

ARISE newsletter



FALE FONO

By: Sateki Finau

Taken from the name of the building in which Samoans hold village and/or government meetings, the Arise Program has adapted its name for our bi-weekly student activity which implemented a space for students to discuss ways to create a better and safe community in which students can succeed.

Fale Fono translates literally into English as “house meeting” (meeting house). In Samoan culture, the circle is a ‘value-laden shape’ that is reflected in many aspects of Samoan ideology, structure, and in this case the ‘meeting house’. As individuals sit in a circular formation as provided by the Fale Fono shape, it represents the relationships of individuals to each other and to those not present (e.g, families, community, siblings, etc.). Arise created this space to hold students accountable to each other and foster their own student empowerment and development.

The Fale Fono was first organized for school counselors, Arise staff members and students to come together in an informal environment to talk about struggles and achievements (both scholastically and socially). Fale Fono is a place to talk openly about problems that set students back. With an informal structure, the meeting houses continue to evolve by catering to the needs of the students with intensive workshops with motivational speakers, goal setting and time

management strategies, activities to beat stress, and family reflections that refocuses to a student’s purpose as a student. Many leave the Fale Fono with a refilled desire to achieve great things and leave with so many memories and new friends.

Some topics of discussion were ‘Norms and Stereotypes’ that discussed stereotypes about Pacific Islanders (PIs) and using sports as an avenue to make money and quickly forget their education. Another discussion brought up Asian Americans and their struggle in the workforce because of their language barrier. Fale Fono has helped address these dilemmas, to bring reassurance, and increase motivation to overcome these obstacles in students’ academic progress.

Held every other Thursday night of the month, Fale Fono benefits any student and is a way for students to unwind from school, work, and home by participating in icebreakers, and workshops that enrich all who attend. The friendly environment makes people comfortable to talk out loud, which in turn prepares the mood for open discussions on topics everyone can relate to and ending the evening with a communal dinner.

Fale Fono: Every other Thursday beginning March 12, 2015 from 5:00pm-7:00pm in the Student Services, Ragan Room. All Arise students invited

“FALE FONO ISN'T JUST AN EXPERIENCE, IT'S A LIFE OPPORTUNITY TO MAKE FRIENDS, SET AND ACHIEVE GOALS, AND LEARN.”

-MELANIE WONG

“IT'S ALL ABOUT PICKING EACH OTHER UP AND 'ARISE'-ING AND OVER-COMING ADVERSITIES WITH THE HELP OF YOUR PEERS AND FRIENDS.”

- DJ BURROUGHS

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SPECIAL POINTS OF INTEREST

- 8 students chosen to participate in ‘Digital Stories’ and will travel to San Francisco & Boston
- Success in Non-Native English speakers programming with Conversations Circles, Writing & Verbs Boot Camps
- Annual Leadership Retreat August 2-4, 2015 : Irvine Ranch Outdoor Education Center

ARISE PROGRAM AM



LEADERSHIP RETREAT

By Anuanu Pole'o

A primary goal under the AANAPISI grant is to focus on developing leadership and communication skills in Arise students. The Annual Leadership Retreat (TALR) was implemented in Summer 2013 to meet this need and help participants identify their strengths and weaknesses as a leader while learning what they have to offer as a leader. TALR provides a space, skills, tools and activities in helping to understand the qualities of a great leader while drawing attention to individual areas of improvement. The skills learned are adaptable to all aspects of a participant's life.

Hoping to take students out of their comfort zone, TALR is held during a 3-day Summer weekend at an off-campus venue with planned workshops and activities (educational and fun) by Arise staff and counselors. The first ALR took place at the University California Riverside's (UCR) campus and 2014's AYLR, was held at the Irvine Ranch Outdoor Education Center.

Students that attended the TALR have been able to benefit so much from the activities they learned while there. At the end of both retreats students participate in an activity known as the "The Soap Box". In this activity everyone had the opportunity to express how they felt during the retreat. A common theme of the retreat made [participants] feel like they were a part of something bigger. People expressed their gratitude towards each other for the kindness that was shown. Every student who leaves the leadership retreat, leaves on a high note; motivated to face the challenges ahead. Those who apply the things they have learned, were able to do just that.

TALR provided students with the skills you'll need to not only to have success in the future but also to lead others to have that same level of success in their own personal lives whether it be academically, emotionally, financially or professionally.

Melanie Wong recalls a workshop presented by our Arise counselor, Will: "Will's 'Leading For Changes' workshop... was very beneficial for me because it taught me to be aware of my strengths and weaknesses, push for achievement, and know my responsibilities." Aside from the workshops presented by the counselors, there were also activities that were held which helped students to exercise what they earned. Students took part in an obstacle courses where they had to work together as a team in order to accomplish the goal in mind at times without talking to each other. Being faced with these types of challenges forced participants to really work together.

Amongst workshops included playtime and free-time including bon fires at the beach, zip lining, and swimming. Silvia Hernandez fell in love with the s'mores that were made the night of the bonfire!! What she remembers about the leadership retreat was just how much she was able to learn from the workshops. She expected a classroom setting where she would have to sit and listen to a lecture but to her surprise she said that, "they were hands-on workshops" that kept her engaged and open to what was being taught. The environment that was provided made it easier for the students to come together and make a more meaningful connection with each other. Connections that went well beyond the retreat.

Justin Alo, Mt. Sac's star quarterback recommends students to take part in activities like this "because it can help shape you in[to] the person you plan to be [and that] it can truly be an experience that... can not only help you [...] but the people you love, teammates, [and those you] go to school with." Gabriel Samuels recommends going because "it's a[n] experience that can change people for the better." Aside from all of this Diana Garcia felt that not only did "you learn a lot from [the leadership retreat] but you gain a family with everyone [that] shares [this] experience with you!"

"It can help shape you in [to] the person you plan to be..." - Justin Alo



"My experience was amazing, ... I met a lot of people and I learned about new cultures"

"It's an eye-opening experience to new cultures and languages"

Conversation Circles SPRING 2015

Session 1 Dates

March 18 April 1
March 25 April 8

Session 2 Dates

April 22 May 6
April 29 May 13

CONVERSATION CIRCLES

By Mimi Joy Isaguirre

Conversation Circles (CC) is an Arise Program activity offered to non-native English speakers (NNES) at Mt. San Antonio College (Mt. SAC) via the American Language (AMLA) department. Laura Hannon, an ESL professor at Mt. SAC, has been leading Arise Students to become great group leaders. CC officially started in Fall 2013, and in the past 2 years, the program has taught many NNES students to be more liberated in speaking English.

Success comes in many form, and CC continues to exhibit such success by motivating and empowering NNES to grow in confidence in speaking and gaining knowledge of the English language. Many participants have taken this opportunity and have become more confident in speaking to their peers and professors without hesitation and fear. Hannon states CC is a space for students "to feel at liberty to voice their thoughts without fear of judgment".

We interviewed several group leaders (GLs) and participants (PPs) associated with CC to gain insight on the benefits of participating and share their own experience. GLs spoke on what they learned from becoming group leaders and their own leadership development. PPs commented on the fun activities, new friendships formed, the open-minded atmosphere and helpful group leaders. We highlight a few responses from GLs and PPs alike.

Q: What are the goals and expectations do you have for this activity?

LH: "My main goal for CC is for NNES to get some authentic conversational practice in a comfortable environment without any of the stress that accompanies being in a traditional classroom environment. I expect an openness of mind and character. I hope that [NNES] will learn a little about the struggles of assimilating into this culture and gain an appreciation for their status as native (or native-like) English speakers. Also, I'd like for the GL to earn some leadership experience which will hopefully further their academic and career goals."

Q: What was your best experience/ topic discussion have you had with your students?

LH: "The participants really seem to enjoy conversation topics that help them understand American culture. As such, they really liked the Halloween and gift-giving discussions last semester. Personally, I derive great satisfaction from conversations in which the students are really engaged in sharing their stories and sometimes even have heated debates over issues. This is when I know that they are NOT self-correcting or monitoring their language. They are just using the language as a means of expressing their ideas."

Q: "What do you like most about this activity?"

GL: "I learned a lot about people's cultures and how they are adjusting to the American lifestyle. I like how there are so many great activities that helps for people to open up. It helps with the participation and you get new insights and ideas to everyday questions. The group discussions really open my eyes to how precious the English language is to non-native speakers. Lastly, I love the pizza that we eat every time we meet."

Q: "How was your experience?"

GL: "It is an eye opening experience to new cultures and languages. I really enjoy helping the students perfect their English and gain more confidence when speaking."

PP: "My experience was amazing, because I met a lot of kind people and I learned about new cultures. All the group activities were fun and we can always learn a lot of things from them."

Please contact the Arise office for more information. *Spring 2015 dates are noted above. CC meets on Wednesdays, from 2:30pm – 4:00pm in building 66-205.*



BOOT CAMP SUCCESS!!

Verbs Boot Camp (VBC)

- ◇ 10% increase in the overall averages between the verbs pre-test and post-test for Year 3
- ◇ 68% of students increased in answering the correct responses in multiple choice quizzes
- ◇ 97% feel more confident in English verb usage
- ◇ 82 students attended the VBC for Year 3 and all recommend the workshop

Writing Boot Camp (WBC)

- ◇ Majority of students feel the workshop has made them a better English writer and English speaker
- ◇ All students feel happy they attended the workshop
- ◇ 10% Increased student knowledge of parts of speech, sentence identification, sentence boundary, sentence combination, and sentence structure tests

Please contact the Arise Program for more information

Source: L. DiDonato researcher

Asian American Student Success

AAPI Program

at the University of Massachusetts Boston



DIGITAL STORIES

By: Mosese Manu

Digital Stories in the Arise program is a great opportunity for some students. This project involves collaboration between two California community colleges- Mt. SAC and Mission College (Santa Clara, CA) and the University of Massachusetts Boston (UMass Boston). Both campuses completed Phase I of a multi-phase project in Fall 2014. During this time the team from UMass Boston facilitated a three-day training. Students learned about Digital Storytelling in Asian American Studies (AsAmStu) curriculum at UMass Boston, participated in an AsAmStu class module on the history of Asian Americans in the United States (e.g., US migration patterns, Japanese internment), and began self-reflective work in “being [their] own research project.”

Dr. Shirley Tang and Dr. Peter Kiang, AsAmStu professors, led the group’s learning and individuals’ introspection. Phase II will take place during the Asian Pacific Americans in Higher Education (APAHE) conference, April 8-10, 2015 where students and staff will meet with Dr. Tang to discuss the development of their individual stories, which will include how to make connections to the broader experiences of the Asian American Pacific Islander

(AAPI) community. This will support their final work in Phase III, which will be held during a Digital Stories Summit in Boston, June 15 -19, 2015.

Eight (8) Arise students were selected to create their own digital stories in Fall 2014 (Junnica Ceralde, Rachel Chi Pan, Sateki Finau, Meke Lavaki, Mosese Manu, Meryl Siongco, Melanie Wong). Each of these students will go through lessons, workshops, and activities to be able create their very own digital story.

All participants will engage in workshops and present their individual digital stories at the culmination of the summit. We are planning to prepare the videos for campus-wide viewing and discussion in selected venues for students, faculty and staff to increase their awareness of the diverse backgrounds and experiences within our AAPI student community.

Personally I am really excited for this digital story. I am looking forward to continuing on with what we started in the Fall 2014. I hope that I can make the most of this trip and this opportunity.

Everybody that is involved are excited for this trip!

“I’m excited to do it, because it is something that I haven't done before.” - Junnica Ceralde



Sateki Finau

Mekemeke Lavaki

Melanie Wong

Junnica Cedarle



Meryl Siongco

Mosese Manu

Rachel Chi Pan

Anuanu Pole'o

PEER MENTORS

Peer Mentors (PMs) are pivotal to the Arise Program. PMs

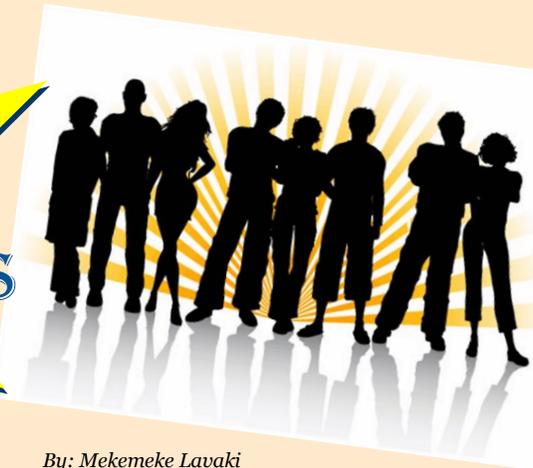
are current Mt Sac students who set themselves (academically and socially) as examples for other students. They are leaders themselves and help counsel students in what they need to do in order to succeed. With the help of the Arise staff, PMs organize activities and lead discussions that promote self reflection and change. PMs are always available to answer questions about the program and assist wherever needed. By leading by example PMs are able to connect with students and engage students to learn from each other. Loni Fa and Sateki Finau were interviewed below.

Q: What does a being a PM mean to you?

LF: Being a PM is more than just a title, it is a responsibility in which a PM can't think of themselves higher than those he serves. I always looked at my role as a PM as one in which I have to put myself in the shoes of those I serve. From this, I can have a better understanding of ways that I can help that person better themselves, whether it be spiritually or mentally.

Q: What are the qualities were you able to develop as a PM?

SF: I developed better people skills, integrity, and punctuation. I feel like students look up to us so it is demanding to us to have these skills so that people can really trust us when it comes to helping them.



By: Mekemeke Lavaki

Q: How has being a PM affected you in your daily interactions with others? What did you gain by being a PM?

LF: I believe being a PM was one of the biggest blessings I've received throughout my life. I not see others and where they are at and then envision what they can become. I feel I can connect better with people that I meet just from what I've learned as a PM I believe one of the biggest gain I received being a PM was having the opportunity of learning from other students.

Q: What were you able to learn from your interactions with students as a PM?

SF: Some things that were learnt from interactions was consideration to others feelings and being a good listener.

Q: What part of being a PM did you value most? Why?

LF: The one thing I valued the most from being a PM was the service aspect of it. I learned to be more self less and to serve others. I learned that through my service, I forgot about my problems and issues I was facing. I finally understood that my life isn't all about myself, it is about lifting others who need your help. It is giving to others who are less fortunate than you are. It is being humble enough to learn from others I serve. Overall, service is what defined my time as a PM.

GET TO KNOW:

Lisa DiDonato



Lisa began working at Mt. SAC in the fall of 2007 as the

Project Manager for Basic Skills research. Since that time she has been the researcher for several other grants and projects on campus. Currently her time is divided between two federally funded grants, AANAPISI and Title V.

As the first in her family to earn a college degree, Lisa knows the value of education and appreciates the opportunity to help others achieve their academic goals through her work. Throughout her 20+ years in education the most rewarding experiences have been those that helped others be successful and she feels that with the AANAPISI grant her efforts are doing just that.

Working with the Arise staff and students on the AANAPISI grant has been unique, as this is the first project where she's been afforded the opportunity to interact with some of the wonderful Arise students. Through this experience Lisa has learned a great deal about the culture and experiences of Asian and Pacific Islander Americans.

Lisa earned her BA in Sociology at California State University, San Bernardino. It was there that her interest and experiences in research began; heading up a door to door community survey for a neighboring city was one of her earliest adventures in research. While earning her Master's in Sociology at Indiana University of Pennsylvania, she worked as a research assistant on several projects, including interviewing men convicted of domestic violence about their experiences and rehabilitation. At the University of North Texas where she was working on a PhD, she taught undergraduate Sociology courses as well as assisted in more research projects.

ARISE STAFF CORNER

"I learned to be more selfless and to serve others." -Loni Fa

	Counselor	Title	Ext	Hours	Office	
Counselor Hours	Will Daland	Counselor	5939	T	9:30a-11:30a	9B-272
				Th	11a-12p	
				F	10:30a-12p	
	Eddie Lee	Counselor	5676	W	3:30p-6:45p	9B-291
				Th	2:30p-5p	
				F	9:15a-12:30p	
	Chan Ton	Counselor	5926	T	8:30a-11a	9B-259
				W	3p-5:30p	

