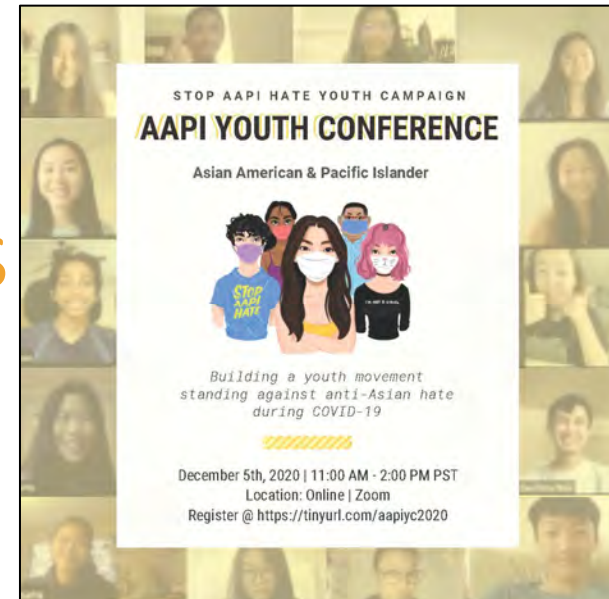
'The virus is our enemy, not China': SF's Chinatown holds large anti-discrimination rally

By [Amanda Bartlett](#), SFGATE Updated 4:30 pm PST, Sunday, March 1, 2020

✉️ 🌐 🐦 📌 📺 📺 336



Youth Campaigns



NBC Bay Area

San Mateo Girl Organizes Rally to Denounce Hate Crimes Against Asian Community

They want Asian-American victims to not be afraid of reporting crimes, something organizers say is crucial to making progress. "I do think that a lot

...



Social Media Campaigns

← **Tweet**

 **ESPN**
@espn

"Being a 9 year NBA veteran doesn't protect me from being called 'coronavirus' on the court."

Jeremy Lin detailed the racism that he and other Asian Americans have experienced. [#StopAsianHate](#)

(via @jlin7)





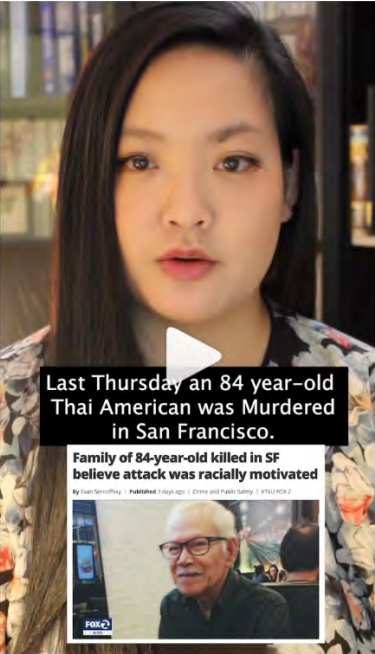
Lin? Something is changing in this generation of Asian Americans. We are tired of being told that we don't experience racism, we are tired of being told to keep our heads down and not make trouble. We are tired of Asian American kids growing up and being asked where they're REALLY from, of having our eyes mocked, of being stereotyped as nerds or being told we're inherently unathletic. We are tired of the stereotypes in Hollywood affecting our psyche and limiting who we think we can be. We are tired of being invisible, of being mislabeled for our colleague or told our struggles aren't as real.

I want better for my elders who worked so hard and sacrificed so much to make a life for themselves here. I want better for my race and my future and future kids. I want better for the next generation of Asian American athletes than to have to work so hard to just be "respectably nerdy."

Being an Asian American doesn't mean we don't experience poverty and racism.
Being a 9 year NBA veteran doesn't protect me from being called "coronavirus" on the court.
Being a man of faith doesn't mean I don't fight for justice, for myself and for others.

So here we are again, asking how we feel. IS ANYONE LISTENING??


 **amandangocnguyen** 
Original Audio View Profile



Last Thursday an 84 year-old Thai American was murdered in San Francisco.

Family of 84-year-old killed in SF believe attack was racially motivated

By Ivan Serrano | Published 3 days ago | Crime and Public Safety | 17/03/22



Chinatown Rallies



Gsrqpwrsr>ErEq ivge\$[livi\$[i\$
[erx\$Fiprk



www.stopaapihate.org



Year 5 Virtual Events Montage

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. The sudden closure of our campus in the spring 2020 term required the program to develop new methods of delivering services. As a result the Arise program developed methods of serving students through virtual events. This report provides a brief overview of many of the events that were held in year five of the grant.

Prepared by, P. Tutasi Asuega Program Specialist II, Arise Program (AANAPISI), Student Services

This report is only possible because of the insight and assistance provided by IT, Audrey Yamagata-Noji, Aida Cuenza-Uvas, and the Arise grant staff. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 3/8/2022.

Fall 2020 Events



Anticipating the very first, virtual semester, our Peer Mentors decided a Spirit Week was needed. They selected themes for each day then encouraged students to participate and post on the Arise Hub

This Fall Fono was centered around learning your Learning Style. Kristina Alvarado from from the Academic Support and Achievement Center, shared helpful insight with our students.



Fall 2020 Events



MT.SAC ARISE PRESENTS

"TIME IS MONEY"

COME AND LEARN ABOUT
FINANCIAL AND TIME MANAGEMENT

FALE FONO

WEDNESDAY | OCTOBER 7TH, 2020
3PM-4PM

ZOOM CODE: 950 5797 7318
PASSWORD: 10620

GUEST SPEAKER
KARE'L LOKENI
ARISE EDUCATIONAL ADVISOR

TO REQUEST DISABILITY RELATED ACCOMMODATIONS PLEASE CONTACT US AT LEAST 5 DAYS IN ADVANCE, TUTASI ASUEGA | PASUEGA@MTSAC.EDU

Our Educational Advisor, Kare'l Lokeni, virtually led our students through an event that emphasized the importance of financial responsibilities as a student and as an adult.

We invited Gio Rodriguez (Coordinator, Student Activities) from Student Life to share insights on national and local ballot measures.



ARISE!

CIVIC ENGAGEMENT FALE FONO

.....
COME LEARN WHAT WE'LL BE
VOTING FOR!
.....

OCTOBER 21st
3pm-4pm
Zoom Meeting ID:
955 7973 4828

**The future of the nation rests in your hands.
Come learn and prepare for Election Day.**

To request disability related accommodations. Please contact us at least 5 days in advance, Tutasi Asuega, pasuega@mtsac.edu

Fall 2020 Events



**MUSIC & MOTIVATION
FALE FONO**

**WEDNESDAY, NOVEMBER 4TH
FROM 3PM-4PM**

ZOOM LINK: 955 7973 4828

**JOIN US AS WE LISTEN AND JAM OUT
TO DIFFERENT TUNES!**

TO REQUEST DISABILITY RELATED ACCOMMODATIONS
PLEASE CONTACT US AT LEAST 5 DAYS IN ADVANCE, TUTASI ASUEGA PASUEGA@HTSAC.EDU

A centering event around music that gave needed motivation.

Our annual collaboration with the International Student Program was focused around gratitude. Peer Mentors from both programs presented.



**ARISE IN COLLABORATION WITH
INTERNATIONAL STUDENT PROGRAM**

present

**"THANKS AROUND
THE WORLD"**

**WE INVITE YOU TO JOIN US
AS WE SHARE AND DISCUSS HOW
DIFFERENT CULTURES EXPRESS
THANKS, RESPECT & GRATITUDE.**

**WEDNESDAY
NOVEMBER 18TH
3PM - 4PM**

ZOOM ID: 955 7973 4828

(ARISE FRONT DESK)

TO REQUEST DISABILITY RELATED ACCOMMODATIONS PLEASE CONTACT
US AT LEAST 5 DAYS IN ADVANCE, TUTASI ASUEGA PASUEGA@HTSAC.EDU

Spring 2021

Rising Up Against Anti-Asian Hate & Violence

March 23, 2021

**RISING UP AGAINST
ANTI-ASIAN
HATE AND VIOLENCE**

The Arise Program will be holding a safe space for our Mt. SAC students. If you are feeling concerned or fearful for yourself or loved ones, we are here to offer support, tools, resources, and breakout rooms for counseling.

**TUESDAY, MARCH 23RD
AT 5PM
ZOOM LINK: 95579734828
(ARISE VIRTUAL FRONT DESK)**

To request disability related accommodations, please contact us at least 5 days in advance.
Tutuli Asuega-pasewaga@mtcsc.edu

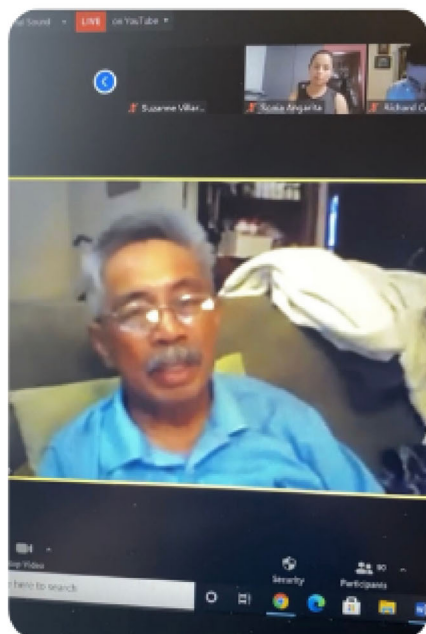
After the Atlanta shootings on March 16, 2021, the Arise Program wanted to create a safe space for our students to feel supported and offer counseling resources.

95 people were in attendance.

Spring 2021

The Farmworkers Movement & the Untold Stories

March 30, 2021



Arise collaborated with El Centro for an event centered around the Farmworkers movement. Special guests from Delano, Alex Edillor and Roger Gadiano with Mt. SAC professor, April Tellez, were able to share inspirational stories and experiences.

Spring 2021

That's Major



That's
MAJOR
career exploration with Arise

UNDECIDED
edition

Learn more about your major and others. Hear from the department, counselor and experienced professionals in your field.



Sandra Padilla,
Counselor

WEDNESDAY, APRIL 7TH
3PM-4PM
ZOOM: 955 7973 4828
(Arise Virtual front desk)

To request disability related accommodations, please contact us at least 5 days in advance.
Total Arisega pasage@mtac.edu



Counselor, Sandra Padilla continues our "That's Major" series by discussing tools and resources that can help students who are undecided about their major.



That's
MAJOR
career exploration with Arise

ARTS
edition

Come learn more about your major and others. Hear from the department, counselor and experienced professionals in your field.



Sara Mestas,
Counselor of Arts



Falefia Jr. Brandon
Fuamatu,
Events and Productions
Manager



Sunil Thankamushy,
Professor of Arts

WEDNESDAY, APRIL 21ST
4PM-5:30PM
ZOOM: 955 7973 4828
(Arise Virtual front desk)

To request disability related accommodations, please contact us at least 5 days in advance.
Total Arisega pasage@mtac.edu



Zooming in from Hawaii, Falefia Fuamatu shared his experience as an Arts Major in college. Counselor, Sara Mestas, and professor of the Arts, Sunil Thankamushy, were able to help students navigate this major.

Spring 2021

Asian Pacific Islander Heritage Month



ASIAN PACIFIC ISLANDER
Heritage Month

LIBRARY RESEARCH GUIDE
mtsac.libguides.com/apai
Guide contains information, virtual case videos, and e-books.

MAY 5TH
4PM - 5:30PM
Zoom: 95579734828
That's Major: Business Award Winning Chef, Sam Choy

MAY 6TH
5PM - 6:30PM
Zoom: 95579734828
"Who's Afraid of Asians? Understanding 'Yellow Peril' (Anti-Asian Racism) in the U.S., Then and Now

MAY 13TH
4:30PM - 6PM
Link: bit.ly/equitytalksmay2021
Equity Talk: Anti-Asian Racism & the rise in Violence during the Pandemic, Dr. Russell Jeung

MAY 19TH
4PM - 5:30PM
Zoom: 95579734828
That's Major: STEM Twitter Software Engineer, Andrew Taelain

MAY 27TH
6PM - 7:30PM
Zoom: 95579734828
Cultural Night Arise Student, Staff, and Faculty, share their API heritage.

SOCIAL MEDIA Padlet Link
[Arise Instagram](#)
API Heritage short stories, featuring four Arise Students

How do you celebrate API Heritage month?
History of Arise
"What does it mean to you to be an API educator?"

To request disability related accommodations, please contact us at least 5 days in advance, Tutasi Asuega, pasuega@mtsac.edu



Arise celebrates Asian Pacific Islander Heritage Month



That's **MAJOR BUSINESS** edition
career exploration with Arise

Learn about your major and others. Hear from the department, counselor and experienced professionals in your field.


BERNADETTE FLAMENO
Counselor of Business

SAM CHOY
Award Winning Chef & Restaurateur, TV Show Host and the Godfather of Pokel

DEREK DOKTER
Professor of Business Management

WEDNESDAY, MAY 5TH
4PM-5:30PM
ZOOM: 955 7973 4828
(Arise Virtual front desk)

To request disability related accommodations, please contact us at least 5 days in advance, Tutasi Asuega, pasuega@mtsac.edu



Award Winning Chef, Sam Choy was able to share his experience in Business and offer advice to the Arise students. Mt. SAC's Business counselor and Business professor were able to share as well.

Spring 2021

Arise invites you to

WHO IS AFRAID OF ASIANS?

UNDERSTANDING "YELLOW PERIL"
(ANTI-ASIAN RACISM) IN THE U.S., THEN AND NOW



THURSDAY, MAY 6TH
5PM-6:30PM

Zoom link: **95579734828**
(Arise Virtual Front Desk)



APRIL PEREZ, Professor of History
FELIX KIM, Professor of Sociology
DOREEN TAMARA, Professor of Sociology

To request disability related accommodations, please contact us at least 5 days in advance, Tutsi Asuega, pasuega@mtsac.edu



Arise collaborated with the Mountie Mentor Program to have Dr. Russell Jeung present to our students about Anti-Asian Racism & the rise in violence during the pandemic.

Mt. SAC professors shared about "Yellow Peril" in the United States and its affect on our past, present, and future.

Mountie Mentor Program

EQUITY TALKS



Anti-Asian Racism
& the Rise in
Violence during the
Pandemic

Dr. Russell Jeung
Professor,
Asian American Studies
San Francisco State University &
Co-Founder of stopaaphate.org

Thursday
May 13th
4:30pm-6:00pm

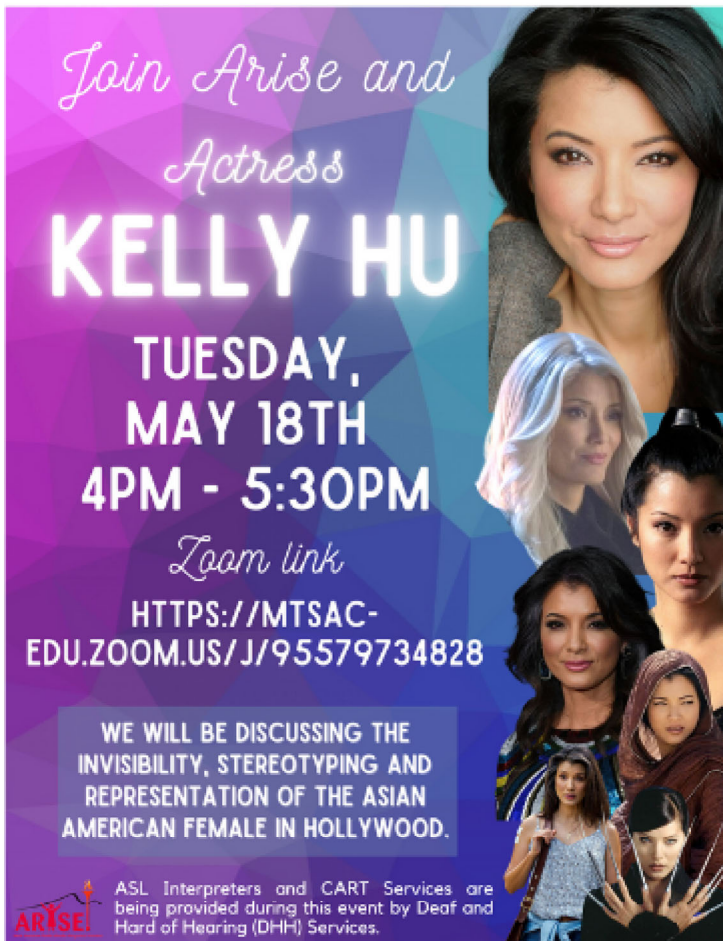
Zoom link:
<https://bit.ly/equitytalkmay2021>

If you need disability related accommodations or services, such as Sign Language interpreting, note taking, closed captioning, etc., please contact us at equitycenter@mtsac.edu

Need a helping hand?



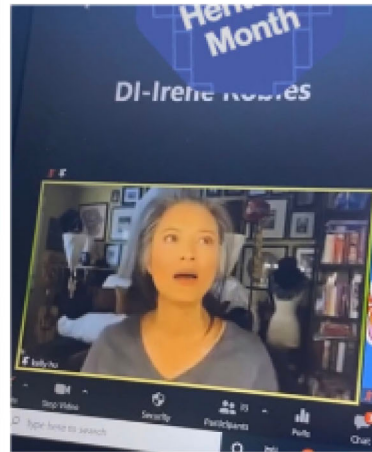
Spring 2021



Join Arise and
Actress
KELLY HU
TUESDAY,
MAY 18TH
4PM - 5:30PM
Zoom link
[HTTPS://MTSAC-
EDU.ZOOM.US/J/95579734828](https://mtsac-edu.zoom.us/j/95579734828)

WE WILL BE DISCUSSING THE
INVISIBILITY, STEREOTYPING AND
REPRESENTATION OF THE ASIAN
AMERICAN FEMALE IN HOLLYWOOD.

ASL Interpreters and CART Services are
being provided during this event by Deaf and
Hard of Hearing (DHH) Services.



Celebrity
Actress, Kelly
Hu, joined the
Arise Program
via zoom to
share about
her experience
as an Asian
American
female in
Hollywood.

Closing out our "That's
Major" series for the
semester, Andrew
Taeoali'i from Twitter,
shared his experience as a
STEM major in college. Mt.
SAC STEM counselor and
coordinator, shared
resources.



That's
MAJOR
career exploration with Arise
STEM
edition

Learn about your major and others. Hear from the department,
counselor and experienced professionals in your field.

Jason Hayward
Counselor of STEM

Andrew Taeoali'i,
Senior Software
Engineer at Twitter

James Reed
Project/Program
Coordinator-STEM

WEDNESDAY, MAY 19TH
4PM-5:30PM
ZOOM: 955 7973 4828
(Arise Virtual front desk)

To request disability related accommodations, please contact us at least 5 days in advance.
Tatai Auwaga pauega@mtsac.edu

Equity Center Presents:

Mt. SAC Scholarship Marathon

We are hosting a month long event breaking down the scholarship application for you. Financial Aid & Scholarship Specialists, Equity Center Staff, and Writing Center Tutors will be here to assist you through every step of the process.

Mt. SAC Scholarship: <https://www.mtsac.edu/scholarships/>

Workshop Dates & Times:

Each workshop will cover a specific aspect of the scholarship application. Workshops will be recorded for later viewing.

Overview of Scholarship Application	Monday March 29, 5:00-5:45 PM
Overview of Essay Question #1	Monday April 5, 5:00-5:45 PM
Overview of Essay Question #2 & #3	Monday April 12, 5:00-5:45 PM
Overview of Essay Question #4	Monday April 19, 5:00-5:45 PM
Day of Deadline Application Review	Monday April 26, 5:00-11:59 PM

Application Review Drop-In Hours:

Support staff will be available during these times to review all or parts of your scholarship application.

Thursday April 8, 12-1PM	If these times do not work for you, you can schedule an appointment with a counselor by visiting bit.ly/equitycounselor or email scholarships@mtsac.edu to meet with a Scholarship Specialist
Thursday April 15, 3-4PM	
Thursday April 22, 12-1PM	

Zoom Link for all sessions:
<http://bit.ly/ecscholarship21>

Contact Info:

Email: equitycenter@mtsac.edu

Call/text: 909-784-5255

If you need disability-related accommodations or services such as sign language interpreter, note taker, captioning, etc., please contact the Equity Center at equitycenter@mtsac.edu



Arise Student Scholarship Application Support

87 Arise students applied



Resulting in 66 scholarships for

36 Arise Students

Totaling

\$52,000

The scholarship marathon and individual appointments to assist students in completing their scholarship applications aided in this outcome.



Arise Student Hub Usage

The AANAPISI grant at MT. SAC aims to provide a networked link of services and activities to improve the academic achievement and personal development of its students. The sudden closure of our campus in the spring 2020 term required the program to develop new methods of delivering services. One such method was utilizing Canvas software to develop the Arise Student Hub. This brief summary provides some information about usage and outcomes for the students who utilized this new platform.

This report is only possible because of the insight and assistance provided by IT, Audrey Yamagata-Noji, Aida Cuenza-Uvas, and the Arise grant staff. When you are referring to the data from this report, please remember to acknowledge that it was done through the Research and Institutional Effectiveness office in collaboration with the aforementioned persons and that it was completed on 3/3/2022.

Arise Hub Usage

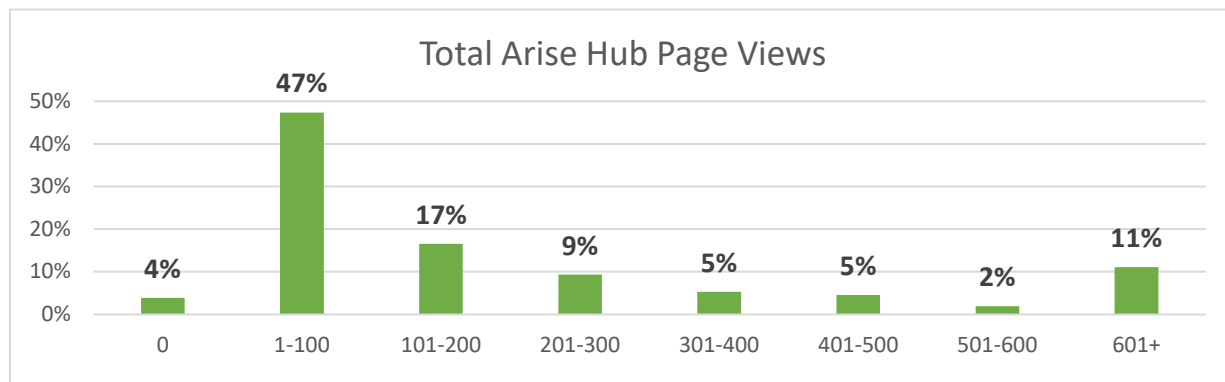
The debut of the Arise Hub to Arise students began the week of April 5th, 2020. Since that time, 655 students were invited to join the Arise Canvas Hub. 95% or 621 Arise students joined.

Hub Usage April 5, 2020 - February 22, 2022

Total Views	Count	Percent
0	24	4%
1-100	294	47%
101-200	103	17%
201-300	58	9%
301-400	33	5%
401-500	28	5%
501-600	12	2%
601+	69	11%

96% of the Arise students who accepted the invitation to join the Arise Hub viewed at least one since joining.

Total 621 100%



Total Weekly
Total Hub Page Views 201,687 2079

Average Views

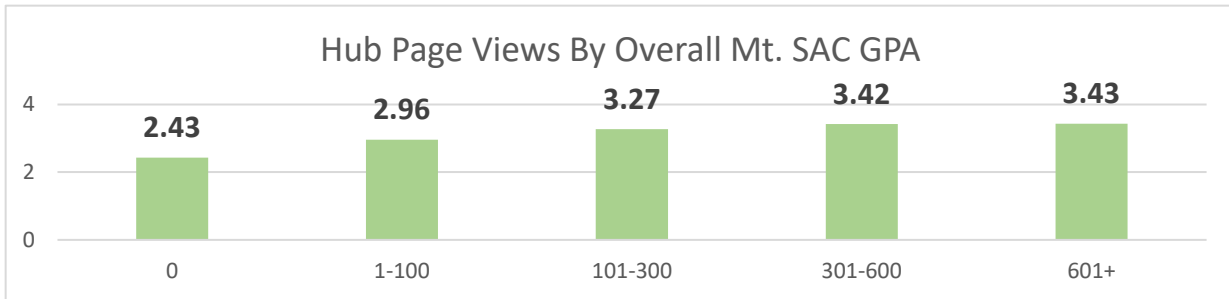
	All	Weekly*
Mean Views	338	3
Median Views	96	1
Mode Views	13	0

The Arise Hub has been available to students for 97 weeks. During this time, the students logged 201,687 page views. Weekly this means that students viewed an average of 2079 pages. This includes all weeks including when classes were not in session. The mean or average number of views by all of the students who accepted an invitation to the Hub was 338.

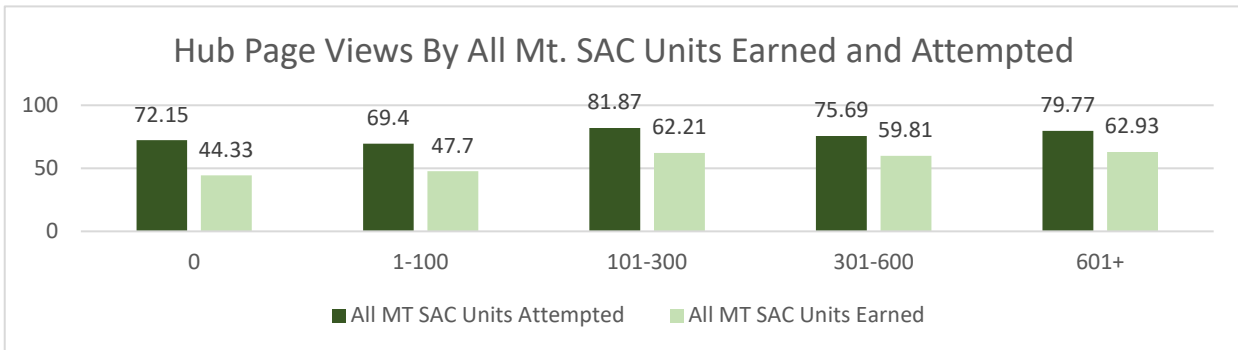
*97 weeks includes periods where classes were not in session.

Hub Page Views by GPA, Units Attempted and Earned

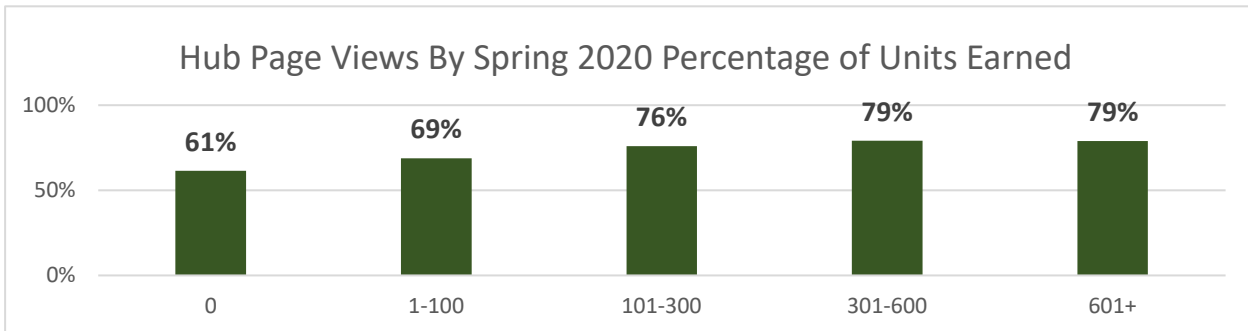
Total Page Views	Count	Percent	Mean or Average			
			Overall MT SAC GPA	All MT SAC Units Attempted	All MT SAC Units Earned	Percent Earned
0	24	4%	2.43	72.15	44.33	61%
1-100	287	47%	2.96	69.4	47.7	69%
101-300	157	26%	3.27	81.87	62.21	76%
301-600	72	12%	3.42	75.69	59.81	79%
601+	69	11%	3.43	79.77	62.93	79%
Total	609	100%	2.59	10.98	7.517	66%



The average overall GPA of units attempted at Mt. SAC among the credit Arise students was higher among the student who had higher numbers of page views on the hub.



The Hub participants with the highest average Mt. SAC units attempted were those who viewed 101-300 pages they also had one of the highest average units earned at 62.21 units.



The average percentage of units earned to those that were attempted was higher among the students who logged the most page views.

Stop Anti-Asian Hate

This is a safe and brave space to share your thoughts, feelings, or anything you feel moved to on this topic. Your post is anonymous.

ARISEPROGRAM MAR 19, 2021 05:01PM

POST PROMPT: We invite you to share your experience, words, sayings, imagery, or any creative action regarding this topic.

TO POST:

Add your opinion by using the pink "+" sign in the right lower corner below.

After you post, you are able to change your post color by clicking on the three dots on the top right.

GROUND RULES:

- o This is a safe space/brave space.
- o Be respectful. Demonstrate Respect.
- o Be open to other perspectives.

REPORTING:

To report any anti-AAPI hate incident, please visit <https://stopaapihate.org/>.

Color Code

- Red = About History
- Blue = Resources | Action
- Orange = Statements
- Purple = Expressions | Feelings

Remembering BOT Resolution 19-26, A MESSAGE FROM PRESIDENT SCROGGINS

"We stand with APIA communities"

A Message From the President - Please Read

Classes scheduled for Wednesday March 18 and Thursday, March 19 will be suspended

MTSAC



Anti-Asian Hate

<https://youtu.be/9oMPsYwOvDg>

May 13, 2020

Board of Trustees (BOT) Resolution 19-26:

have been reported in the United States as of April 29, 2020; and

WHEREAS, some national leaders have used divisive and inflammatory rhetoric, referring at times to the COVID-19 virus as the "Chinese virus," and "Kung-Flu"; and

WHEREAS, such rhetoric is inaccurate and stigmatizing, tends to incite fear and xenophobia, and may put Asian-Pacific Islanders at risk of retaliation; and

WHEREAS, scientists have confirmed that the COVID-19 disease does not respect borders and is not caused by ethnicity, and the World Health Organization has cautioned against using geographic descriptors because they can fuel ethnic discrimination; and

WHEREAS, as the COVID-19 virus has spread, numerous Asian Americans and Pacific Islanders have reported experiencing microaggressions, racial profiling, hate incidents and, in some cases, hate violence; and

WHEREAS, at Mt. San Antonio Community College District, Asian Americans and Pacific Islanders make up nearly 23% of our student population, 17% of our employee population, and almost 16% of the population of Los Angeles County; and

WHEREAS, the Mt. San Antonio Community College District Board of Trustees wishes to affirm its commitment to the well-being and safety of Asian-Pacific Islander community members and ensure they know they are not alone and that they can speak out to help stop the spread of bigotry; and

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Mt. San Antonio Community College District denounces xenophobia and anti-Asian sentiment and does not support the rhetoric and racist remarks of some national leaders regarding the COVID-19 virus. The District joins fellow community colleges, cities, counties, and states across the country in affirming its commitment to the safety and well-being of Asian

ATTACHMENT-Resolution 19-26 - Denouncing Xenophobia and Anti Asian Sentiment Due to COVID-19

PDF document

PADLET DRIVE

Daniel Dae Kim Testifies

Before Congress on AAPI hate



Daniel Dae Kim testifies before U.S. Congress about Anti-Asian hate in America

by 88rising

YOUTUBE

A 'History of Exclusion, of Erasure, of Invisibility.' Why the Asian-American Story Is Missing From Many U.S. Classrooms

"K-12 American history texts reinforce the narrative that Asian immigrants and refugees are fortunate to have been 'helped' and 'saved' by the U.S. ... The story does not begin with U.S. imperialist wars that were waged to take Asian wealth and resources and the resulting violence, rupture and displacement in relation to Asian lives. Few realize that there is an Asian diaspora here in the U.S. because the U.S. went to Asia first."

Why the Asian-American Story Is Missing From U.S. Classrooms

Educators tell TIME that anti-Asian racism is directly linked to how the AAPI community is often depicted in U.S. history lessons



TIME

Kareem Abdul-Jabbar: Hollywood Must Do More to Combat Asian Stereotypes

"... the national pattern of violence is a symptom of a deeper malady, which is the degrading perception of Asian Americans by the non-AAPI community. This perception, which infantilizes women and emasculates men, creates an environment, both conscious and subconscious, that tacitly permits the persecution of those considered somehow less worthy of respect than whites."

Kareem Abdul-Jabbar: Hollywood Must Do More to Combat Asian Stereotypes

Back in the late '60s when I was a student at UCLA studying martial arts under Bruce Lee, he spoke often and passionately about the harmful way Asian Americans were portrayed on television shows and in movies.



THE HOLLYWOOD REPORTER



"Under the sky, under the heavens, there is but one family." - Bruce Lee #StopAsianHate

A2MEND, APAHE, COLEGAS

Major Higher Ed Organizations & Solidarity Statement



Statement from The Coalition Condemning and Combating Racism, Xenophobia, and Intolerance Against Asian Americans and Pacific Islanders

With the COVID-19 pandemic and the deliberate actions of some political leaders, inflammatory and xenophobic rhetoric has put Asian American and Pacific Islander (AAPI) persons, families, communities, and businesses at risk. Despite public outcry, and increasing racism against AAPI persons, some of our nation's leaders continue to choose nomenclature for the novel coronavirus (COVID-19), such as the "Chinese Virus" and the "Kung Flu," which adversely impacts and endangers the lives of the most rapidly growing ethnic group in the country. Accordingly, this has led to increasing rates of bullying, harassment, assault, and other hate crimes (including killings) against AAPI persons.

There has been a surge of xenophobic violence against Asian American and Pacific Islanders, with 3,795 documented anti-AAPI hate incidents across the country between March 19, 2020 and February 28, 2021. We recognize that many more go unreported. We further recognize that these issues are not entirely new, as AAPI communities have been subjected to violence, discrimination, and stereotyping throughout U.S. history.

The Coalition recognizes that anti-AAPI prejudice is one form of systematic racism that continues to permeate our nation, and in all its institutions. Together, we will work to activate every member of our organization to take a stand against the structures that perpetuate and fuel discrimination and assaults on Asian American and Pacific Islander persons, and to identify actionable ways to address this and all

COALITION AAPI STATEMENT 3 19 21

PDF document

PADLET DRIVE

The long, ugly history of anti-Asian racism and violence in the U.S.

A gunman killed eight people at three Atlanta-area spas Tuesday night; six of the victims were women of Asian descent, sparking fears among advocacy groups that the killings may have been racially motivated. Anti-Asian hate crimes have spiked 150 percent since the pandemic began, according to a recent study.



WASHINGTON POST

QAnti-Asian violence is not new! – ANONYMOUS

sadness

i felt nauseous when i read the details of the shootings. these hate crimes are unavoidable and random. when i enter into public spaces, i feel that i am next, and look for the nearest exit. i'm very afraid, i don't feel confident in the political and historical changes to be made unless white supremacy, US nationalism, and sinophobia is erased.

CORA Equity in Education Certificate Program--Open to all Mt. SAC students and staff

<https://www.mtsac.edu/titlev/cora.html>

I really enjoyed the Racial Microaggression training. I hope to take the Unconscious Bias training soon!

Mt. SAC Associate in Arts in Social Justice Studies for Transfer program

If you are interested in social justice, social equity, and social change, Mt. SAC has an Associate in Arts in Social Justice Studies for Transfer program:

<https://catalog.mtsac.edu/programs/programsaz/social-justice/aa-social-justice-transfer/>

Learning from history

First they came for the socialists, and I did not speak out—
Because I was not a socialist.

Then they came for the trade unionists, and I did not speak out—
Because I was not a trade unionist.

Then they came for the Jews, and I did not speak out—
Because I was not a Jew.

Then they came for me—and there was no one left to speak for me.

Martin Niemöller (1892–1984)

Dismantling Racism and White Supremacy is my work and our work.

White Supremacy, White institutions, White Ideologies, and Whiteness has been perpetuated by this nation and every institution within this nation (and I can argue globally). So many identities continue adding value to these practices because it is what we all have been conditioned to value. It pins people against people... We need to do work individually and collectively to dismantle Whiteness as the standard of wealth, knowledge, life, and being... we need to start adding value to our own identities. We also need to dismantle systems of oppression in our own cultures (colorism, anti-indigenous, persecuting religious minorities, gender oppression, homophobia, etc.). As a mestizo Latinx individual, I understand I can and should only speak from the identities I ascribe to. It is my role to put on my critical lens, I need to seek to understand and practice respect. I also believe we need to build coalition with others to dismantle something so toxic like White Supremacy.



Give Nothing To Racism

by NZ Human Rights Commission

YOUTUBE

love him. this made me laugh – ANONYMOUS



"Under the sky, under the heavens, there is but one family." - Bruce Lee
#StopAsianHate

Buenavista - Model Undocumented Minorities copy.pdf

by Madeleine Villanueva

GOOGLE DRIVE

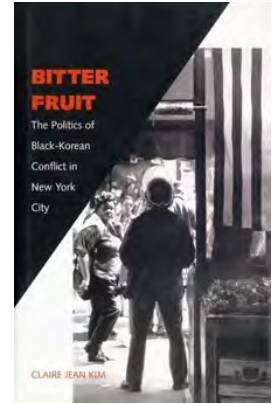


Racial protests are inevitable as long as conditions of racial injustice prevail.

Bitter Fruit

The Politics of Black-Korean Conflict in New York City
Claire Jean Kim
Format: Paper View
Inside Price: \$32.00
Our shopping cart only supports Mozilla Firefox. Please ensure you're using that browser before attempting to purchase.
Cloth Conflict between Blacks and Koreans has increased in American cities during the past two decades.

YALE



Farmworkers Movement & the Untold Stories

Join this event next Tues., March 30th to learn more about the Filipino Labor Organizers who led the Strike in Sept. 1965.



Farmworkers Movement Tuesday March 30 3_00PM - 5_00PM link

PDF document

PADLET DRIVE

birthright citizenship, thank you Asian immigrants

<https://www.civics101podcast.org/civics-101-episodes/usps-addt5-9wsgj>

Model Minority Myth Video

I like this close-captioned video that introduces the model minority myth, and why it is harmful.

<https://www.youtube.com/watch?v=PrDbvSSbXk8>

What Is the Model Minority Myth?

When I was halfway through the 11th grade, my pre-calculus teacher pulled me out into the hallway. He wanted to talk about my latest test. "You can do better than this," he said. "I'm so surprised by grades like this from someone like you." Someone like you?



LEARNING FOR JUSTICE

Model (undocumented) minorities and "illegal" immigrants: centering Asian Americans and US carcerality in undocumented student discourse

Thank you for posting this. — ANONYMOUS

Fighting racism is not just about food and arts ; a BIPOC comic once said, "they love our culture but not our people". I agree, appreciation of culture/food/arts is important but not enough.

Yes! When we focus only on the food, culture, and arts, we tokenize cultures. — ANONYMOUS



TIPS FOR SAFETY

Review this for suggestions.

Safety Tips for Those Experiencing or Witnessing Hate

STOPAAPIHATE



How I grew up...

My childhood was humble but full of love. Love in my household and love in my surrounding community. I was highly blessed by growing up around people of different nationalities and ethnicities. I am a Latina that grew up learning from and appreciating the cultures of my Chinese, Japanese, Korean, Filipino, and Vietnamese friends and families. Not just the tokenized food and clothing, but the diverse values, history, and cultural practices. What a blessing it was to grow up surrounded by people from so many cultures including African-Americans, Ethiopians, Indians, and Armenians. I will ALWAYS stand in solidarity and love, with BIPOC communities (Black, Indigenous, People of Color). To my Asian and Asian American brothers and sisters, know that YOU ARE LOVED for everything that you are :)

Art is a healing medium

See Kyoko Takenaka's film HOME

Film & Documentary

In "Home," artist and filmmaker Kyoko Takenaka unveils a visual and sonic portrait of belonging and memory in four chapters. Calling upon the experiences that underline their otherness as an Asian-American, the film chronicles their contemplations through original song and poetry, as well as video clips, audio recordings and digital conversations captured from real-life experiences over the span of seven years.

2020



radical gratitude

you are enough
your work is enough
you are needed
your work is sacred
you are here
and i am grateful

radical gratitude spell

a spell to cast upon meeting a stranger, comrade or friend working for social and/or environmental justice and liberation: you are a miracle walking i greet you with wonder in a world which seeks to own your joy and your imagination you have chosen to be free, every day, as a practice.

ADRIENNEMAREEBROWN



it makes me mad that folks have to think about the hate that might be displayed when they are just trying to live their authentic selves

Asian Women in the Media

How the Media's Depiction of Asian Women Harms Them

With news of the shootings in Georgia targeting Asian employees of massage parlors, it's time to look at how media, particularly Hollywood, has perpetuated harmful stereotypes of Asian women.



@diet_prada

I encourage Mt. SAC to not only look at how to return to campus safely re: Covid but also how to return to campus safely re: social injustices/racism. Lots has happened since we have been closed (BLM, capital riot, increase in hate crimes, etc.), yet we haven't fully addressed these incidences. Students are sharing that they are worried about returning to campus and how they will be treated as BIPOC.

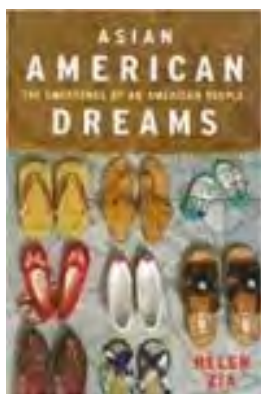
Asian brothers and sisters we are here in unity. Times are tough but together as one community we will get through. – ANONYMOUS

Asian American Dreams

Asian American Dreams

Asian American Dreams Excerpts and Reviews of Asian American Dreams: The Emergence of an American People: Link to Chapter 1: Asian American Dreams New York Times: March 5, 2000 By SOMINI SENGUPTA elen Zia, the American-born child of Chinese immigrants, is talking with two high school friends, one a black girl named Rose, the other a white girl named Julie.

HELENZIA



"SOMETIMES I WONDER IF THE ASIAN AMERICAN EXPERIENCE IS WHAT IT'S LIKE WHEN YOU'RE THINKING ABOUT EVERYONE ELSE, BUT NO ONE IS THINKING ABOUT YOU!!"

– STEVEN YEHN

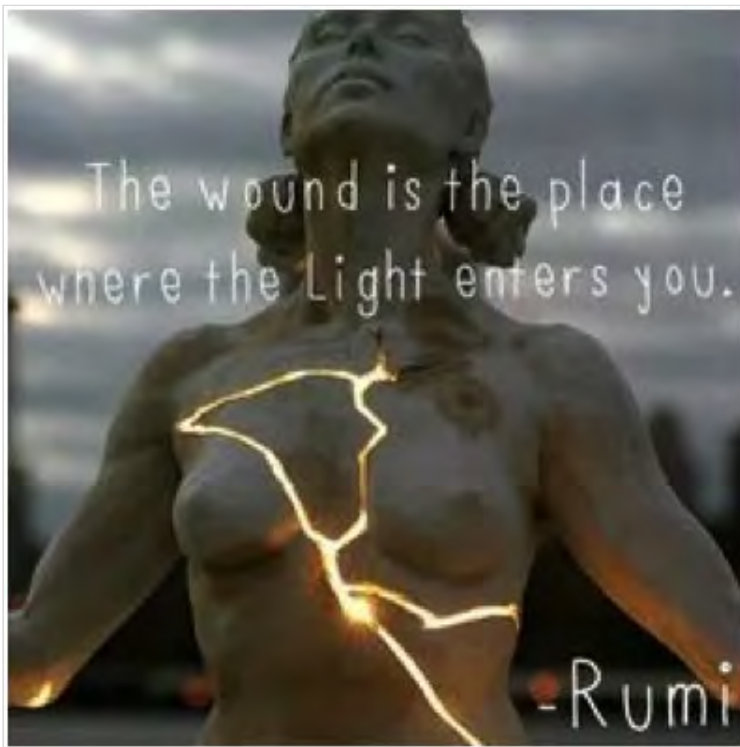
@BENNYLLAMA

As we engage in this conversation, let's remember that change happens at home. Home is not just the physical space where we reside; it is also inside our bodies, our minds, and our hearts. If we really want to do anti-racist, anti-Asian hate, anti-homophobic, anti-islamaphobic, etc. work, then that change, that revolution starts at home. Let's stop, reflect, and notice to truly show up in solidarity for each other.

Safety Tips for Those Experiencing or Witnessing Hate

STOPAAPIHATE





I also worry for my friends and their families and my peers, I worry for their safety for their mental health

Us at the Mt. SAC Pride Center stand with you against the hate. We will support you in any way we can!



<https://stopaapihate.org/actnow/>

Act Now - Stop AAPI Hate

ACT NOW Encourage those who experience or witness acts of hate towards the Asian American and Pacific Islander communities to report an incident at our website. The reporting form is available in 11 languages, with more on the way. Reporting incidents helps us understand what is happening and guides us in developing policies to advocate [...]



STOP AAPI HATE

As a symbol of our solidarity and of the allyship/co-conspiratorship we intend to practice to the Asian/Asian American communities, the Pride Center created an icon to use as our Zoom profile picture for the event today. We acknowledge that this is merely a symbol of what we intend to do - our current and future actions uplifting and protecting the Asian and Asian American communities - and we also acknowledge that using this image as a temporary profile picture is not, in itself, true allyship or co-conspiratorship. We will meditate on and hold discussions about how we will uplift and/or protect these communities and stand up against racism and white supremacy. In community <3 - ANONYMOUS

Asian American Girl Club

Yuri Kochiyama w Malcolm X

Yuri + Malcolm Special Edition Tee x Carolyn Suzuki - Charity Campaign

The story of Yuri Kochiyama and Malcolm X is a reminder of the vital importance of coming together during times of resistance. We are so excited to come together with artist Carolyn Suzuki to design two shirts in collaboration with Asian American Girl Club that furthers this narrative and gives back.



ASIAN AMERICAN GIRL CLUB

Our Pride Family, seeing this gives us so much strength. We've always felt your support, but feel it even more now. We stand with you. - ANONYMOUS

Thank you for using 'white supremacy' to define what anti-asian hate is, let's call it what it is! Let's not be afraid to name it!

Dear Asian Americans

I love Yuri Kochiyama she is someone I look up to <3 - ANONYMOUS

Bystander Training for those interested

<https://www.ihollaback.org/harassmenttraining/>

Dear Asian Americans on Apple Podcasts

Dear Asian Americans is a podcast for and by Asian Americans, focusing on authentic storytelling rooted in origin, identity, and legacy. Host Jerry Won brings on guests from diverse backgrounds and career paths to celebrate, support, and inspire the Asian American community. New episodes air every T...

APPLE PODCASTS



white supremacy = tells folks that all BIPOC are threats regardless of who they are

capitalism = property must be protected over protection of people

patriarchy = teaches that masculinity needs to be proved through aggression (bell hooks, 2000)

this really speaks to me because these 3 are the reasons why what has happened was allowed and its something that we dont hear about ... the own police dept. wouldnt call this a hate crime...

like it really bothers me that folks (the media + police) tries so hard to defend white supremacy ... like no this is not okay – ANONYMOUS

Sandra Oh I am honor to be Asian T shirt

I would like to have courage to wear this out and be proud & feel safe walking on the street!

"IT'S AN HONOR JUST TO BE ASIAN." DEFY HATE, Supporting EAST-WEST PLAYERS INC

This is a sad and frightening time for our community. East West Players stands united with other organizations who are fighting anti-Asian hate and serving and advocating for the victims of anti-Asian violence. Hundreds have reached out and asked us to reopen our t-shirt campaign, so that they can wear a visible symbol of defiance against...

CUSTOMINK



sad

I remember noticing that asian hate crime were occurring much more a year ago, when I mentioned it though everyone told me who cares, BLM. Not that I'm saying BLM isn't important or that it takes away from the important of the asian hate issue, but that I feel like its a flavor of the month type thing and people only rally behind a good cause when its posted everywhere and news outlets are reporting it

The importance of recording

The Hate Crimes Reporting Gap is the significant disparity between hate crimes that actually occur and those reported to law enforcement. It is critical to report hate crimes not only to show support and get help for victims, but also to send a clear message that the community will not tolerate these kinds of crimes. Reporting hate crimes allows communities and law enforcement to fully understand the scope of the problem in a community and put resources toward preventing and addressing attacks based on bias and hate.

I don't know what's stronger: my fear of being racially profiled or the pandemic?

It's been getting so hard to live day to day knowing that something so intangible could put me in danger. #StopAAPIHate #BLM #StopRacism



so true – ANONYMOUS

Question(s) to a Resolution.

Do you think being quarantined made people irritable to provoke hate? How can we manage and de-escalate the temperament of others?

I think people are more irritated because of quarantine but at the same time is not our job to hide our identities to de-escalate temperaments? – ANONYMOUS

I'm tired of seeing the ongoing violence against communities.

This is a colonial legacy of trauma that is continued to present. The virus is racism, colonialism, neoliberalism, patriarchy, capitalism. These are all legacies of white rage.



Which Side Are You On? REMIX - Rebel Diaz ft. Dead Prez and Rakaa Iriscience

by Rebel Diaz

YOUTUBE

The Importance of Reporting

I think it's so important to have a space like this where we can air our grievances, our experiences etc. It is so important to document and have data to

Mt. SAC Faculty Academic Senate Resolve to Support Asian and Asian American Students

Whereas, the College of Mount San Antonio provides to support and empower all students in achieving their educational goals in an environment of academic excellence with our core values of integrity, equity and diversity, community building, student focus, social justice, lifelong learning, and positive spirit; and,

Whereas, schools should be places for the practice and enforcement of equity, for the building of understanding, creation of knowledge, and for the active engagement of all in creating pathways to freedom and justice for all people.

Resolved, the Mt. San Antonio College Academic Senate expresses support for and affirms the rights of Asian and Asian American students, staff, faculty, administrators, and communities to be treated with respect and dignity; and,

Resolved, we will continue to work to address institutional racism on our campus by supporting and facilitating professional development work related to race and other challenging topics and invite faculty across disciplines and content areas to use resources that are inclusive of all of our diverse learners; and,

Resolved, we encourage ongoing critical reflection, and we encourage staff, faculty and administrators to have difficult and honest conversations concerning systemic racism, social injustice, and racial and ethnic bias as we commit to acting towards anti-racism.

Contact: Kelly Rivera, Mt. SAC Academic Senate Co-Vice President and Legislative Liaison and Professor of Political Science

Last updated: K. Rivera 3.18.2021

Last updated: Input from C. Uyeki, L. Heard, and S. Nichols 3.18.2021

Perfect and Voted for by Acclamation by the Mt. San Antonio Academic Senate on 3.18.2021

Resolution%20-In%20Support%20of%20Asian%20and%20Asian%20American%20Students.pdf

PDF document

GO.BOARDDOCS.COM

i've seen conversations online about how Black and Latinx folks need to be here in support of Asian/PI communities. This is important, and it is also important to think about the greater picture - we wouldn't need allyship if we did not have a common oppressor.

yes, we need co-conspirators - ANONYMOUS

This reminds me of Dr. Bettina Love's talk last week where she stressed the importance of collaboration and working together with other minoritized/oppressed groups and areas of the social justice movements to be stronger together <3 - ANONYMOUS

#StopAAPIHate #BLM #StopRacism

The Importance of Reporting

I think

Enter title here.

Glad to be here.

#StopAsianHate

Asian Americans | PBS LearningMedia

Asian Americans is a five-hour film series that delivers a bold, fresh perspective on a history that matters today, more than ever. As America becomes more diverse, and more divided, while facing unimaginable challenges, how do we move forward together? Told through intimate and personal lives, the series will cast a new lens on U.S.



PBS LEARNINGMEDIA

I didn't fully appreciate or understand the value that these spaces provide.

Thank you for allowing me to mourn and be vulnerable. I thought I was fine, but I was just numb. Sandy Hook was the worst and everything since has been a shadow of that grief. But I can see now that I am indeed sad and need to mourn and grieve.

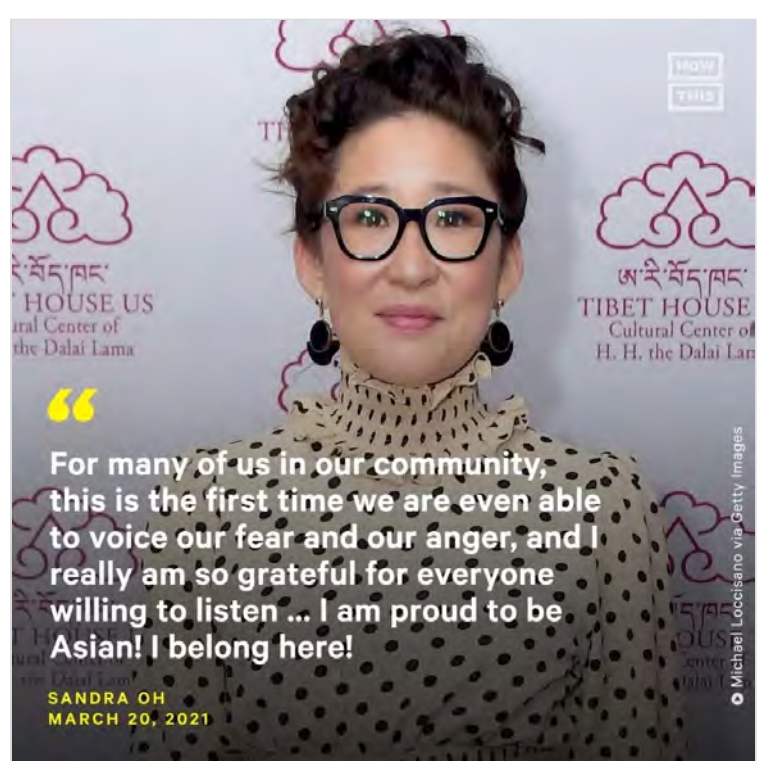
AAPI Womxn & Perpetuated Violence

Shared at a Womxn's Empowerment Talking Circle:

As violence continues to be perpetuated on womxn, stand in solidarity with our Asian and Asian American womxn who have been murdered, attacked, and victimized in ways that are inextricably bound to contempt for their existence.

We name these connections to the exoticization (fetishing) of Asian women, anti-Asian racism, white supremacy, misogyny, and xenophobia (to name a few).

Aida Cuenza-Uvas, Ed.D.,
Arise Program (AANAPISI Grant), Mt. SAC



I love her work and passion and presence. — ANONYMOUS

Aida is such an amazing leader and scholar. So honored to learn from her and be in spaces with her. Her words are on point here, and I hope we all can reflect on this message and do better.

— ERIOSALVARADO

HUMANS OF ARISE

Arise Program. One story at a time. One student at a time. One graduate at a time. Scroll down each month and connect with your Arise family.

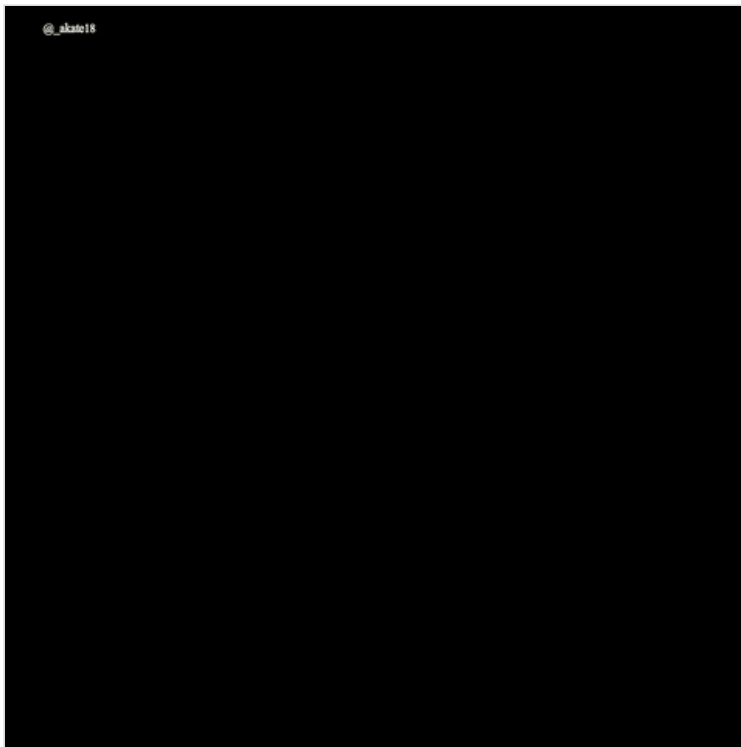
ARISEPROGRAM SEP 28, 2020 09:01PM

August

THEME: COVID-19 Life

Prompt: How has COVID impacted you as a student? As a worker? At home? And how have all 3 interacted with each other in one space .

Welcome to 2020-2021



Dhruvi (Major: Architecture)

Due to this COVID pandemic, people are going through a lot of challenges. I am lucky because I'm not facing challenges like others. I have been hearing that a lot of students are dropping out from school but as [for] me, I hold the strength to learn new things and I keep growing for a bright future. I know as an Indian girl being home, it's good to have family around us so we can help each other out and at the same time it can be a distraction from

studying but at the end of the day they still motivate me to do my work and I am thankful for having them supporting.



Uale (Major: Sociology)

COVID has impacted me as a student in a huge way. I rather much be in a class setting rather than learning virtually, but I had to quickly adapt to online learning because one I had no other choice. I had difficulty because alongside with being a student, COVID has made work life a little more challenging as well. In my line of work [as a PM], being able to have such an involved, caring, and loving community in person then comes the question how does that look now virtually? One positive I was able to point out of this whole global pandemic though was being able to be around my family more now that I'm home. All three coming

together started off a bit difficult having to change on the fly but overtime you start to slowly adapt so if anything it's been getting better with time.



Shanita: (Drone Camera Operator)

At home, I have risen to be the major provider of essentials to my Mom and other elders in my family. Since most of my family live in food deserts like south Los Angeles, google it.

I became displaced, as a worker. I worked full time in the gig economy but when the Covid pandemic hit and lockdown was issued statewide and millions become out of work. The gig economy exploded with too many drivers and not enough work. Placing me out of work.

I was able to save gas and travel time by staying home and working online as a student. But I had to work to stay connected to the college community to overcome isolation. Arise helped me do this and, keep going! It can feel lonely but out of thousands of Mounties, you are not alone!! Some other student feels you or understands what you're going through.



Fusi (Major: Undecided)

As a student, a lot has changed. We are online and there is no social classroom aspect - I miss that. But I've reached out to friends more and made more effort to participate and be active in Arise. Missing that social aspect and being more active in Arise actually got me a job, so now I can work and it's awesome. At home, it's actually brought my family closer, we are around each other even more now, and being able to spend quality time together is so amazing even if we drive each other crazy sometimes. All these aspects of my life now interacting is interesting [and] I've had to make space for them. Other ways I've made space is making sure my mental health is taken care of and while we are physically distancing for safety. We need that support from loved ones and friends from them now more than ever. So while COVID has had many negatives and brought so much sadness, I'm trying to adapt and stay positive with this new normal.



KJ (Major: Kinesiology & Fire Technology)

Having to learn through online classes has never been my first option. I tend to procrastinate often when it comes to online learning. Since there is no way of avoiding the situation we are in, I have made the best out of the worst. I have been consistent and diligent in my course work more than ever (most likely because there is nothing else to do).

I technically have two and a half jobs and I am an army reservist. The one job that I am blessed to continue working at is the Arise. Even though our campus facility has temporarily been shut down. Fortunately for my other job I have not been laid off. The restaurant I work for is taking serious precautions and is bringing workers back in phases, so in other words I am on standby until further notice. As for the army my drilling days have also moved towards online operations.

During this quarantine, I was able to visit my biological family and I was even able to get myself a car. The only negative is that I am stuck at home but at least I am stuck with family.



Virginia (Major: Sociology)

My main issue has always been figuring out how to adjust my space and have a balanced routine. I grew too comfortable in my room - a place that's not meant to be a class, an office, a gym, or therapy session - but I had to force it to become THAT type of room. To me, online classes make learning in general very stale. It feels like I'm trying 3x more than regular class. Weirdly, I loved working from home! It's just an Arise vibe really. Even if it was a tsunami of virtual activities, it was needed by most of us - students. While all that is happening, I'm blessed to be sheltered with care at home. All together, it was crazy at first: disorganized and confused. If anything, Covid has really challenged me in questioning and disciplining myself better. As life continues to move forward, I'm constantly finding ways to change up my space and help me stay mentally grounded. Since I'll be transferring to UCR this year, it'll be a whole new level of adjustment, but this time around - I am willing. able. and ready.

BlesssssGooooo!!!



September

THEME: AANAPISI Week

It's **AANAPISI** week. [Check out our IG](#) to learn more about it. And hear from our former students who have transferred below. Click 'open in new window' for full screen.

Ashley (Major: Public Health)

UC San Diego.
Class of '20



Hello everyone. Um, if you guys don't know me, my name is Ashley Ceralde and I am Filipino.

Ashley with captions

1:31 video

PADLET DRIVE

Junnica (Major: Business Economics with minor in Accounting)

UC Irvine.
Class of '19



Hi. My name is Junnica Ceralde. I'm Filipino. Uh, my major was Business Administration.

Junnica with captions

1:16 video

PADLET DRIVE

Chris (Major: International Development Studies) & Thai (Major: Marine Biology)

Chris - UC Los Angeles.

Class of '17

Thai - San Francisco State.

Class of '16



Chris and Thai.MOV

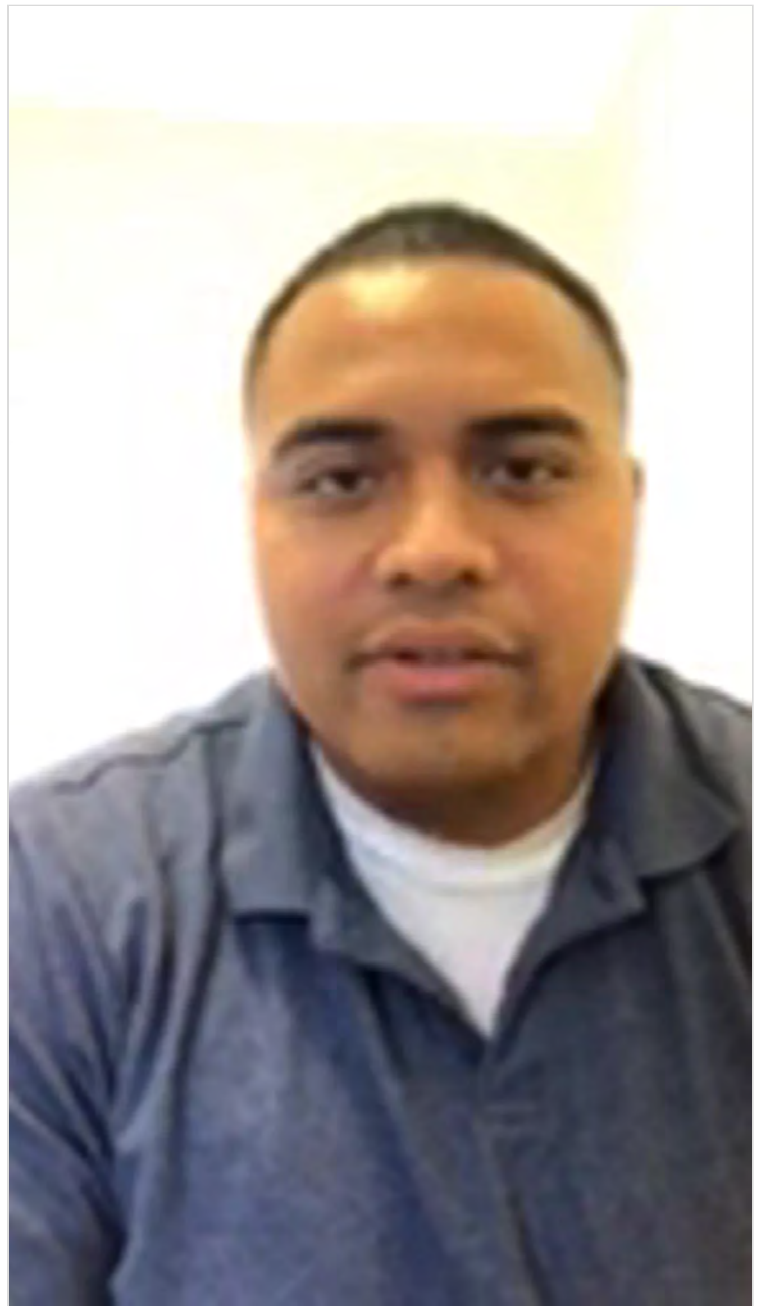
0:49 video

PADLET DRIVE

Bruce (Major: Civil Engineering)

University of San Diego.

Class of '22



Bruce

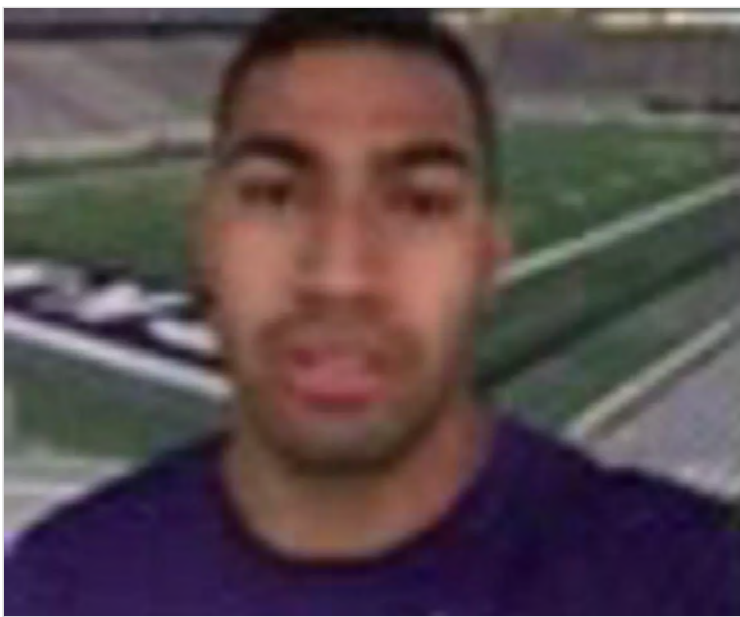
0:28 video

PADLET DRIVE

Tyrone (Major: Biochemistry)

Kansas State University.

Class of '23



Tyrone
0:53 video
PADLET DRIVE

Before anything, as a mainland Filipino who grew up there for 19 years, I think that the term Filipinx is valid despite the consensus of Metro-Manilans that it isn't.

I identify as anyone of those, and it doesn't matter to me what I'm called- as long as "She" is part of it.

I've been living here for 3 years now. It took me a year to adjust to the fact that this will be my new home. It took me only this year to realize that this is my home, and feel that it is my home now.

Sometimes when I think about the past and what I grew up with, or thinking about visiting the Philippines, I feel like I have two different lives, two different reputations. I tend not to think about it, because I enjoy what's given to me now. The only thing that matters to me is that I want all of my immediate family and pets to be here, living with me, and also that I get to see my friends from the Philippines a lot.

October

THEME: Filipinx-American History Month



Humans of Arise Invitation
A story told with Adobe Spark Video.
ADOBE SPARK



Kaelie (Major: Psychology)

What it means to me to be Filipina is to hold the values that my family and ancestors have held before me, to keep a tradition going, a mindset intact, and keeping your loved ones in mind and in your heart. To me being Filipina is who the people are who came before me, and what I want it to mean in the future. It will always hold meaning with family!

Heidi (Major: Small Business Management)



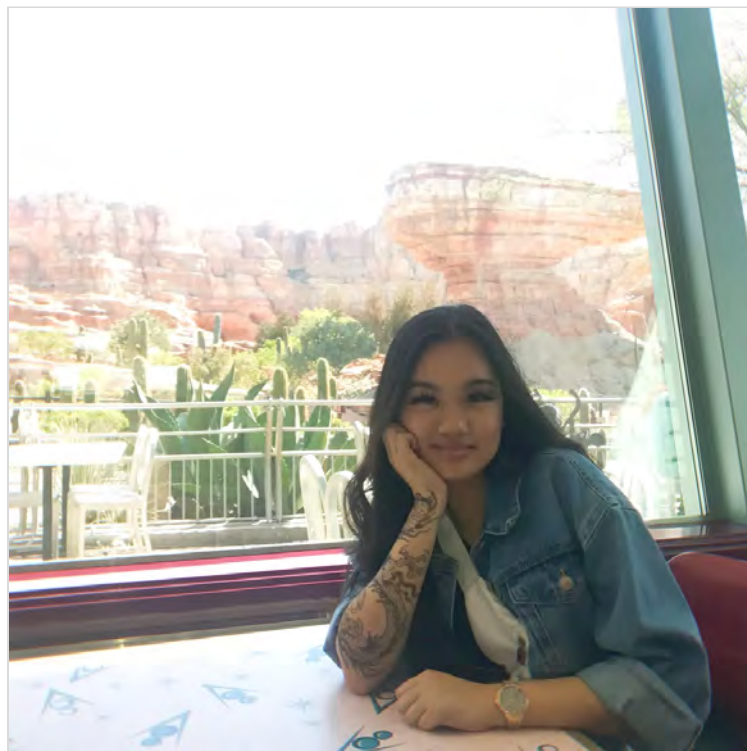
Mihkaela (Major: Nursing)

To identify as a Filipina-American is truly one of my proudest aspects of my being.

The Filipino culture and ideals are what shaped me into becoming who I am as a person and instilled ethics and morals that I find important to have in the world today. Other than the amazing food, being a Filipina-American gives me an instant familial bond with any Filipino, which gives us a place to belong and be understood.

In my first seven years in the Philippines, I grew up in Las Piñas in a house that never gets quiet. The homemade food cooked by my grandmother is something I still long for every day. I always remembered the sticky heat that would make me want to shower every five minutes but it didn't stop me from playing outside with the other village kids. I miss the bustling streets that can only be compared to the Las Vegas strip on a Friday night. Everywhere you

turn there's a Sari Sari store (a small convenience store) where I used to buy chips and a small plastic bag filled with coke and straw. Even though my life was simple, it felt like the Philippines was full of life. Moving to America at age seven was an easy adjustment for me; however looking back, it was difficult for my mother. First off, my mother and I immigrated by ourselves. Yes, we did have family here but we did have to make a new life by ourselves. My mother was a single parent so she was always forced to leave me at my cousin's house when she was at work. I remember her catching the bus every morning for a two hour journey to work and when she came home, I felt so excited because it felt like forever since I last saw her. Eventually, my mother moved up in her job and was able to provide for us both and get a place of our own. I feel proud of my mother's endurance throughout our journey in making it in America. Our immigration into the United States allowed me to witness the perseverance and hard work it takes for one to make it into a foreign place and provide for their family. It made me realize all the sacrifices my mother had to make to get us the luxury we have today. It inspires me to do better and work for a better life for my mother and my future family. Our story ingrained the values that have and always will be stuck with me for my entire life. It is because of my mother's courage and strength that I am given the opportunity to live a better life.



November

THEME: Pasifika Family Day

Last year we had our inaugural Pasifika Family Day in honoring our Pacific Islander (PI) graduates. This year, we're having our PI families share why education is important.

Tutasi & Dad

Tutasi - Bachelors in Communications from CSULA



Tutasi & Dad

0:45 video

PADLET DRIVE



The Master's Calling

Deborah Joy Winans

SPOTIFY

December

THEME: Gratitude

We have our Arise family share their gratitude posts.

Arise Family

Thankful for our Arise Family



Music

A universal language - I'm thankful for music for expressing all the emotions

January

THEME: New Goals for 2021

Instead of being cliché with new year's resolutions, we wanted to focus on new goals for Winter or Spring 2021 semester.

Samantha

My new goals for this winter semester is to focus and ask questions when I need help and never hold back also to take opportunity of the office hours when I have time. My New Years resolutions are eating healthier everyday and enjoying life that I can. I'm looking forward to go to college in person hopefully to see the campus and see the Professors and counselor to meet them in person. (:

Those are wonderful goals Samantha! — ANONYMOUS

Han

My goals are speaking English fluently, getting good grades for my subjects, and understanding my major more.

I'm applying to a program about writing research to learn more about research.

I would like to take care of my health, manage my time better, and speak more with my classmates to fulfill my goals. 193



Dhruvi

Some goals that I would want to achieve are getting better at pursuing my dreams and working out more often to maintain good health and shape. This year I started yoga for my mental well-being.



Vita (Major: Social Behavioral Sciences)



Fusi

My goals are to stay healthy physically and mentally. I want to spend an hour every day going outside, working out, or going on a walk. Since we've been online I find that I spend a lot of time indoors, so I want to get outside more.



Uale

I don't have any new goals because they are the same as last year. I just want to maintain and get better in all aspects of life. The goals that I want to keep working on are to improve my GPA and get a new car.



February

THEME: Love Language

Meet some of your Equity Center friendly staff, faculty, and managers as they share their Love Language. There are 5 love languages, and you can learn more about them [here](#).

Betzabel Martinez - Equity Center Program Specialist

My love language is gift giving and receiving as well as words of affirmation. I get so much joy giving gifts to my closest friends and family –a simple written note or letter is my favorite to give and to receive. Sometimes the gifts are words of affirmation – I not only enjoy encouraging my friends and family, but I appreciate words of encouragement from others. A simple “You’re doing a great job!” can go along way. When I think about love, I want others to remember that there is no shame in how you prefer to be loved and how you express love.

Sandra Padilla - Counselor

I define love as a feeling of wholeness, it is a continuous circle where it begins with you (self-love) then that same energy of love will emit on to others.

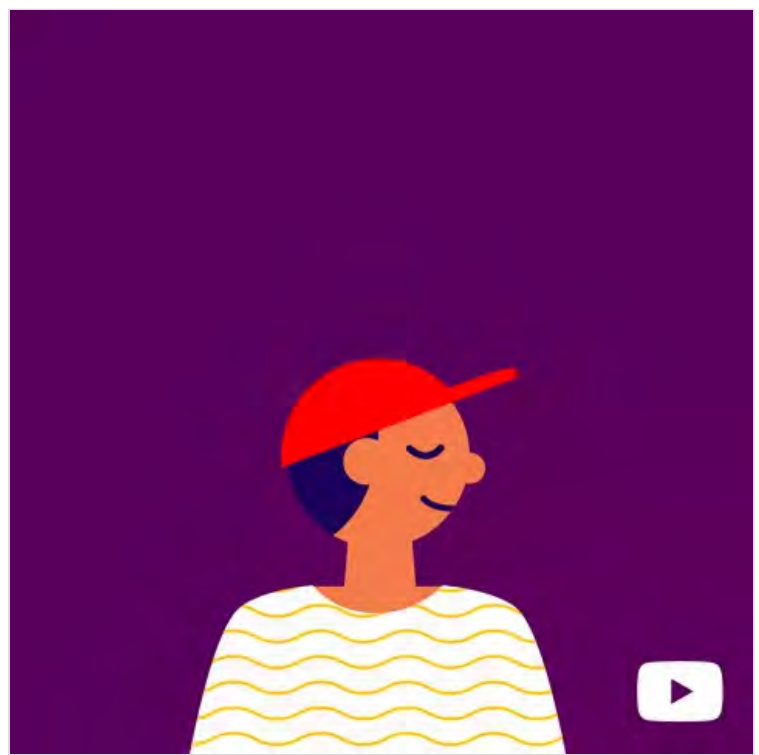
My love language: I like to receive and offer love through language/words. I want people to feel good about themselves in my presence, I like to offer words of encouragement, affirmations, and compliments and I like to hear the same from my family and friends. Don Miguel Ruiz’s 1st agreement “Be Impeccable With Your Word” taught me to redirect my word towards love and truth.



Jeze Lopez - Director for REACH Program

My love language is Acts of Service as I define love as providing service to others and help make their lives joyful, especially those

in need. So when someone does something for me that they did not have to do I truly value and cherish it.



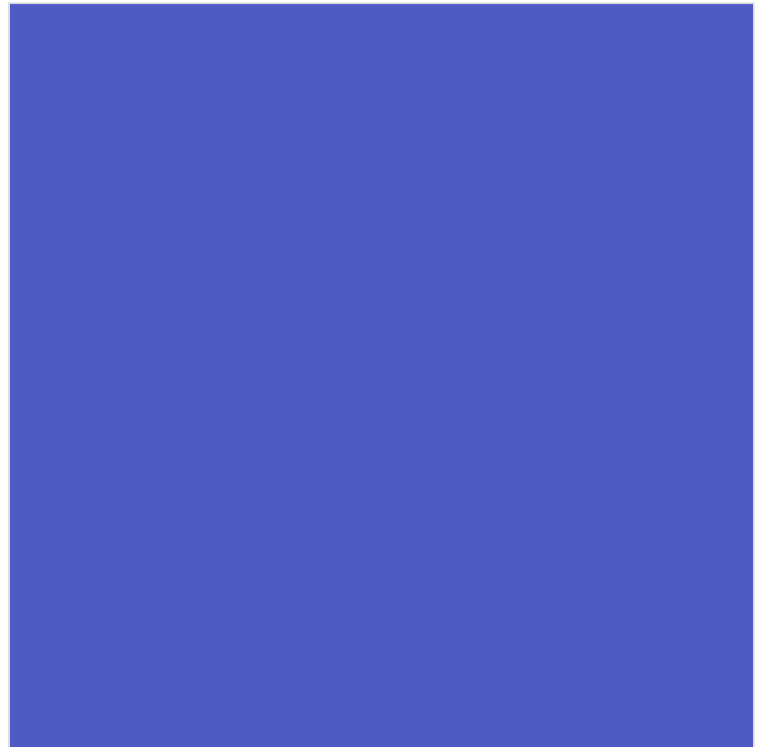
Don't Count the Days, Make the Days Count.

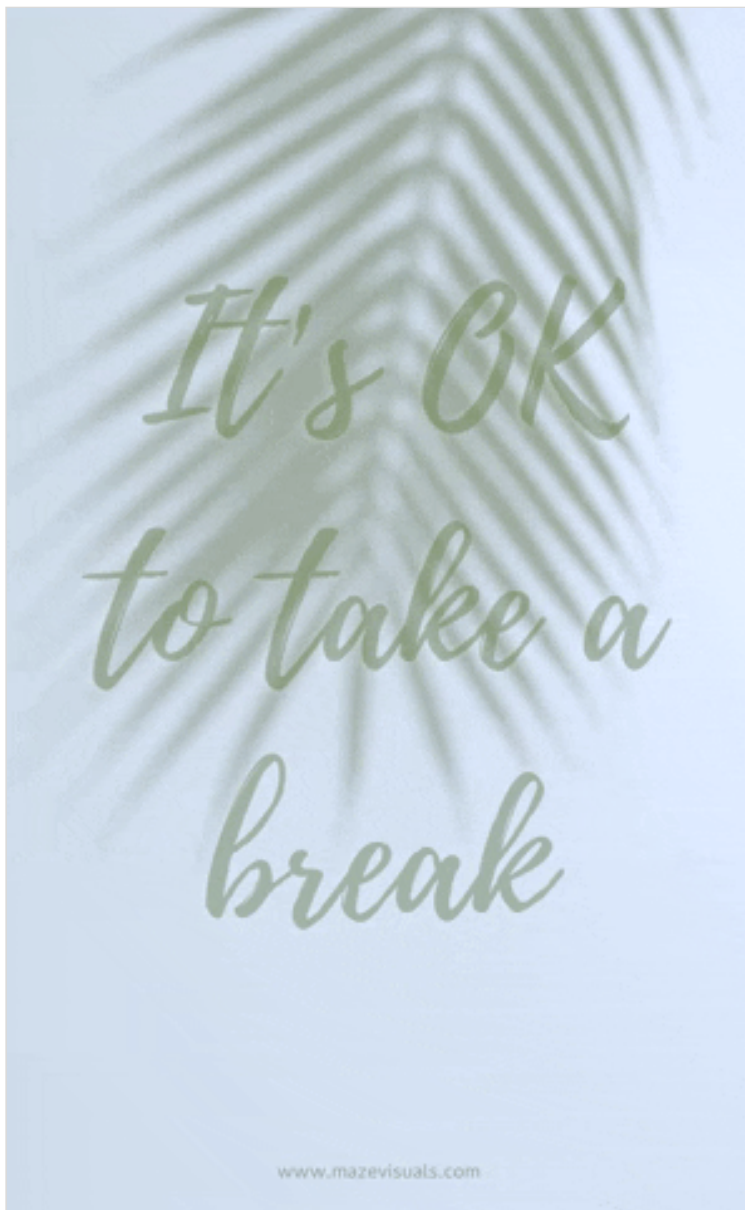
March

THEME: March madness

We're getting to the mid-way point for the semester. We're rooting for you. Here are some inspiring words to continue through the semester.

Breath In, Breathe Out. You got this.





The Show Goes On - Lupe Fiasco



The Show Goes On

Lupe Fiasco

SPOTIFY

April

THEME: Admin Appreciation

We would like to recognize our administration professionals. You are the heart beat of the work we do. Huge appreciation to our Admin professionals below.



Stacy Lee - Counseling



“

My favorite part of my job is being a part of a community where I am able to contribute to making a difference and helping students in their educational journey.

STACY LEE

Lucy de Leon - VPSS



“

The favorite part of my job is serving others. I am grateful to get the opportunity to impact and assist students and colleagues. I strive every day to have the mindset of who needs me and how can I help them in any area of their life. “Only a life lived in the service to others is worth living.” ~ Albert Einstein

LUCY DELEON

Cathi Alvarado - AVPSS



CATHI ALVARADO

WE LOVE OUR
ADMINISTRATIVE
PROFESSIONALS



Cathi cont.

“

There are so many reasons, hard to pin point to one thing. Coming from Corporate and going into Higher Education, has been a huge transformation. Learning about our campus, the culture, and most important, our students has been very educating and rewarding at the same time. Being a reliable resource for our students, Student Services staff and across campus is very fulfilling. My success, comes from doing what I love; and loving what I do these past (12) years. Although, we are still in a Pandemic state, the support system has never stopped. I look forward to the day we will all come together on campus without any concerns, etc. Till then, we all need to be safe.

CATHI ALVARADO

Gabrielle Quiroz - Student Life



GABRIELLE QUIROZ



THANK YOU TO OUR ADMINISTRATIVE PROFESSIONALS!



ERIC LARA

"Catherine, Thank you for being YOU."

Thank you Dr. Lara! – ANONYMOUS

Gabrielle cont.

“

My favorite part about my job is being able to help students in any way that I can. I was a student at Mt. SAC for 7 years and kept to myself most of the time. It wasn't until I got a job on campus as a Student Worker at the Student Life Office that I started to build connections with students, staff, and faculty. As a Student Worker, I learned about the campus and what it had to offer and was surprised by the resources and opportunities that were available to all students. The more I helped my fellow students that would walk through the door or call in, the more I began to develop a passion for helping others. Now that I have grown from a Student Worker to a Student Services Program Specialist, I love that I am able to continue to help students whether that's locating a building, finding a program that meets their needs, or just simply getting engaged on campus. I will always be here to help in any way that I can.

GABRIELLE QUIROZ

Catherine cont.

“

Catherine,
Thank you for being YOU. You have not only helped and supported me from day one but also our entire Equity Center family. Your work, dedication, and enthusiasm is incredible and I'm happy you are part of the team. Thank you for always supporting all the projects, ideas, and questions I have and for supporting our students, the way you do!

ERIC LARA

Catherine Parks

Dr. Eric Lara, Equity Center Director, recognizes Catherine.

Raelyn Alvarez - ISP



RAELYN ALVAREZ



THANK YOU TO OUR
Administrative
Professionals!



JEZE LOPEZ

"I don't tell you this enough, but thank you for joining us on this journey and being my partner every day at REACH. "

Raelyn cont.



My favorite part of my job is interacting with students, guiding, and supporting them in any educational capacity. I enjoy helping students understand the content of higher education and love seeing the connection of what students learn and how they apply it to their fields of study. Working in Student Affairs has been a life changing experience for me and I love that I am able to work with students and shape their experiences in higher education. Working on the administrative side of Student Affairs, I'm also able to be involved in orientations, on and off campus event programming as well as student clubs and I get the pleasure of meeting students from all over the world! My job has truly become my passion and I'm honored to work alongside amazing individuals.

RAELYN ALVAREZ

Maddy Stute

Melinda Bowen, Pride Center Coordinator, recognizes Maddy Stute



Maddy, your partnership in the Pride Center has been life-changing for our students and for me. I feel so blessed to have this opportunity to team up with you. Much Love

MELINDA BOWEN

Briselda Maciel

Jeze Lopez, REACH Director, recognizes Briselda Maciel

Briselda cont.



“Briseida, since the first day you came to REACH you immediately made an impact and made us better. Your mindset and approach are the perfect balance between being student-centered and holding students accountable to support their growth. I don’t tell you this enough, but thank you for joining us on this journey and being my partner every day at REACH. You ask for nothing in return when you do your job, but we all owe you so much regardless.”

JEZE LOPEZ



My favorite part of my job is collaborating with all the amazing students, staff, faculty, and administrators at Mt. SAC to create events that bring students together in community. I call myself the “behind-the-scenes” person because a lot of the work I do is not seen from an outside perspective. My favorite part of the job when we are IN PERSON is welcoming everyone who comes in the Equity Center...I really miss that!

BETZABEL MARTINEZ

Betzabel Martinez - Equity Center



Betzabel cont.

Dr. Eric Lara, Equity Center Director, recognizes Betzabel.



"Betzabel, Thank you for all that you do and for taking on any challenge given to you."

ERIC LARA

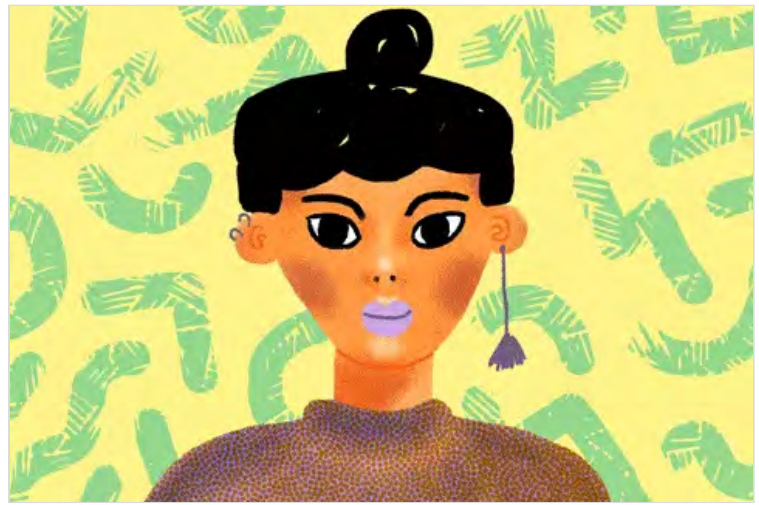
Betzabel cont.

Betzabel cont.



Betzabel,
 Thank you for all that you do and for taking on any challenge given to you. I appreciate the love and passion you bring to your job every single day, your work ethic and dedication does is greatly appreciated. You've done so much for our center and students this past year and we wouldn't have transitioned as smoothly without you!

ERIC LARA



Our Asian Pacific Islander Heritage Month padlet

Click on the image below to take you to our month long event padlet to download your own zoom background and many more resources.

May

Asian Pacific Islander Heritage Month

Happy APIHM of May! Join us and check out all our events. We're excited to share our API cultures with all of our campus community.

Asian Pacific Islander Heritage Month (APIHM)

May 2021: Our virtual collage of our month long celebration and resources to honor our Asian Pacific Islander heritages.

PADLET



June

Graduation Highlights



Asian Pacific Islander Heritage Month (APIHM)

May 2021: Our virtual collage of our month long celebration and resources to honor our Asian Pacific Islander heritages.

ARISEPROGRAM APR 22, 2021 09:52PM

Events

PASUEGA MAY 05, 2021 09:07PM

APIHM Calendar

Make sure to check the calendar below for event dates and times. Click this [link](https://mtsac.edu.zoom.us/j/95579734828) for all events (except May 13th): <https://mtsac.edu.zoom.us/j/95579734828>.

ASIAN PACIFIC ISLANDER Heritage Month

<p>MAY 5TH 4PM - 5:30PM</p> <p>That's Major: Business Award Winning Chef and API, Sam Choy, shares his journey in business. Zoom: 95579734828</p>	<p>MAY 27TH 6PM - 7:30PM</p> <p>Cultural Night Arise Student, Staff, and Faculty, share their API heritage. Zoom: 95579734828</p>
<p>MAY 6TH 5PM - 6:30PM</p> <p>"Who's Afraid of Asians? Understanding "Yellow Peril" (Anti-Asian Racism) in the U.S., Then and Now Zoom: 95579734828</p>	<p>LIBRARY RESEARCH GUIDE</p> <p>Link TBA</p>
<p>MAY 13TH 4:30PM - 6PM</p> <p>Equity Talks: Anti-Asian Racism & the rise in Violence during the Pandemic Zoom: 95579734828</p>	<p>SOCIAL MEDIA</p> <p>API Heritage short stories, featuring four Arise Students See APIHM padlet and Arise Instagram</p>
<p>MAY 19TH 4PM - 5:30PM</p> <p>That's Major: STEM Twitter Software Engineer, Andrew Taeolali'i, shares his journey in STEM Zoom: 95579734828</p>	<p>How do you celebrate API Heritage month? See APIHM padlet</p> <p>History of Arise See APIHM padlet and Arise Instagram</p> <p>"What does it mean to you to be an API educator? See APIHM padlet and Arise Instagram</p>

To request disability related accommodations. Please contact us at least 5 days in advance, Tutasi Asuega, pasuega@mtsac.edu

PASUEGA MAY 13, 2021 10:50PM

5/27: Cultural Night

Arise invites you to a virtual

Cultural Night

Thursday, May 27th
6pm - 7:30pm

Zoom: 95579734828

To request disability related accommodations. Please contact us at least 5 days in advance, Tutasi Asuega, pasuega@mtsac.edu

ARISEPROGRAM MAY 10, 2021 04:32PM

5/5: That's Major! Career Exploration

AAPIs in Business: TV Personality & Chef, Sam Choy!
Resource Links: [Books](#) | [Cooking videos](#) | [Instagram](#)

That's

MAJOR

career exploration with Arise

BUSINESS


edition

Learn about your major and others. Hear from the department, counselor and experienced professionals in your field.



Sam Choy
Award Winning Chef & Restaurateur, TV Show Host and the Godfather of Poke!

WEDNESDAY, MAY 5TH
4PM-5:30PM
ZOOM: 955 7973 4828
(Arise Virtual front desk)



ARISEPROGRAM MAY 10, 2021 04:32PM

5/6: History and Sociology Faculty Panel Talk on "Yellow Peril"

Learn about the roots of anti-Asian racism. Knowledge is power.

Link: <https://mtsac-edu.zoom.us/j/95579734828>

Arise invites you to

WHO IS AFRAID OF ASIANS?

UNDERSTANDING "YELLOW PERIL" (ANTI-ASIAN RACISM) IN THE U.S., THEN AND NOW



THURSDAY, MAY 6TH
5PM-6:30PM

Zoom link: **95579734828**
(Arise Virtual Front Desk)



ALLIE FRICKERT-MURASHIGE
Professor of History



PETER KAO
Professor of Sociology



TAKAHITO TANAKA
Professor of Sociology

ASL Interpreters and CART Services are being provided during this event by Deaf and Hard of Hearing (DHH) Services.



ARISEPROGRAM MAY 14, 2021 06:21PM

5/13: Stop AAPI Hate!

Data tracking of the rise during the pandemic and reporting tool. Click on zoom link to register.

Register Here:

<https://mtsac-edu.zoom.us/meeting/register/tJAqdu-rrz4uHtb15vBmBb1R1gZDabeZEpj6>

Asian American Studies
San Francisco State University & Co-Founder of stopaapihate.org


Thursday
May 13th
4:30pm-6:00pm

Zoom link:
<https://bit.ly/equitytalkmay2021>

ASL Interpreters and CART Services are being provided during this event by Deaf and Hard of Hearing (DHH) Services.

Need a helping hand?

Zoom link <https://bit.ly/equitytalkmay2021>
PDF document
PADLET DRIVE



Join our Cloud HD Video Meeting

Zoom is the leader in modern enterprise video communications, with an easy, reliable cloud platform for video and audio conferencing, chat, and webinars across mobile, desktop, and room systems. Zoom Rooms is the original software-based conference room solution used around the world in board, conference, huddle, and training rooms, as well as executive offices and classrooms. Founded in 2011, Zoom helps businesses and organizations bring their teams together in a frictionless environment to get more done.

ZOOM VIDEO



PASUEGA MAY 21, 2021 07:50AM

5/18: Guest Kelly Hu

Arise is excited to add another event to celebrate APIHM!! We welcome Actress Kelly Hu, to share her journey and her experiences as an Asian American female in Hollywood. TUESDAY, May 18th at 4pm on the Arise Virtual Front Desk.

Join Arise and Actress **KELLY HU**

TUESDAY, MAY 18TH
4PM - 5:30PM

Zoom link
HTTPS://MTSAC-EDU.ZOOM.US/J/95579734828

WE WILL BE DISCUSSING THE INVISIBILITY, STEREOTYPING AND REPRESENTATION OF THE ASIAN AMERICAN FEMALE IN HOLLYWOOD.

ASL Interpreters and CART Services are being provided during this event by Deaf and Hard of Hearing (DHH) Services.

ARISEPROGRAM MAY 21, 2021 07:50AM

5/19: That's Major Career Exploration

AAPs in STEM with Senior Software Engineer at Twitter!
Link: <https://mtsac-edu.zoom.us/j/95579734828>

That's **MAJOR STEM** edition

career exploration with Arise

Learn about your major and others. Hear from the department, counselor and experienced professionals in your field.

Andrew Taeoli'i
Senior Software Engineer at Twitter

WEDNESDAY, MAY 19TH
4PM-5:30PM
ZOOM: 955 7973 4828
(Arise Virtual front desk)

Land Acknowledgement

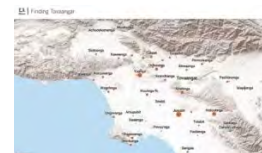
ARISEPROGRAM MAY 05, 2021 07:40PM

Land respect to the Tongva & Kizh people

We would like to acknowledge that Mt. SAC is geographically situated on traditional lands of the Tongva and Kizh people. We strive to honor and respect the first nations' rights and cultures. We acknowledge and thank them as the traditional caretakers of Tovaangar (the Los Angeles Basin, So. Channel Islands), what we now call our Mt. SAC home. We would also like to pay our respects to the Honuukvetam (Ancestors), 'Ahihirom (Elders), and "Eyoohiinkem (our relatives/relations) past, present and emerging. For more information, please click on the image below.

Gabrielino-Tongva Indian Tribe - A California Indian Tribe know as San Gabriel Band of Mission Indians

By SEAN GREENE and THOMAS CURWEN
MAY 9, 2019 The original people of Los Angeles, the Tongva, defined their world as Tovaangar. It extended from Palos Verdes to San Bernardino, from Saddleback Mountain



GABRIELINOTRIBE

How do you celebrate API Heritage Month?

ARISEPROGRAM MAY 10, 2021 04:36PM

Please add to the discussion below.

ANONYMOUS APR 30, 2021 05:09PM

I celebrate API Heritage Month by instilling some of my cultural beliefs and values into my every day life. It is so that I may always remember where I come from.



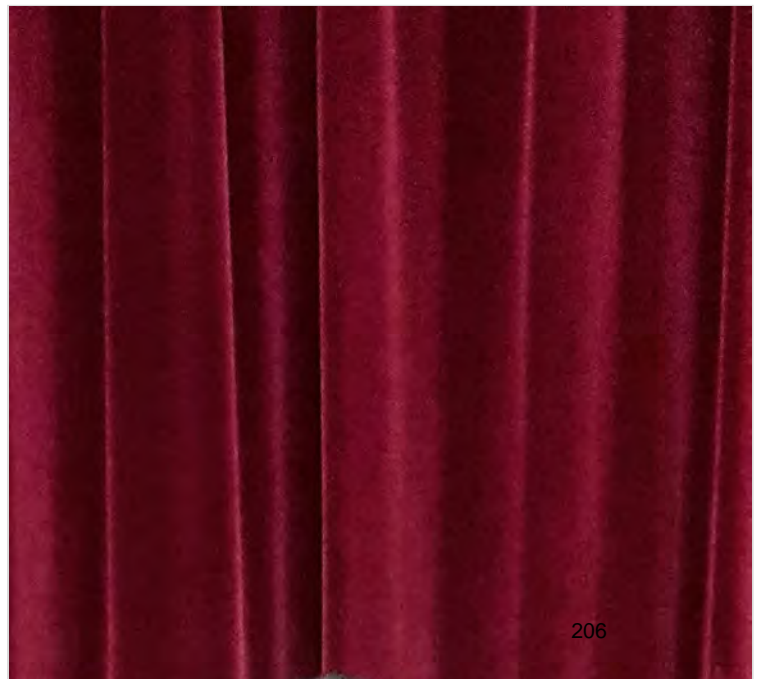
ANONYMOUS APR 30, 2021 05:13PM

I celebrate API Heritage Month by learning, listening, and playing cultural music!

FUSIANA JOHNSON MAY 07, 2021 04:56PM

Celebrating API Heritage Month

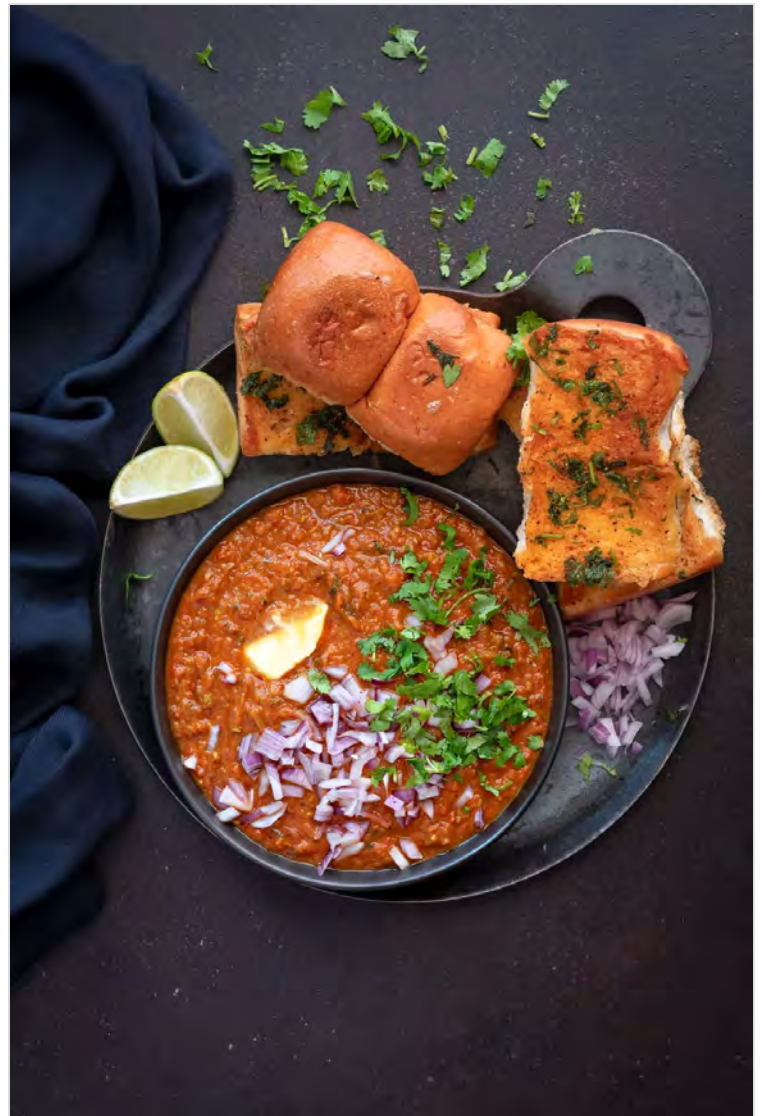
I celebrate API Heritage Month by learning more about my culture and eating yummy cultural food. I also celebrating by wearing my cultures dress when I go to church.





ANONYMOUS MAY 07, 2021 04:56PM

I am Dhruvi Ahir. I celebrate API Heritage Month by learning more about my culture food and dance. I celebrate the API Heritage Month by making my culture food with my grandma.



ANONYMOUS MAY 07, 2021 04:56PM

Dhruvi cont.



What does it mean to you to be an API Educator?

ARISEPROGRAM MAY 07, 2021 04:57PM

Please add to our discussion below.

ARISEPROGRAM MAY 07, 2021 04:58PM

Dr. Audrey Yamagata-Noji

Vice President of Student Services

Audrey Yamagata-Noji

Vice President of Student Services
Japanese American

It means that I have a tremendous responsibility to understand and advocate for the needs and rights of Asian and Pacific Islander American students and employees. I must be well-educated and well-versed and be able to be a nexus to bring people together to promote both understanding and respect of the histories, cultures, and issues of all APIA groups.

ARISEPROGRAM MAY 07, 2021 04:58PM

Dr. Andi Fejeran Sims

Director of Student Life

Andrea "Andi" Fejeran Sims

Director of Student Life
Chamorro - Filipino

What does it mean to you to be an API educator?
Role model, mentor, caretaker, motivator.

What advice or words of encouragement would you like to share with our Mt.SAC API students?
You are not alone, channel the strength of your ancestors and community, we are here!

UALE TOGOTOGO MAY 11, 2021 08:05PM

Dr. Aida Cuenza-Uvas

Director of Arise Program (ANNAPISI Grant)

Aida Cuenza-Uvas

#API STRONG

I AM A PROUD API EDUCATOR,
AN AANAPISI LEADER, &
A PROUD FILIPINA, ROOTED &
RAISED ON GUAM (GUAHAN)

DR. AIDA CUENZA-UVAS

MABUHAY!

HAFU ADAI!

Director of Arise Program
(ANNAPISI Grant)
Filipino - Guamanian

UALE TOGOTOGO MAY 13, 2021 10:03PM



Being an API educator means that I represent a part of my community. It is my responsibility to amplify our shared experiences and challenge our higher education system in ways that potentially render groups of API students invisible, unheard, or marginalized. The pursuit of my educational path is possible because of those who joined me and celebrated my milestones. As an API educator, that is the legacy I wish to continue for API students and all other communities. . . to become self-empowered in choosing an education for self-growth while not losing or sacrificing the celebration of one's cultural heritage. Knowledge is power, especially when rooted in the wisdom of your ancestors.

Start with, "Yes, I can." Work hard, stay focused on your purpose. Find meaning in your "why's". You should always know why you are in college, what you hope to accomplish, and constantly check-in with yourself and others who have your BEST INTEREST to see how you're making progress. Don't let anyone deny the wisdom and knowledge of your family's history and lived experiences.

Aida Cuenza-Uvas



Being an API educator, means it's a privilege to work in higher education and helping other API students through their educational journey. It's also a responsibility to ensure that all our voices are heard especially the marginalized within the vast API umbrella.

Live in your truth. Be proud to be Asian and/or Pacific Islander. Education has many ups and downs. Others will only look at your destination, but for you, the journey is most important because it will teach you things about yourself that you will realize you were always an educator to yourself first.

Kare'l Lokeni

UALE TOGOTOGO MAY 13, 2021 10:09PM

Kare'l Lokeni

Educational Advisor Arise Program (AANAPISI)

UALE TOGOTOGO MAY 13, 2021 10:23PM

Dr. Koji M. Uesugi


Dean of Student Services

Kare'l Lokeni



Educational Advisor
Arise Program (AANAPISI)
Samoan

Dr. Koji M. Uesugi



Dean of Student Services
Japanese American

UALE TOGOTOGO MAY 13, 2021 10:10PM

UALE TOGOTOGO MAY 13, 2021 10:32PM



I consider my role as an API educator an immense honor and privilege. It also carries with it, a responsibility for me to bring a perspective about the API experience and history in my interactions with students and colleagues. Whether inside the classroom as faculty or administrator in student support services, it essential that API voices are represented in our colleges and universities.

Mt. SAC is enriched by the immense value you, our API students, bring to our campus community. Know that we appreciate the opportunities to celebrate your successes with you as well as support and stand with you during life's challenges.

Dr. Koji M. Uesugi



As an API educator at Mt. SAC, it means I'm able to lead by example and provide resources to Mt. SAC students to reach their educational goals while learning life skills.

To all the Mt. SAC API students: (1) Stay true to who you are; (2) Understand the difference between your emotions and actions; and (3) Everyday is a learning experience about yourself and others so it's okay to update your standards.

Catherine Parks

UALE TOGOTOGO MAY 13, 2021 10:26PM

Catherine Parks

Administrative Specialist IV



UALE TOGOTOGO MAY 13, 2021 10:26PM

UALE TOGOTOGO MAY 13, 2021 10:36PM

Baochi Nguyen

Professor of Mathematics



UALE TOGOTOGO MAY 13, 2021 10:36PM



API students often have language and cultural barriers. As an API educator my goal is to be available to assist and give guidance to our API student population navigate and successfully complete their college journey.

There are many obstacles that we have to overcome but knowing your roots and utilizing available resources from API community in particular and on campus in general will help you to become a strong and successful student.

Baochi Nguyen



Being in API educator means I show up, be counted, represent, and foreground the presence of the AAPI community in the history/culture of the United States, in the present, and the future. In my spheres of influence, I see it as an honor, a duty, and a responsibility for me to help create and support spaces to foreground the diverse cultures, histories, and contributions of AAPI. There is an even greater urgency to contribute to and invite others – students, faculty, staff, administrators, and our community – to join a wider discourse to confront ignorance and racially motivated hatred directed at the AAPI community. I find strength, camaraderie, and hope by locking arms with members of the AAPI community and the rest of our campus community who passionately live out our core values of diversity, equity, inclusion, social justice and anti-racism. Being an API educator means I will keep working hard to contribute to this work through ongoing learning for everyone, open and direct dialogue, and collaborative strategies to dismantle institutional racism.

Dr. Meghan Chen

UALE TOGOTOGO MAY 14, 2021 05:12PM

Dr. Meghan Chen

Dean, Library & Learning Resources Division



Dr. Meghan Chen

Dean, Library & Learning Resources Division

Chinese American

UALE TOGOTOGO MAY 14, 2021 05:13PM

UALE TOGOTOGO MAY 14, 2021 05:13PM



Dear API students, The fact that you're here at Mt. SAC says you are a success story. You are resilient, persistent, and strong. You are powered by your family's love for you, faith in you, and eons of proud history and culture that make you who you are. You are imbued with funds of knowledge and ways of learning and working that may not be recognized as legitimate by the dominant culture system. While you may be geographically separated from your family while you're attending Mt. SAC, the Mt. SAC family is your family. We are here for you, cheering you on, and joining you on this quest to learn and grow together. We are here for each other to call upon the wisdom, tools, and advice from our rich histories and the college's resources, and we will support you and each other in our continuous development. So that we can keep showing up, standing tall, speaking up, and advocating for the kind of future to which all belong and in which all are dignified with agency, opportunity, and justice.

Dr. Meghan Chen

UALE TOGOTOGO MAY 14, 2021 05:16PM

Sue Ceja

Counselor, Honors Program/Counseling Dept.

Sue Ceja



Counselor, Honors
Program/Counseling Dept.
Chinese

Takahito Tanaka



Professor of Sociology
Japanese

UALE TOGOTOGO MAY 14, 2021 05:17PM

“

Growing up, I didn't quite know where I fit in. I wasn't really Chinese enough. Not quite Cambodian or Vietnamese. I was uncomfortable and a bit embarrassed of who I was and where I came from. I didn't realize until later that there were so many refugees just like me. Being an API educator means being visible to those who share my culture, with hopes that it will bring a sense of belonging to students who feel like I once did.

There is strength and beauty in your culture and heritage. Do not hesitate to share your story because your history and experiences are invaluable and worth being told!

Sue Ceja

UALE TOGOTOGO MAY 14, 2021 05:18PM

“

It means the world to me to be an API educator, but it is also a huge responsibility since I represent more than just me; I represent our whole community. The folx at ARISE and the students continue to inspire me to be a better educator too, where I hope to pay it forward and back to our community and students.

College is challenging but is also a space that can help you grow not only as a person but also as an intellectual as well. Staying focused on your goals and continue to challenge yourself is a key componet! Gannbatte! I know you can do it!

Takahito Tanaka

UALE TOGOTOGO MAY 14, 2021 05:18PM

Takahito Tanaka

Professor of Sociology

API Stories of Arise

FUSIANA JOHNSON MAY 13, 2021 08:56PM

Fusi's Video

Quan's video



Quan
1:52 video
PADLET DRIVE



Fusi's API Heritage Video (1)
1:38 video
PADLET DRIVE

Dhruvi's video



Dhruvi's API Heritage Video
2:28 video
PADLET DRIVE

KJ's video



KJ's API Heritage Video
1:11 video
PADLET DRIVE

Download your own APIHM zoom background

Zoom backgrounds for May 2021 APIHM

We created various zoom backgrounds for you to celebrate with us month long. **Click on the image below and download any or as many backgrounds you would like.**

API Heritage Month Zoom Backgrounds - Zoom Virtual Background by Arise Program

CANVA



#StopAsianHate Padlet

Join the STOP AAPI HATE Conversation Padlet

This Padlet App has resources, historical info., information links, and personal reflections. Please feel free to add to our padlet. It is an on-going space for everyone.

3.23.21 - Our Mt.SAC community came together to hold a virtual space and share. **Please click on the heart image below for the #stopasianhate padlet.**

Stop Anti-Asian Hate

This is a safe and brave space to share your thoughts, feelings, or anything you feel moved to on this topic. Your post is anonymous.

PADLET



ARISEPROGRAM MAY 01, 2021 11:50AM

Dr. Aida Cuenza-Uvas stands against racism #StopAsianHate

Director of Arise Program



Mental Health Resources

AIDA CUENZA-UVAS MAY 10, 2021 05:30PM

Flyer below & link

Student Health Services' **ACEZ-AAPI Compassion and Empowerment Zone**: Beginning Monday, May 10th, group sessions will be held **every other Monday from 10-11 am**, for students and allies to come forward to share and express their feelings thoughts associated with racism against AAPIs and learn ways to cope with or respond safely to any forms of discrimination.

ARISEPROGRAM MAY 10, 2021 05:31PM

AAPI Compassion & Empowerment Zone (ACEZ)

Every Monday 10:00am - 11:00am

Link: bit.ly/mtsac-acez



With alarming numbers of reported incidents of Asian hate crimes and discrimination occurring nationwide, ACEZ is a safe space created for AAPI students and allies to voice their concerns, seek support, and express compassion to each other through personal stories and experiences with racial discrimination as individuals of AAPI descent. This is a virtual space facilitated by Dr. Diana Chou, a licensed psychologist, twice per month. Please plan to join us in this space to gain support and to empower other AAPI students.

Registration required!
bit.ly/mtsac-acez

Workshop dates: 5/10, 5/24, 6/7

If you need disability-related accommodations such as sign language interpreter, note taker, captioning, etc., please contact Student Health Services at (909) 274-4400 at least 5 days in advance of event, workshop, or meeting.

ACEZ Flyer Spring 2021

PDF document

PADLET DRIVE

Library Research Guide

ARISEPROGRAM MAY 05, 2021 09:49PM

APIHM Library Research Guide

For our campus community: **Eva Rios-Alvarado, Equity Librarian**, took the lead and created a Library Research Guide for students, staff, and faculty. With input from Arise and faculty, please use this the guide below for information and resources on our API community to include into your curriculum, events, topics of discussion, etc. **Click on the image below to take you to our APIHM Research Guide.**

Research Guides: Asian Pacific Islander Heritage Month : About AAPI Month

AAPI Month is celebrated every May. It is a month of celebration, homage, awareness, and empowerment of Asian Americans and Pacific Islanders in the United States. The geographies of the different ethnicities, cultures, and nations which make up the AAPI diaspora are distinct and celebrated during AAPI Month.

LIBGUIDES



Arise Hub APIHM May Contest

ARISEPROGRAM MAY 01, 2021 09:29AM

APIHM Month May Contest

For Arise students only. In our Arise Hub, test your financial money management knowledge. Students have a chance to win an

FINANCIAL LITERACY
CONTEST FOR MAY 2021
ASIAN AMERICAN AND PACIFIC ISLANDER HERITAGE MONTH

TOP 3 SCORES WILL RECEIVE A
SURPRISE





TAKE OUR FINANCIAL LITERACY ASSESMENT TOOL.
See how you fare compared to other students.
You make take the quiz as many times as you would like!

Microsoft Forms
OFFICE

5/27: Cultural Night

PASUEGA MAY 12, 2021 10:55PM

Cultural Night

If you are interested in signing-up to perform, please scroll down to our forms list below.

Arise invites you to a virtual



Cultural Night

Thursday, May 27th
6pm - 7:30pm

Zoom: 95579734828

To request disability related accommodations. Please contact us at least 5 days in advance, Tutasi Asuega, pasuega@mtsac.edu



ARISEPROGRAM MAY 05, 2021 09:38PM

If you are interested, click on the 'microsoft forms' to complete the interest form. Or you may email directly to pasuega@mtsac.edu.

Favorite Cultural Food, Traditions & Rituals

AIDA CUENZA-UVAS NOV 17, 2021 02:16AM

As a daughter of Filipino immigrants to Guam, where I was born and raised, I had exposure to both traditions. One tradition was showing respect to our elders by taking their hand and pressing the back of it against our forehead whenever you entered a home or first arrived to a gathering. In the Chamorro culture the ritual is similar, but the hand it pressed against the nose instead of the forehead.

Showing respect is called "Nginge" in Chamorro. In Tagalog the practice is expressed as "mano po" or referred to as pagmamano.

[https://en.m.wikipedia.org/wiki/Mano_\(gesture\)](https://en.m.wikipedia.org/wiki/Mano_(gesture))

Nginge': Showing Respect

Nginge' is a term that describes the smelling or sniffing of the back part of an elder's slightly raised right hand. Elders, or manâmkö, collectively understood to have wisdom, are called mañaina. The CHamoru practice of smelling or sniffing was a way of taking in the essence of one's spirit and pre-dates colonization.



GUAMPEDIA

FUSIANA JOHNSON MAY 06, 2021 07:57PM

Giving leis <3

One of my favorite things about my culture is how we show love. We show our love by making leis for special events. Each island has a unique way of making a lei and in Tonga we call it a kahoa and they look like this which is different than a lei than most people think of. There are so many different types of leis and different ways of making them but my favorite is this one because of the effort that goes into it. It's also a favorite because it reminds me of my mom. This picture just reminds me of my mom sitting at the kitchen table carefully weaving and making leis.



On **Thursday, May 13 from 2-3:30 pm**, a panel of university reps from SFSU, CSU Sacramento, and Hunter College (NY) discuss this topic. **Open to anyone.**

Info Here:

<https://proctor.gse.rutgers.edu/anti-asian-panels>

Register here:

https://rutgers.zoom.us/meeting/register/tJAKcu2tqDMvHtHBO_S9gumbyb54h19yGDM_X

Other events

ARISEPROGRAM MAY 05, 2021 09:04PM

Anti-Asian Hate Town Hall

May 7, 2021 10:00 am - 12 pm Noon

RSVP Here:

<http://bit.ly/Anti-AsianHateTH>

Student Senate for California Community Colleges

HATE

May 7, 2021

ANTI-ASIAN HATE TOWN HALL

#I AM NOT A VIRUS

#STOP ASIAN HATE

Keynote Speakers:

Anti-AAPI Hate Townhall (3)

PDF document

PADLET DRIVE

AIDA CUENZA-UVAS MAY 05, 2021 09:03PM

ANTI-ASIAN HATE AND ANTI-ASIAN RACISM IN HIGHER ED

THURSDAY, MAY 13, 2021
2:00 PM - 3:30 PM EDT

JOIN US FOR A ZOOM LIVE DISCUSSION ON

ANTI-ASIAN HATE AND ANTI-RACISM IN HIGHER EDUCATION

REGISTER TO JOIN AT [PROCTOR.GSE.RUTGERS.EDU/ANTI-ASIAN-PANELS](https://proctor.gse.rutgers.edu/anti-asian-panels)

MODERATED BY:

OUR PANELISTS:

Thal-Huy Nguyen
Policy Researcher at RAND Corporation

Arlene Daus-Magbual
Director of Asian American & Pacific Islander Student Services
San Francisco State University

Marcia Liu
Licensed Counseling Psychologist and Mental Health Coordinator for the Hunter College AANAPISI Project

Timothy Fong
Professor, Department of Ethnic Studies
California State University, Sacramento

RUTGERS
Graduate School of Education

SAMUEL DEWITT PROCTOR INSTITUTE
of Leadership, Equity & Justice

Learn more at proctor.gse.rutgers.edu/anti-asian-panels

Questions

ARISEPROGRAM MAY 07, 2021 01:45AM

5/6: History and Sociology Faculty Panel Talk on "Yellow Peril"

Learn about the roots of anti-Asian racism. Knowledge is power.

Link: <https://mtsac-edu.zoom.us/j/95579734828>

Arise invites you to

WHO IS AFRAID OF ASIANS?

**UNDERSTANDING "YELLOW PERIL"
(ANTI-ASIAN RACISM) IN THE U.S., THEN AND NOW**



**THURSDAY, MAY 6TH
5PM-6:30PM**

Zoom link: **95579734828**
(Arise Virtual Front Desk)



ALLIE FRICKERT-MURASHIGE
Professor of History



PETER KAO
Professor of Sociology



TAKAHITO TANAKA
Professor of Sociology

ASL Interpreters and CART Services are being provided during this event by Deaf and Hard of Hearing (DHH) Services.





ALEX EDILLOR
**FANH& Delano Chapter
President*



ROGER GADIANO
**FANH& Delano Chapter
Treasurer*



APRIL TELLEZ
*Mt. San Antonio College
Professor of History*

The FARMWORKERS MOVEMENT

and The UNTOLD STORIES

TUESDAY, MARCH 30TH

3:00PM - 5:00PM

ZOOM: 922 2519 0560

[Bit.ly/FWM033021](https://bit.ly/FWM033021)

*FILIPINO AMERICAN
NATIONAL
HISTORICAL SOCIETY

*ASL interpretation and CART services will be
provided by Deaf and Hard of Hearing Services*

Farm Workers Movement & Untold Stories

Find more resources related to the ARISE and El Centro event "The Farm Workers Movement & The Untold Stories".

Explore!

[Find more information! The Movement & Untold Stories](#)

[Event images](#)

Find more information! The Movement & Untold Stories

[Online Films & Documentaries](#) [eBooks+](#) [Websites](#) [Arise & El Centro General Information](#)

[Cesar Chavez: "The Power of Non Violence"](#)

From American Video in History. This video is a recording of Cesar Chavez's speech about non-violence.

[Decision to Become Civil Rights Activist](#)

From Films on Dema in "Born-Again Feminist:" Dolores Huerta. Dolores Huerta discusses receiving the Medal of Freedom and what motivated her to leave teaching and begin organizing farm workers.

[Delano Manongs](#)

From PBS's ViewFinder Series. This episode focuses on farm labor organizer Larry Itliong and a group of Filipino farm workers who instigated one of the American farm labor movement's finest hours – The Delano Grape Strike of 1965 that brought about the creation of the United Farm Workers Union (UFW).

[Filipinos in the UFW Movement: Agustín Lira & Patricia Wells Solórzano on Larry Itliong](#)

From Smithsonian Folklife. Musicians Agustín Lira and Patricia Wells Solórzano reflect on the work of Larry Itliong in founding and mobilizing the United Farm Workers.

[Library streaming videos on United Farmworkers](#)

Selection of videos to explore in Films On Demand.

[Little Manila: Filipinos in California's Heartland](#)

From PBS's ViewFinder Series. Filled with chop suey houses, gambling dens, and dance halls, Little Manila was the area in Stockton notoriously called, Skid Row, but it was also the closest thing Filipinos had to a hometown. Narrated by famed Filipino-American producer, Dean Devlin (Independence Day, The Patriot) this documentary tells the immigrant story as Filipinos experienced it.

Asian Pacific Islander Heritage Month

Learn about Asian American Pacific Islander Heritage Month. Find resources to explore and think critically about the different communities in the AAPI umbrella. And, connect to the AAPI community at Mt. SAC.

About AAPI Month

[Asian American Studies](#)

[Learn About the AAPI Diaspora](#)

[eBooks & eMedia](#)

[Yellow Peril](#)

[Stop AAPI Hate!](#)

[ARISE + Events](#)

[Untold Stories](#)

What is AAPI Month?

AAPI Month is celebrated every May. It is a month of celebration, homage, awareness, and empowerment of Asian Americans and Pacific Islanders in the United States. The geographies of the different ethnicities, cultures, and nations which make up the AAPI diaspora are distinct and celebrated during AAPI Month. To learn more about different countries and cultures that are part of the AAPI diaspora, please find our Countries Guide as a resource for your appreciation and learning more about countries.

According to the web portal Asian Pacific Heritage, "The month of May was chosen to commemorate the immigration of the first Japanese to the United States on May 7, 1843, and to mark the anniversary of the completion of the transcontinental railroad on May 10, 1869. The majority of the workers who laid the tracks were Chinese immigrants."

- Read more about [the history of AAPI Month](#) on the U.S. Department of Education website.
- Watch a PBS series "Asian Americans" to learn more about the lives of AAPI peoples.



<https://mitsac.libguides.com/c.php?g=1142451&p=8334989>



[Title: Redondo Beach flower farm (1920). LAPL Special Collections]



[Title: Booth Advocating Asian American Studies (1988). UC Irvine Special Collections and Archives.]



[Title: Annak Ti Batac of Southern California (1994). LAPL Special Collections]

