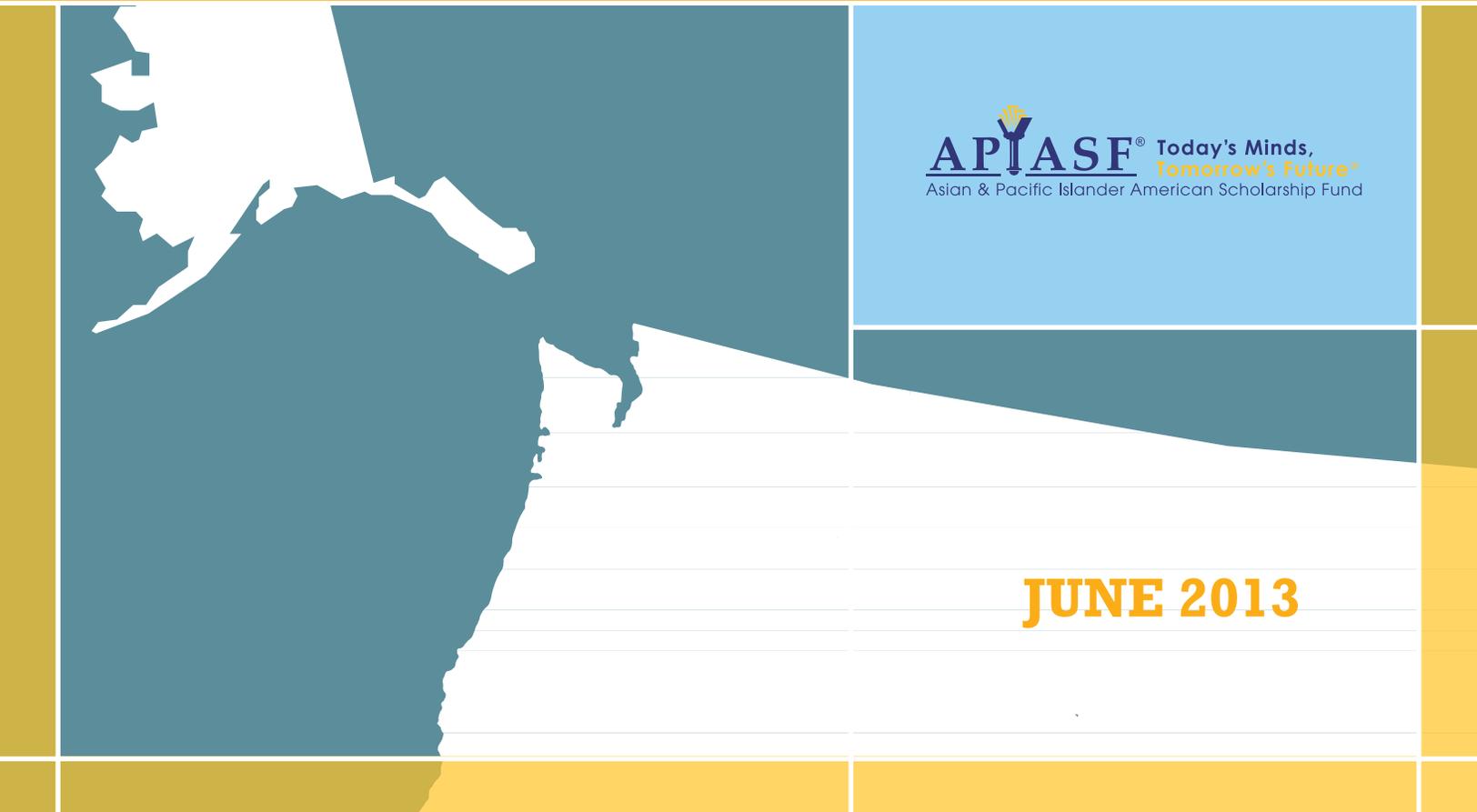




CARE

National Commission on Asian American and
Pacific Islander Research in Education

**PARTNERSHIP FOR EQUITY IN
EDUCATION THROUGH RESEARCH (PEER):
FINDINGS FROM THE FIRST YEAR OF RESEARCH ON AANAPISIs**



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Asian & Pacific Islander American Scholarship Fund

JUNE 2013

Connecting Research to Policy and Practice

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Preface

Asian Americans and Pacific Islanders (AAPIs) represent the fastest growing and most heterogeneous racial group in our country.¹ Congress responded to this 21st century reality by creating the Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) program, a competitive grant process for institutions serving high concentrations of low-income AAPI students. Through generous support from the Kresge Foundation, Lumina Foundation, USA Funds, and Walmart Foundation, the National Commission on Asian American and Pacific Islander Research on Education (CARE) teamed up with the Asian & Pacific Islander American Scholarship Fund (APIASF) and three AANAPISI campus partners—City College of San Francisco, De Anza College, and South Seattle Community College—to create the Partnership for Equity in Education through Research (PEER). With a goal of supporting AANAPISIs to more fully realize the degree-earning potential of AAPI students, PEER involves co-investigative research with campus teams to

identify promising practices, implement targeted interventions, and mobilize campus stakeholders in order to support greater institutional effectiveness.

This is the first of a series of reports that share results from PEER, and focuses primarily on findings from the first year of the project. To provide context, we begin by sharing baseline information about the AANAPISI program and AANAPISI institutions nationally. This report also presents findings from co-investigative inquiry activities with campus partners and discusses the extent to which being an AANAPISI improves institutional capacity to respond to the needs of AAPI students. The report concludes with a discussion about funding and the need for a greater investment in the AANAPISI program. As a relatively new program it is critical for higher education practitioners, community leaders, and policymakers to have accurate information on the AANAPISI program and the landscape of these institutions.

Introduction

Asian Americans and Pacific Islanders (AAPIs) have been the fastest growing group in the United States over the past decade—a population projected to reach nearly 40 million people by 2050.² With an anticipated 35 percent increase among AAPI undergraduates over the next decade,³ the racial composition of many postsecondary institutions will undergo significant change. While the focus of AAPI enrollment in higher education has mainly relied on a misperception of AAPI students attending only highly-selective universities, the majority of AAPI students attend less selective and lower resourced institutions. In fact, it is in the community college sector where AAPI undergraduates have their greatest representation and where the population is projected to increase at its fastest rate over the next decade. This sector of higher education is also where AAPI students are too often overlooked and underserved.

With the increase in AAPI college participation in coming years, especially in community colleges, the need to support promising practices and targeted interventions that promote access and success for this population is more important than ever. Congress responded to this 21st century reality by creating the Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) program, a competitive grant process for institutions serving high concentrations of low-income AAPI students. Created in 2008, the AANAPISI program, falling under the umbrella of other minority-serving institutions (MSIs), is important for the AAPI community because it encourages campuses that serve high concentrations of low-income AAPI students to pursue innovative and targeted strategies that respond to their unique needs. The AANAPISI program also signals a national commitment to the AAPI community, rightfully acknowledging AAPI students as a population that faces similar barriers as other minority students.

The Major Components of PEER

Advance Institutional Effectiveness (Institution-Level) Co-Investigative Research
Jointly Develop and Deploy Intervention Plan

Advocate for Increased Support (Policy-Level) Cross-Campus Collaborative
Promote Increased Investment in AANAPISIs

Promote AAPI Student Access and Success (Student-Level) Provide Scholarship Support
Study Scholarship Recipients

The Partnership for Equity in Education through Research (PEER)

In an effort to support AANAPISIs, the National Commission on Asian American and Pacific Islander Research on Education (CARE) and the Asian & Pacific Islander American Scholarship Fund (APIASF) developed the Partnership for Equity in Education through Research (PEER). With funding from the Kresge Foundation, Lumina Foundation, USA Funds, and Walmart Foundation, PEER aims to more fully realize the degree-earning potential of AAPI students. Working with three AANAPISIs from the inaugural cohort of grantees—City College of San Francisco, De Anza College, and South Seattle Community College—we engaged in co-investigative research to identify promising practices, implement targeted interventions, and mobilize campus lead-

ers to support greater institutional effectiveness. Another component of PEER is to work with campus partners to support AANAPISIs in the policy arena by increasing visibility about the program and the impact it has on the educational mobility of low-income AAPI students. The last component of PEER involves tracking cohorts of APIASF scholarship recipients and non-recipients at the three campuses to examine the extent to which scholarships influence the persistence, degree attainment, and transfer rates of low-income AAPI students. To date, there has been no study of this kind on low-income AAPI scholarship recipients in community colleges.

The Purpose of the Report

The purpose of this report is two-fold. First, we present findings regarding the AANAPISI program that are emerging from the PEER inquiry activities. Second, we discuss the implications of these findings for the work of practitioners, policymakers, and advocacy groups. The report is organized around the following themes:

The report begins by providing a national profile of AANAPISIs, reporting data on the number of postsecondary institutions that are eligible, designated, and funded as AANAPISIs, the regional representation of these institutions, the institutional profiles of campuses in the program, and data on their enrollment and degree production. We discuss these findings in the context of national higher education policy priorities.

The second section describes the ways in which AANAPISIs are sites for innovation by discussing findings from our co-investigative research with campus partners. We discuss how the PEER campus partners

use student-centered and community-oriented approaches to their work, the design of promising practices and targeted interventions that promote access and success for AAPI students, and offer perspectives on the perceived impact of the funding on campus and student outcomes.

The last section of the report offers a perspective on the untapped potential of AANAPISIs. We outline the potential of the program to reach larger concentrations of AAPI students through targeted funding and the challenges associated with a funding shortfall for the program, and place these issues in the context of the projected growth of AANAPISIs.

This report provides higher education policymakers, practitioners, and researchers with a deeper understanding of AANAPISIs and the students they serve. More specifically, we demonstrate the extent to which being an AANAPISI positions campuses to more effectively serve their AAPI students, whether or not campuses can leverage their funding and/or status to gain access to more information and resources, and discuss the effectiveness of programs and services funded by the AANAPISI grant. This report aims to raise the national visibility of the AANAPISI program because while there is a growing body of work on other MSIs (such as Hispanic-Serving Institutions, Historically Black Colleges and Universities, and Tribal Colleges and Universities), there are few studies on AANAPISIs.⁴ Thus, PEER utilizes data and inquiry to link AANAPISIs to the larger role and function of all MSI programs to increase college access and success for underserved students.

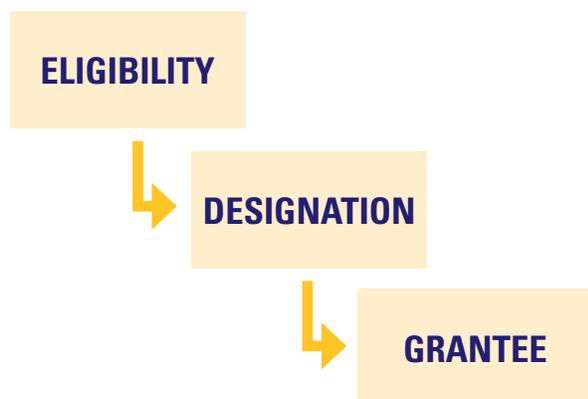
SETTING THE CONTEXT: A NATIONAL PROFILE OF AANAPISIs

Accurate information on the AANAPISI program is important because it helps to identify institutions that are eligible to be AANAPISIs and can be used to determine how much funding is needed for the program. This section of the report provides baseline data on the number of institutions that are AANAPISIs, and provides information on the regional distribution and the type of institutions represented by AANAPISIs. Data is also provided on enrollment and degree production among AANAPISIs.

The Number of AANAPISIs

The basic question of how many AANAPISIs exist nationally needs to be answered in three parts because of the process established by the U.S. Department of Education to identify, designate, and fund AANAPISIs. There are three states of being an AANAPISI (Figure 1). First, postsecondary institutions must meet an eligibility criteria, which includes having at least a 10 percent enrollment of AAPI students and a minimum threshold of low-income students and/or a lower than average educational and general expenditures per student.

Figure 1:
Process of Becoming an AANAPISI



Second, institutions must submit a request to the U.S. Department of Education to become designated. Finally, once designated as AANAPISIs, institutions are then eligible to apply for funding from AANAPISI and other MSI grant programs throughout government agencies.

Table 1:
**THE NUMBER OF ELIGIBLE,
DESIGNATED, AND FUNDED
AANAPISIs, 2012**

	Number of Institutions
Eligible to be AANAPISIs	153
Designated AANAPISIs	78
Funded AANAPISIs	21

Source: U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 12-month unduplicated headcount.

To calculate the number of institutions that are eligible to be AANAPISIs, CARE replicated a report by the Congressional Research Service (CRS).⁵ In 2012—three years following the baseline data reported in the CRS report—the number of institutions that met the criteria for the designation rose from 116 to 153 institutions (Table 1).

As of 2012, 78 institutions had received the AANAPISI designation from the U.S. Department of Education, representing only 50.9 percent of eligible institutions. This represents an area of potential for better outreach and dissemination of information to institutions eligi-

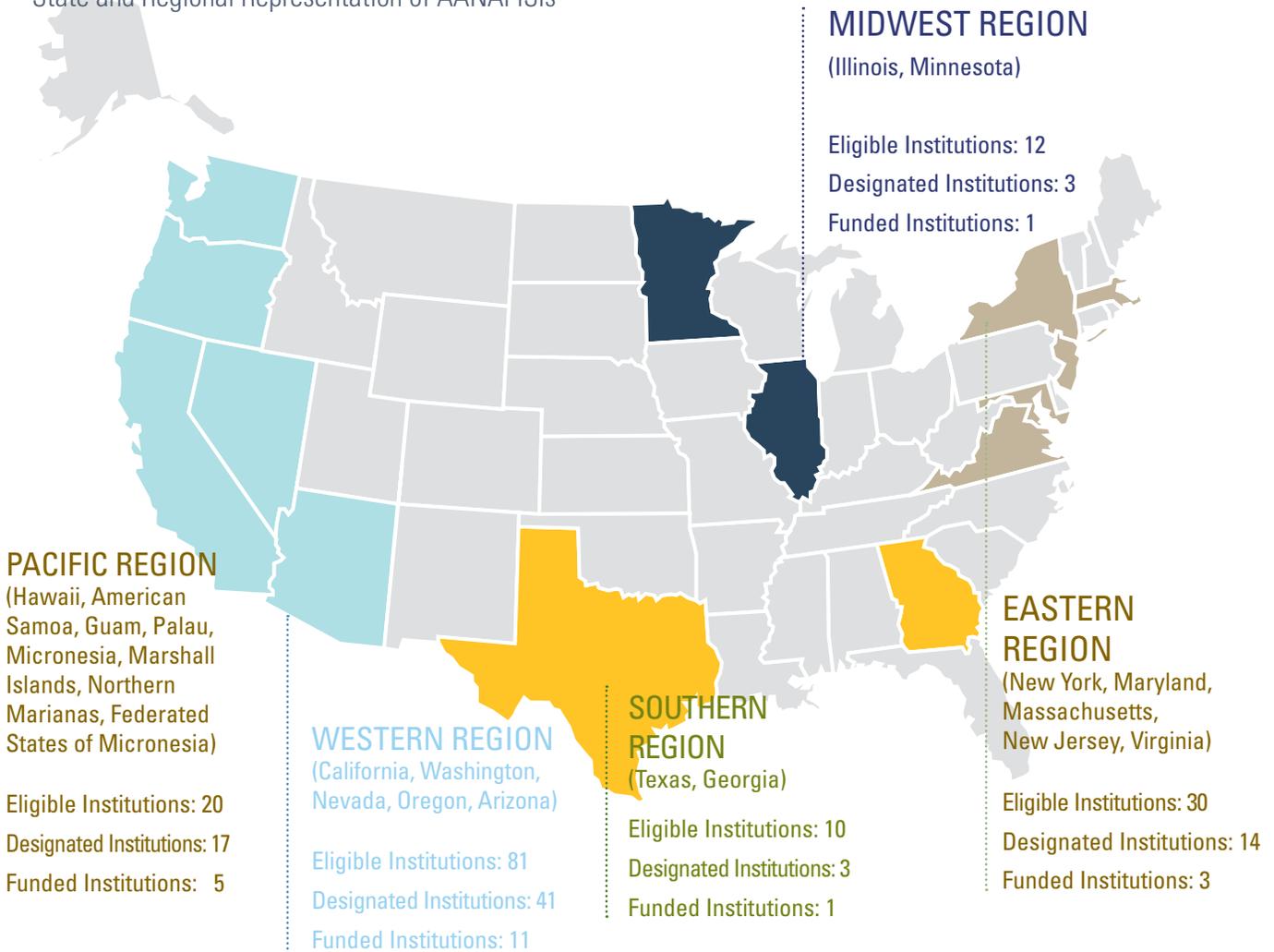
ble to be AANAPISIs. Of the 78 institutions that had the AANAPISI designation, 21 had been funded, which is 27 percent of the institutions with the formal designation and only 13.7 percent of the institutions eligible to be AANAPISIs (see Appendix B for a list of funded, designated, and eligible AANAPISIs). These low percentages highlight an area that needs a great deal of attention and is a barrier to the program reaching its full potential. This challenge is further discussed later in the report.

The Regional and Institutional Representation of AANAPISIs

The regional and state representation of AANAPISIs is also important for policymakers and advocacy groups

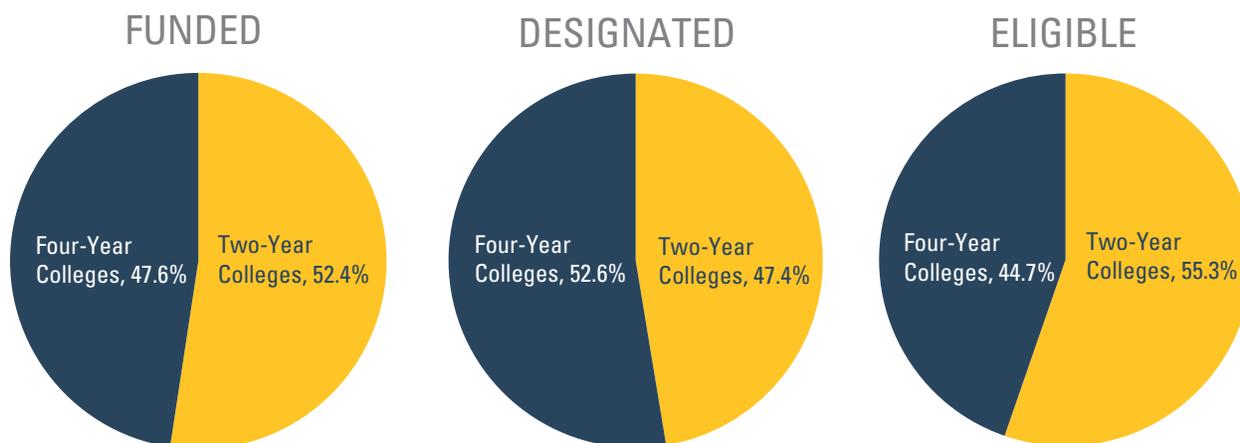
to note. As seen in Figure 2, the greatest representation of AANAPISIs is in the Western region, where 81 institutions met the criteria for AANAPISI status. Institutions in the Western region compose more than half of the eligible, designated, and funded institutions. These institutions are overwhelmingly in California, but they are also located in Arizona, Nevada, Oregon, and Washington. The Eastern region has the second largest concentration, with 30 institutions that meet the criteria for being an AANAPISI. Fourteen of these institutions have been designated and only three that have been funded. The Pacific region also has a critical mass of eligible institutions. Per capita, the Pacific region has the largest concentration of their total number of post-

Figure 2:
State and Regional Representation of AANAPISIs



Source: U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).

Figure 3:
Distribution of AANAPISIs, by Institutional Type, 2010



Source: U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).

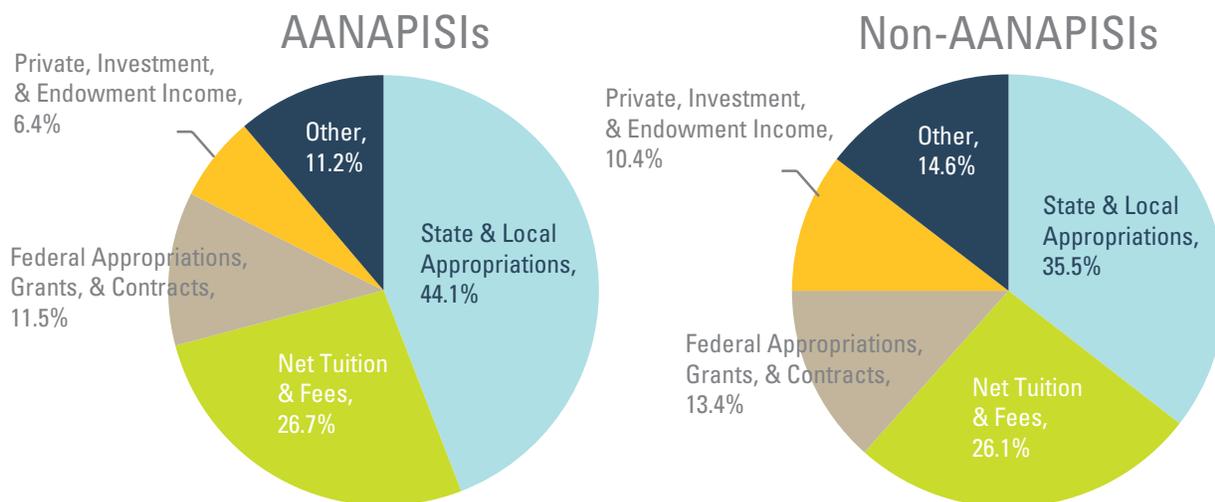
secondary institutions that are eligible, designated, or funded AANAPISIs, due to their high representation of low-income AAPI students. Contrary to the trends in the West and East, a high proportion of eligible institutions in the Pacific have received designation.

only two have received funding. More work needs to be done to increase the number of eligible institutions that pursue the designation in the Midwest and South as the AAPI population is projected to grow at the fastest rate in these regions.⁶

The Midwest and Southern regions have a sizable number of eligible institutions at 22. However, a low number of these institutions—only six—have the designation and

In addition to the regional representation of AANAPISIs, it is also important to have accurate information on their institutional profile (e.g., two-year/four-year, public/

Figure 4:
Revenue Sources of AANAPISIs and Non-AANAPISI Public Institutions, 2011



Source: U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).

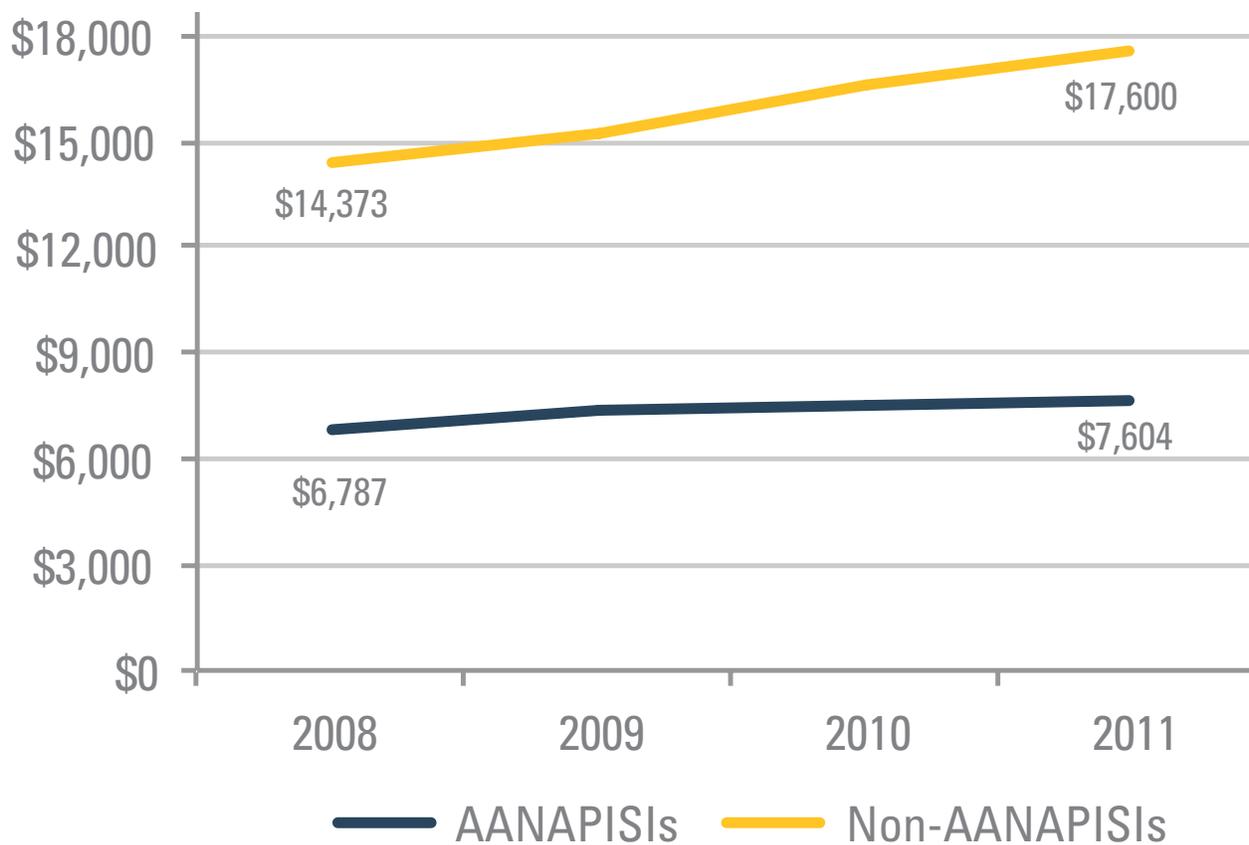
private, or selective/non-selective). Despite a common misperception that institutions with high concentrations of AAPI students tend to be highly selective universities, AAPI undergraduates are typically more prevalent in non-selective or moderately selective institutions.⁷ It is in community colleges, for example, where 47.3 percent of the total AAPI undergraduate enrollment can be found.⁸ Among campuses eligible to be AANAPISIs, more than half (55.3 percent) are two-year colleges, which is similar to the distribution of campuses that are designated (47.4 percent) and funded (52.4 percent) (Figure 3).

AANAPISIs that are four-year colleges are primarily moderately selective institutions, with high proportions of students who attend part-time and work while enrolled in college. The four-year AANAPISIs tend to ad-

mit a high proportion of their applicant pool, including students who need more academic support than is the case for those admitted to highly selective institutions. Therefore, the AANAPISI funding is critical for these institutions to promote greater persistence, engagement, and degree attainment.

The following analysis compares AANAPISIs with non-AANAPISIs relative to revenue sources. While all public institutions rely heavily on state and local appropriations, along with tuition and fees, AANAPISIs (70.9 percent) receive a larger proportion of revenue from these sources in comparison to non-AANAPISIs (61.9 percent) (Figure 4). The implications for this can be felt by students when changes in local and state funding impact the ability of institutions to do long-term planning

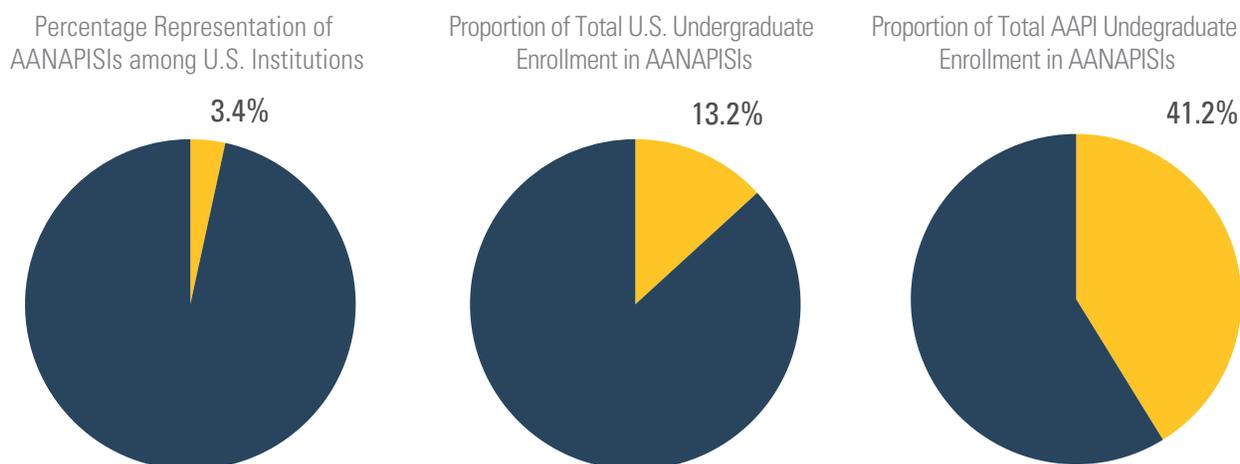
Figure 5:
Per-Student Expenditure of AANAPISIs and Non-AANAPISIs, 2008–2011



Source: U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).

Figure 6:

Distribution of Total Enrollment and all AAPI Enrollment in AANAPISs, 2010



Source: U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 12-month unduplicated headcount.

and offer consistently strong academic programs. Therefore, the vulnerability of AANAPISs is greater than that of non-AANAPISs relative to declines in state and local revenue—a trend that has unfortunately resulted in sharp tuition increases, which presents significant challenges for the most underserved AAPI students.

In addition to differences in revenue sources, AANAPISs compared to non-AANAPISs have significantly different levels of education and related expenditures. Spending on instruction, student services, and related support is critical to the retention and completion rates of students. Figure 5 demonstrates that while per student education and related expenditure increased 12.0 percent for AANAPISs, that rate of growth was approximately half of the increase in expenditure among non-AANAPISs (22.5 percent). In fact, the gap from 2008 to 2011 in per-student education and related expenditure between AANAPISs and non-AANAPISs increased 31.8 percent from \$7,587 to \$9,996. These findings amplify the importance of federal investments to help offset disparities in funding that impact the quality of education for students attending these institutions. Moreover, it is in these institutions where targeted

funding in high-impact practices is needed to identify efficient use of limited resources.

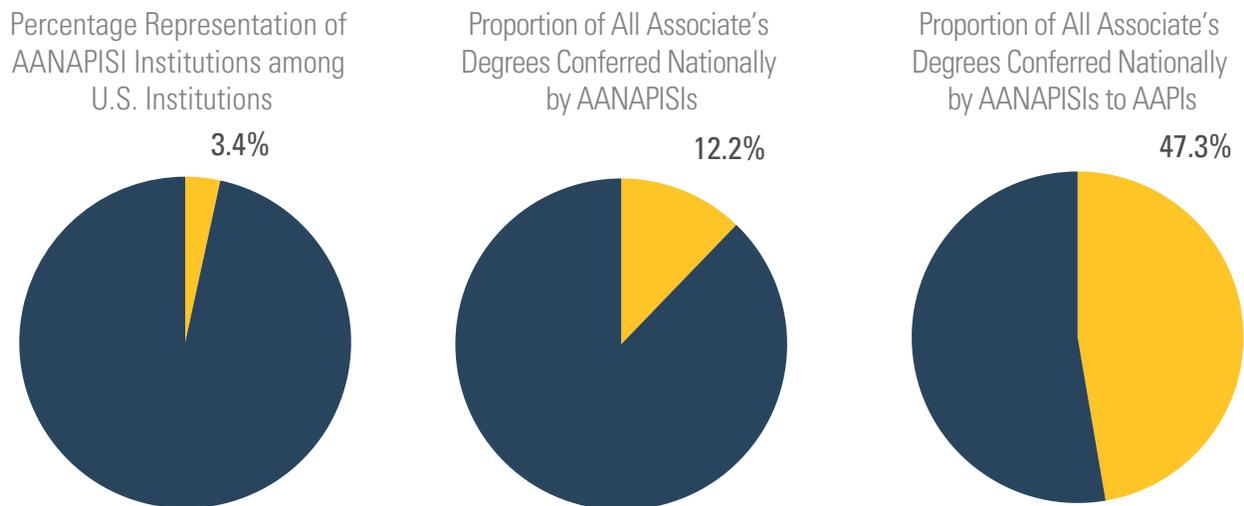
Student Enrollment and Degree Production at AANAPISs

Our analysis here focuses on the enrollment figures and degree attainment among the 153 institutions eligible to be AANAPISs, as of 2010. Among this set of institutions, the total undergraduate enrollment was 2,857,525 of which 18.8 percent (536,544) were AAPI students (Figure 6). While these 153 institutions represented only 3.4 percent of all Title IV degree-granting institutions in the U.S. higher education system, they enrolled 41.2 percent of AAPI undergraduates nationally. Put another way, two-fifths of AAPI undergraduate students in the U.S. attended an institution eligible to be an AANAPISI, indicating the AANAPISI program has the potential to reach a high proportion of enrolled AAPI students nationally.

A large proportion of AAPI students at AANAPISs were from low-income backgrounds, the first in their families to attend college, and struggled to secure the financial resources to support themselves while in school.⁹ According to the CRS study (2009), the first 116

Figure 7:

Distribution of Associate's Degrees Conferred by AANAPISIs to all Students and AAPI Students, 2010



Source: U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), full-year degree production.

institutions that met the criteria for AANAPISI eligibility enrolled 75 percent of low-income AAPI undergraduate students.¹⁰ AAPI students attending AANAPISIs were also more likely than their peers to be immigrants, non-native English speakers, and students who enrolled in English-Language Learner (ELL) programs, which are typically geared toward Spanish speakers.¹¹

In addition to important trends in AANAPISI enrollment, there are also interesting findings related to their degree production. In 2010, the 153 institutions eligible to be AANAPISIs awarded nearly 43,198 associate's and bachelor's degrees to AAPI students.¹² In terms of associate's degree production, while AANAPISIs represented 3.4 percent of all Title IV degree-granting institutions and conferred 12.2 percent of all associate's degrees nationally, they represented 47.3 percent of all associate's degrees conferred to AAPI students nationally in 2010 (Figure 7).

The 153 institutions eligible to be AANAPISIs also served a high concentration of AAPIs receiving bach-

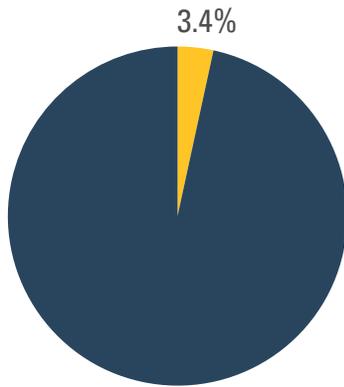
elor's degrees (Figure 8). These institutions—representing only 3.4 percent of all postsecondary institutions in the nation—awarded 25.3 percent of the bachelor's degrees conferred to AAPI students nationally. However, with approximately half of all eligible, designated, and funded AANAPISIs being four-year institutions, there is room for improvement in baccalaureate degree production through programs and services supported by AANAPISI funding.

These data reveal great potential for leveraging the AANAPISI program to meet national degree attainment goals. First, the AAPI student population is projected to increase faster than any other major racial/ethnic group in U.S. higher education. Second, the program has potential to target funding to low-income AAPI undergraduates, especially in institutions serving some of the highest concentrations of AAPI students nationally.¹³ Targeted resources enable policymakers and practitioners to respond to the unique needs of these students while also furthering the national college completion agenda. Finally, the AANAPISI program reaches low-

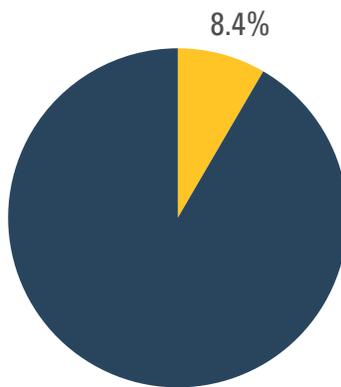
Figure 8:

Distribution of Bachelor's Degrees Conferred by AANAPISIs to all Students and AAPI Students, 2010

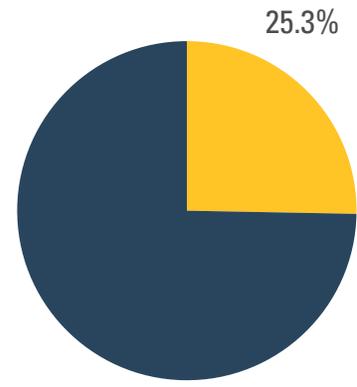
Percentage Representation of AANAPISI Institutions



Proportion of All Bachelor's Degrees Conferred Nationally by AANAPISIs



Proportion of All Bachelor's Degrees Conferred to AAPIs



Source: U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), full-year degree production.

income AAPI students who have historically been overlooked and underserved.

While AANAPISIs are making an impact on their campuses, the lack of funding for designated and eligible institutions continues to create barriers. Additionally, the need for ongoing research is critical to support higher education leaders and practitioners as they continue to refine and expand their programs.

FOR PRACTITIONERS: AANAPISIs AS SITES FOR INNOVATION

In order to fully understand the AANAPISI program and its potential impact, it is important to examine the process through which campuses become AANAPISIs. This section of the report shares findings from the campus inquiry activities conducted during the first year of the PEER project. This line of inquiry builds on prior research that has examined the impact of MSI designation and funding on campuses and their students.¹⁴ Studies have found that while being an MSI provides opportunities for institutional capacity-building through the access to federal grants, the designation or funding is not necessarily accompanied by a substantive cultural change needed to make institutions welcoming and attuned to the needs of students of color. In other words, although an MSI designation may imply a special mission, researchers have observed differences between MSIs in their sense of purpose and identity relative to their espoused commitment to responding to the needs of their students.¹⁵

Case studies were conducted with each of the three campus partners—City College of San Francisco, De Anza College, and South Seattle Community College—to understand how practitioners made meaning of the AANAPISI designation and consider its implications for their professional practice and responsibilities to AAPI students. Drawing on extensive interviews, campus observations, and reviews of grant proposals and budgetary documents, we distill key findings about the process and challenges experienced by PEER campus partners as they navigated the journey of becoming federally recognized as AANAPISIs and receiving funding for support services and programs aimed at low-income AAPIs. A full description of the methodology and data sources can be found in Appendix C.

Findings are organized around the following three themes:

- 1 Student-Centered and Community-Oriented Approaches** – Applying for the grant and making decisions about piloting or launching new programs and services influenced shifts in the campus mission, culture, and practices with regard to meeting the needs of their AAPI students.
- 2 Aiming for High-Impact Practices** – Campuses created and scaled up a range of programmatic efforts aimed at impacting academic and co-curricular support for AAPI students.
- 3 Perceived Impact on Campus and Student Outcomes** – Faculty and administrators reflected on their own professional practices as well as the larger campus culture in which they were embedded. Being an AANAPISI influences administrators and faculty’s use of data and inquiry to inform their work as an AANAPISI.

A Student-Centered and Community-Oriented Approach

The little extant research regarding how institutions become MSIs and the impact this process has on institutional identity indicates that change can occur and have a meaningful impact on institutional goals and strategies, campus practices and culture, and institutional climate responsive to diverse students.¹⁶ Our theory of change is that the process of becoming an AANAPISI can influence institutional culture, and that it in turn can positively influence student experiences and outcomes. CARE explored how the process used by the campuses to pursue the grant and eventually to fund

and implement their proposed programs and services were perceived to have impacted students on campus. Key themes that emerged from this research were the student-centered intentionality of AANAPISI programs and services and the importance of engaging the broader AAPI community in the process of becoming an AANAPISI.

Learning about the Grant from Professional Networks and AAPI Stakeholders. The three PEER campus partners learned about the AANAPISI grant opportunity from their professional networks with AAPI stakeholders. For example, two of the three campuses indicated they learned about the newly launched AANAPISI program at an annual Asian Pacific Americans in Higher Education (APAHE) conference. This underscores the importance of AAPI stakeholder networks for sharing information and positioning campuses to submit competitive applications for grants, and points to the importance of organizations like the Asian American and Pacific Islander Association of Colleges and Universities (API-ACU) and forums such as APIASF's annual Higher Education Summit and the annual meeting of Asian Pacific Americans in Higher Education (APAHE). These social and professional networks are critical spaces for helping practitioners build relationships, pursue collaborations

across campuses, and identify resources to help develop institutional capacity.

The Pursuit of the Grant Stemmed from a Previously Identified Need. Once these campuses learned about the AANAPISI program, they were able to submit competitive grant proposals on a short timeline because they had already laid the groundwork for serving AAPI students through various projects and initiatives on campus. In other words, the three campuses had independently conducted a needs assessment for AAPI students in their respective settings and were able to leverage insights from those assessments to craft successful proposals for the AANAPISI grant. For example, one college had just completed an intensive evaluative process with community activists, education advocates, K-12 representatives, and other AAPI stakeholders to identify gaps in the educational pipeline for AAPIs and strategized about ways in which the college could take an active role in addressing them. The campus had specific findings to undergird its proposed interventions, which strengthened its grant application.

The Importance of Buy-In and Collaboration across Campus. The grants were pursued by campus teams, which engaged in outreach to gain support and buy-in from key stakeholders on campus, including their campus leadership. A

ENSURE INSTITUTIONAL RESEARCHERS ARE IN THE LOOP

The AANAPISI designation and funding process requires campus data that institutional research (IR) offices can provide, making them a vital resource for submitting competitive grant proposals. For example, the IR offices provide the basic data demonstrating that at least 10 percent of the undergraduate body is AAPI and that at least half are low-income, as required for the AANAPISI designation. The three campuses repeatedly indicated that their IR offices were key contributors to their grant preparations as they provided relevant data in a timely manner. One campus even includes the IR as part of the AANAPISI team listed on its website. Another critical role that IR offices across the three campuses played was providing disaggregated data by AAPI sub-group. For instance, these campuses had access to information on immigration, developmental education needs, and other characteristics for various subgroups, such as Vietnamese and Samoan students, whose outcomes are typically camouflaged when they are aggregated with other AAPI groups. Thus, the campuses had access to fine-grained data that assisted them with their needs assessment as well as subsequent preparations for pursuing the grant.

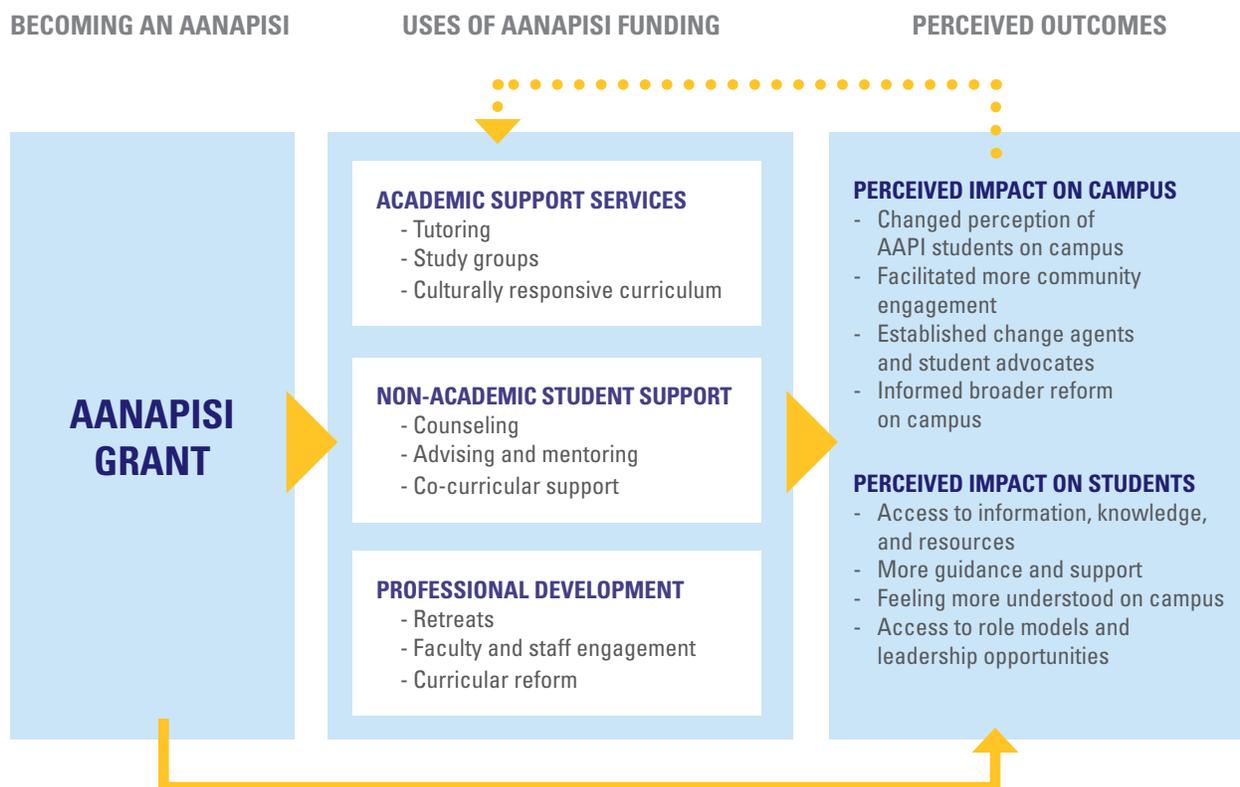
The City College of San Francisco used their AANAPISI funding to create the Asian American and Pacific Islander STEM Achievement Program (ASAP), which was designed to increase degree production and transfer rates for disadvantaged Asian American and Pacific Islander students in Science, Technology, Engineering, and Mathematics (STEM). Through a dedicated STEM center, students were able to gain access to tutoring and study groups, supplemental instruction, workshops and seminars, and priority registration in certain courses.

working across the campus to decide what to propose, the process of pursuing a federal grant is complex, and tangible support from campus leadership is needed to help navigate that process. For example, one campus indicated that a grant consultant funded by its president's office was critical for ensuring they submitted the paperwork for designation by the deadline in advance of submitting their grant

vice president at one campus explained that pursuing the AANAPISI grant without a president's "blessing" could have been possible, but extremely difficult. In addition to

proposal, a requirement that some other campuses applying that year did not meet due to a lack of awareness.

Figure 9:
Impact of the AANAPISI Program and Funding on Perceived Campus and Student Outcomes



Aiming for High Impact Practices¹⁷

This line of inquiry focused on the ways in which campuses leveraged their AANAPISI status and funding to increase their ability to be more responsive to their students. CARE was also interested in determining how, if at all, campuses were able to leverage their federal designation and funding to seek and secure access to other resources and opportunities. Figure 9 represents how campuses used their AANAPISI grant and how faculty and administrators perceived its impact on the campus and their students.

Context-Specific Strategies for the Proposed Interventions. The three campuses' proposals were grounded in their needs assessment, built on existing strengths of each campus, and were designed with AAPIs central to the desired outcomes they were pursuing. The campuses' strategies could be broadly framed as falling under two categories:

Campuses *built on prior efforts* and leveraged other investments the campus were already making in other services and programs and extended it to target AAPI students. For instance, a core value for one college was civic engagement and leadership development, which they had recognized as supporting students' academic engagement and learning outcomes. Because they observed low participation among AAPI students in these areas, their grant proposal emphasized civic engagement and leadership development for AAPI students through the creation of a targeted institute with associated supports such as access to internships and workshops to foster leadership skills.

Campuses chose to use external support to *pilot new programs* and assess its impact on AAPI students before making the investment to institutionalize such efforts. For example, one campus partner's concerns about its capacity to execute programs led to focusing on achieving sustainable change through investments in curricular innovations and professional development to attract and educate more Pacific Islander students. Their efforts included developing learning communities for devel-

opmental education students where the curricula emphasized Pacific Islander history and literature, and training faculty and staff on serving students in a culturally sensitive manner at special retreats for practitioners.

Pursuing High-Impact Practices. A key focus of AANAPISI was to focus their efforts to strategically respond to the unique needs of their low-income AAPI students on campus. Tangible changes to both academic and student support services for all three campuses were documented as a result of the program grant. These changes include the following:

- **Academic Support Services.** AANAPISI funding is being used to improve the academic development of students, increase the quantity and variety of courses being offered, and expand student participation in specific academic programs.
- **Non-Academic Student Support Services.** AANAPISI funding is being used to develop financial aid advising, first-year experience programs, academic and psychosocial counseling, tutoring programs, leadership development, and mentorship opportunities.
- **Professional Development.** AANAPISI funding is helping to increase awareness about the unique

De Anza College used their AANAPISI funding to develop IMPACT AAPI – Initiatives to Maximize Positive Academic Achievement and Cultural Thriving. The effort was focused on improving college readiness and course success, transfer, and attainment rates for targeted AAPI sub-groups (Filipino, Pacific Islander, and Southeast Asian). Targeted interventions included culturally responsive pedagogy and curricula and embedded counseling in learning communities.

needs and challenges of AAPI students among staff and faculty and provide training in culturally responsive pedagogy, which supports the sustainability of programs over time.

Perceived Impact on Campus and Student Outcomes

Our case studies revealed a number of ways being an AANAPISI had an effect on the campuses and their students, particularly with regard to the capacity of institutions to both understand and be responsive to the needs of their AAPI students.

Trusted Sources of Information, Guidance, and Support. AANAPISI-funded staff members were perceived as trusted points of contact for AAPI students. They were also described as a “bridge” to other services and resources on campus. The grant afforded students with access to academic and social spaces for AAPI students on campus. As a result, respondents indicated that they perceived that their students felt more “welcomed,” “supported,” and “understood.”

An Inclusive Campus Culture. Being an AANAPISI helped to change the perception of AAPI students on campus (e.g., challenge the model minority myth), broadened the understanding of the mission of the institution, and facilitated more community engagement. Programs and services encouraged students to pursue leadership opportunities, serve as role models on campus and in their local communities, and also provide support to each other (e.g., peer tutoring).

Impact on the Capacity of Institutions. Funding was used for increasing professional development opportunities, encouraging collaboration throughout the campus to support AAPI students, and establishing change agents on campus. Campuses were able to leverage their status as an AANAPISI to be involved in meetings that target MSIs

South Seattle Community College is enhancing professional development among faculty as part of a broader effort to attract and promote the success of low-income AAPI students. Faculty participate in structured training followed by ongoing support over the academic year. The campus is engaging in systematic assessment of students’ engagement as well as faculty perceptions of professional development experiences.

and support systems that have been created specifically for AANAPISIs (e.g., APIACU). The grant also encouraged more use of data and inquiry to inform practice, and in one case, grant work was aligned with state performance accountability measures.

Sustainability. The grant helped to institutionalize sustainable efforts to support AAPI students and afforded faculty and staff access to a broader network of support and engagement (e.g. APIACU, APIASE, and the U.S. Department of Education). Programs that were perceived to have “worked” were replicated for other minority student populations on campus. Campuses also developed strategies and technics for collecting and interpreting data to inform decisions about institutional practices and policies.

While initial research points to significant impact for the students on each of these campuses, positive changes, there are still many challenges that exist for campuses that have received funding, as well as those institutions that are designated or AANAPISI eligible institutions. The next section provides insights on these challenges and offers recommendations for overcoming them.

“I think [becoming an AANAPISI] made [the campus] a lot more inclusive and comprehensive. I think it has changed the campus staff and faculty in their knowledge about the Asian American students. So, I think institutionally we have benefited and it has made us stronger and gave us more access in terms of knowledge and working with underserved Asian Americans. And so the development of these staff development has been an integral part of that.”

- Grant Writer, SSCC

“The funding not only paid for tutors, it also paid for faculty to be in the center with the students for special tutoring or just to respond and support students. So it created more of a hub of a family. And I think it also provided a location for the students to spend time with each other beyond the classroom. [The center] was not only for tutoring, but a networking place—a support system for students.”

- Grant Writer, CCSF

Other PEER Activities Underway

LONGITUDINAL ANALYSIS OF AANAPISI-FUNDED PROGRAMS AND SERVICES. The next level of research we are conducting with PEER campus partners is to study the extent to which AANAPISI-funded programs and activities results in higher persistence, degree attainment, and transfer rates. This research involves looking at large scale, longitudinal datasets acquired from each campus and setting up quasi-experimental designs to compare academic performance and persistence among students with and without access to AANAPISI-funded programming.

TARGETED INTERVENTION. Building on the results of the first year of campus-inquiry activities, coupled with what we learn from the longitudinal analysis of AANAPISI-funded programs and services, we are working with campus teams to design and pilot targeted interventions at each campus. We are pursuing interventions that are high-impact, sustainable, and researchable.

A RANDOMIZED-CONTROL TRIAL OF THE IMPACT OF APIASF SCHOLARSHIPS. We are also in the process of tracking cohorts of APIASF scholarship recipients and non-recipients at the three campuses to examine the extent to which scholarships impact the persistence, degree, attainment, and transfer rates of low-income AAPI students. To date, no study of this kind on low-income AAPI scholarship recipients in community colleges has been conducted.

NATIONAL PUBLIC AWARENESS CAMPAIGN. The “We’re the Changing Face of America” campaign is a national public awareness effort dedicated to increasing access and completion among AAPI students, the fastest-growing student population in U.S. colleges and universities. Launched in March 2013 by APIASF and CARE, the campaign supports the Partnership for Equity in Education through Research project by addressing longstanding stereotypes and misperceptions about the AAPI community that hinder students from gaining access to higher education and/or earning a college degree. For more information about the campaign or to get involved, visit www.changingfaceofamerica.com.



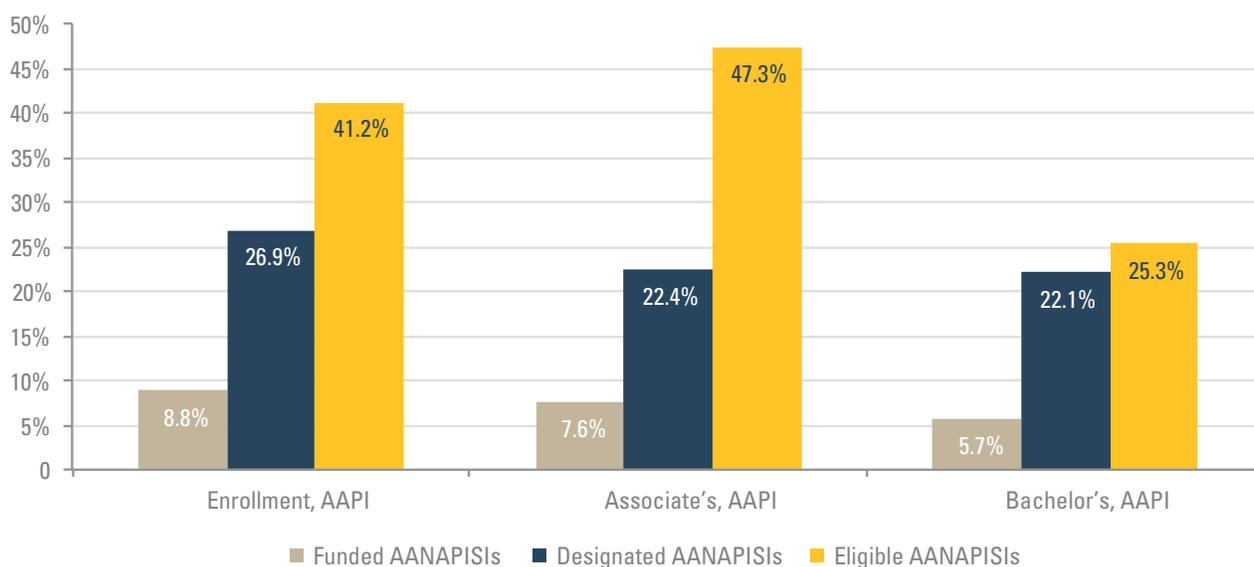
FOR POLICYMAKERS: THE UNTAPPED POTENTIAL OF AANAPISIs

While this report provides baseline data on AANAPI-SI institutions and the ways in which AANAPISIs are serving their students, it is also important to highlight the important role of policymakers and advocacy groups in supporting their efforts. This section begins with a discussion about the funding gap relative to the number of AAPI students the program is reaching. This is followed by an examination of the gap in funding for institutions that are eligible or designated to be AANAPISIs relative to the number of institutions that have been funded to date. This section of the report concludes with a discussion about the low levels of funding in the context of the projected growth in the number of eligible AANAPISIs.

The Potential to Reach Larger Concentrations of AAPI Students with Targeted Funding

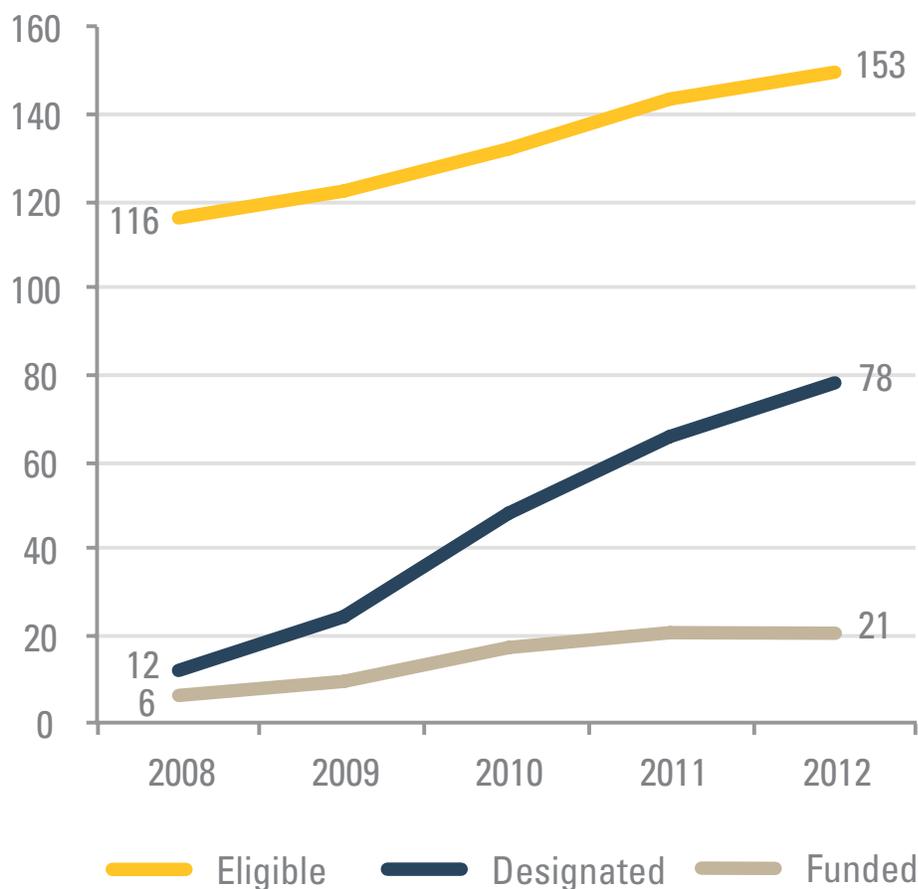
Figure 10 represents the percentage of AAPI enrollment and degree production that is being reached by funded, designated, and eligible AANAPISIs. Currently, funded AANAPISIs are enrolling 8.8 percent of the total AAPI enrollment in U.S. higher education, and conferring 7.6 percent of associate's degrees and 5.7 percent of bachelor's degrees to AAPI students. Designated AANAPISIs reach a much larger concentration of AAPI enrollment (26.9 percent), associate's degrees conferred (22.4 percent), and bachelor's degrees (22.1 percent). And, the full cadre of eligible AANAPISIs currently enroll 41.2 percent of all AAPI students, and confer 47.3 percent of all associate's degrees and 25.3 percent of all bachelor's degrees.

Figure 10:
The Potential to Reach Larger Concentrations of AAPI Enrollment and Degree Production



Source: U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 12-month unduplicated headcount and full-year degree production.

Figure 11:
The Number of Eligible, Designated, and Funded AANAPISIs, 2008–2012



Note: The designated and funded AANAPISIs are reported cumulatively, not per year.

Source: U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).

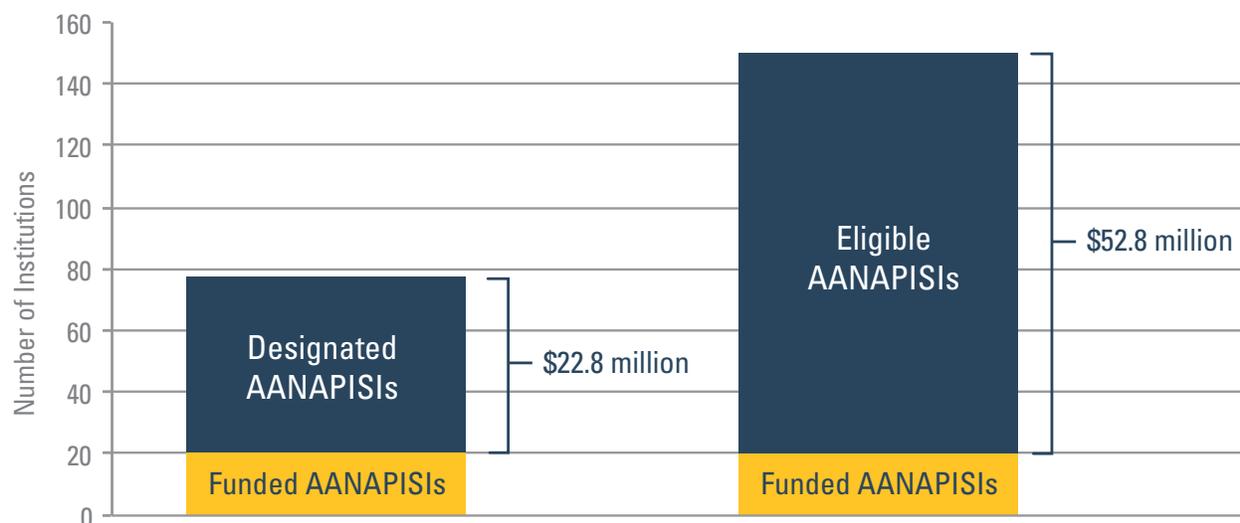
This data demonstrates the AANAPISI program has room to reach a much larger concentration of institutions with high proportions of AAPI students that are conferring a large share of associate’s and bachelor’s degrees to these students. The data also demonstrates that the current levels of funding is insufficient for reaching large concentrations of AAPI students, despite the potential exhibited by the number of eligible and already designated AANAPISI institutions. The next section looks at trends among eligible, designated, and funded AANAPISIs between 2008 and 2012 to examine the trajectory of the program from its inception to present.

A Deeper Dive into the Gap between Eligible, Designated, and Funded AANAPISIs

Figure 11 represents the number of eligible, designated, and funded AANAPISIs from 2008 to 2012. In 2008, there were 116 institutions eligible to be AANAPISIs, 12 that were designated, and six institutions that received funding. Four years later, in 2012, the number of eligible AANAPISIs increased by 31.9 percent to 153 institutions, which is impressive growth considering the eligibility is a formula based in-part on the representation of AAPI students. Also impressive was the five-fold increase in the number of des-

There is growing concern regarding a rule that indicates that while an institution can be designated with more than one MSI status (AANAPISI, HSI, PBI, etc.), they cannot receive funding from more than one program. Forty percent of eligible AANAPISIs have an undergraduate enrollment that is at least 25 percent Latino, which makes AANAPISIs particularly susceptible to this rule. Some institutions in this predicament have asserted that changing this rule will enable them to better serve the wide range of needs found among their diverse students.

Figure 12:
The Funding Gap for Designated and Eligible AANAPISIs in 2013



Note: Analysis used a multiplier based on the current level of funding for AANAPISIs.

Source: U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS); U.S. Department of Education, Office of Postsecondary Education.

ignated AANAPISIs, which represents the interest from the higher education community to pursue AANAPISI grants. However, the number of funded AANAPISIs has not kept pace with this interest, which is caused by low-levels of funding for the program. In 2012, a total of 21 institutions had received funding.

Put another way, AANAPISI funding has only reached 14 percent of the institutions eligible to be AANAPISIs, and 27 percent of the designated institutions. Current budget appropriations for the program do not meet the need or demand. This is represented in Figure 12, which shows that it would require an additional \$22.8 million per year over the current level of funding to provide grants to all of the designated AANAPISIs. To fund all eligible AANAPISIs would require an additional \$52.8 million per year over the current level of funding. This shortfall represents a missed opportunity considering the number of institutions that are interested in pursu-

ing resources that can respond to the unique needs of their low-income AAPI students.

The Projected Growth of AANAPISIs

Accurate information on the number of institutions that meet eligibility for AANAPISI designation helps determine how much funding is needed for the program. By replicating a report by the Congressional Research Service (CRS) that found that there were 116 institutions that met the criteria for the AANAPISI designation as of 2009,¹⁸ CRS was able to identify how many institutions are emerging in eligibility—that is, on the threshold of meeting the criteria for the designation. By 2015—with-in three years from the most recent estimate of eligible AANAPISIs—another 12 institutions are projected to meet the criteria for being an AANAPISI based on projected enrollment growth among AAPI undergraduate students (see Table 2).

The rise in the number of eligible AANAPISIs reflects the growth in AAPI college enrollment reported on in past CARE studies,¹⁹ as well as the potential for even greater demand for funding to reach the full potential of the AANAPISI program. This demographic reality has important implications for future appropriations. By 2015, the projected increase in the number of eligible AANAPISIs will require an additional \$4.8 million in funding needed over the current shortfall of \$52.8 million.

Table 2:
**THE NUMBER OF
INSTITUTIONS ELIGIBLE FOR
AANAPISI DESIGNATION**

	Number of Institutions that Met Criteria for Designation	Three-Year Numerical Change
2009	116	--
2012	153	+32
2015	165	+12

Source: 2009 figures from CRS analysis;
2012 and 2015 figures from CARE analysis

LESSONS LEARNED AND LOOKING AHEAD

In our first year of PEER, a great deal has been learned from the campus inquiry activities from which there are several implications for practitioners and policymakers. Generally, the program has made significant accomplishments in its first five years of existence, but there is also a lot of untapped potential. The implications of these findings for two primary audiences—practitioners and policymakers are discussed below:

Implications for Practitioners

The findings have implications for practitioners at two types of AANAPISIs: 1) those that are currently funded, and 2) those that are eligible and/or designated, but are not yet funded.

Practitioners at Funded AANAPISIs

- Success can be contagious, and good work with AAPIs can be replicated to support initiatives on campus for other minority student populations.
- Campuses can benefit from an open dialogue about what it means to be an AANAPISI/MSI (e.g., what's good for AAPIs can be good for the entire campus)
- Data and inquiry matter, including the collection and reporting of disaggregated data, by AAPI subgroup for holistic assessment of programs and activities on students' outcomes.
- Practitioners should take advantage of opportunities to engage in a broader network of AANAPISIs through national and regional meetings.

- Campuses with AANAPISI designation need to leverage their status to gain greater access to information and resources available to all MSIs. This will bring AANAPISIs more resources and help reinforce the need to invest more heavily in the MSI umbrella of programs and demonstrate the need for this type of funding.

Practitioners at Eligible and/or Designated AANAPISIs

- Conduct a thoughtful needs assessment and lead with trying to better understand the needs of your AAPI students. Involve the local community to identify and understand their perspectives on the role of your institution in responding to their needs.
- Consider where there are existing strengths and where there might be opportunities for exploring other innovative strategies.
- Engage key stakeholders campus-wide (e.g., task force/advisory committee) and get buy-in from the campus leadership in the initial stages.
- Institutional researchers are very important constituents to AANAPISIs because they can provide data as a tool for planning and decision-making, so ensure their engagement early on and throughout the process.
- Although multiple stakeholders are needed, there needs to be clear leadership to help move the application process along.

Implications for Policymakers

This research has a number of implications for policymakers pertaining to the need for greater investment in and support for AANAPISIs.

- *Lawmakers should be aware of which AANAPISIs are in their states and districts.* These institutions are critical for leveraging federal funding to advance college access and success and strengthening the capacity and effectiveness of higher education. AANAPISIs are critical sites for responding to the changing demographic landscape of students and addressing gaps between higher education and the workforce that are being experienced both locally and nationally.
- *Increase investment in the AANAPISI program* to increase the number of institutions that receive AANAPISI grants and to increase the investment at each individual campus. While there are 153 institutions that meet the federal criteria for being an AANAPISI, only 14 percent of the eligible institutions have received funding. The size of the grants to these institutions

is also much smaller than is the case for other MSI programs (e.g., Hispanic Serving Institutions, Predominantly Black Institutions). An increase in funding is needed from both the U.S. Department of Education, as well as other federal agencies funding educational programs in other MSIs.

- *Provide resources to improve outreach to “emerging AANAPISIs”.* While 153 institutions are eligible to be AANAPISIs, only 78 institutions have formally applied for and received the designation. More institutions need to be aware of their eligibility and would benefit from technical assistance to apply for the designation.
- *There is a need for greater support for AANAPISI campuses* to help advocate for AANAPISI institutions, support research, and sustain contact between the institutions. Without such support, AANAPISI campuses continue to be disconnected from opportunities that should be available to *all* MSIs and are challenged in their ability to share with the public the success and impact of their programs.

APPENDIX A: ANALYSIS OF AANAPISI ENROLLMENT AND DEGREE ATTAINMENT, 2009–2010 Academic Year

	Number of Institutions	Enrollment, AAPI	Enrollment, Total	Associate's, AAPI	Associate's, Total	Bachelor's, AAPI	Bachelor's, Total
Title IV Degree-Granting Institutions	4,400	1,302,763	21,698,656	35,596	691,827	104,952	1,566,428
	100%	100%	100%	100%	100%	100%	100%
Funded AANAPISIs	21	114,658	443,671	2,678	10,468	6,024	27,740
	0.5%	8.8%	2.1%	7.6%	1.5%	5.7%	1.8%
Designated AANAPISIs	78	314,140	1,398,375	7,555	30,854	20,843	103,891
	1.3%	26.9%	7.6%	22.4%	4.9%	22.1%	7.9%
Eligible AANAPISIs	153	536,544	2,857,525	16,674	84,059	26,524	131,618
	3.4%	41.2%	13.2%	47.3%	12.2%	25.3%	8.4%
Eligible + Emerging AANAPISIs*	160	539,762	2,886,320	16,747	84,628	26,932	135,359
	3.7%	41.4%	13.4%	47.5%	12.3%	25.7%	8.7%

Data Sources: NCES, IPEDS, 12-month unduplicated headcount and full-year degree production.

Notes: *We utilized methodology developed by Congressional Research Services to determine the number of institutions on the threshold of eligibility. Analysis by the National Commission on AAPI Research in Education (CARE), November 2012.

APPENDIX B: List of Funded, Designated, and Eligible AANAPISIs

INSTITUTION NAME	STATE	SECTOR	AANAPISI GRANTEES (21 INSTS)	DESIGNATED AANAPISIS (78 INSTS)	ELIGIBLE AANAPISIS (153 INSTS)
American Samoa Community College	American Samoa	Two-Year	√	√	√
California State University-East Bay	California	Four-Year	√	√	√
California State University-Sacramento	California	Four-Year	√	√	√
City College of San Francisco	California	Two-Year	√	√	√
Coastline Community College	California	Two-Year	√	√	√
CUNY Queens College	New York	Four-Year	√	√	√
De Anza College	California	Two-Year	√	√	√
Guam Community College	Guam	Two-Year	√	√	√
Laney College	California	Two-Year	√	√	√
Mission College	California	Two-Year	√	√	√
Mt. San Antonio College	California	Two-Year	√	√	√
Palau Community College	Palau	Two-Year	√	√	√
Richland College	Texas	Two-Year	√	√	√
San Jose State University	California	Four-Year	√	√	√
Santa Monica College	California	Two-Year	√	√	√
Seattle Community College-South Campus	Washington	Four-Year	√	√	√
University of Guam	Guam	Four-Year	√	√	√
University of Hawaii at Hilo	Hawaii	Four-Year	√	√	√
University of Illinois at Chicago	Illinois	Four-Year	√	√	√
University of Maryland-College Park	Maryland	Four-Year	√	√	√
University of Massachusetts-Boston	Massachusetts	Four-Year	√	√	√
Polytechnic Institute of New York University	New York	Four-Year		√	√
Bunker Hill Community College	Massachusetts	Two-Year		√	√
California State Polytechnic University-Pomona	California	Four-Year		√	√
California State University-Northridge	California	Four-Year		√	√
College of Micronesia-FSM	Fed. States of Micronesia	Two-Year		√	√
Edmonds Community College	Washington	Two-Year		√	√

INSTITUTION NAME	STATE	SECTOR	AANAPISI GRANTEES (21 INSTS)	DESIGNATED AANAPISIS (78 INSTS)	ELIGIBLE AANAPISIS (153 INSTS)
Georgia State University	Georgia	Four-Year		✓	✓
Hawaii Community College	Hawaii	Two-Year		✓	✓
Kauai Community College	Hawaii	Two-Year		✓	✓
Los Angeles City College	California	Two-Year		✓	✓
Los Angeles Harbor College	California	Two-Year		✓	✓
Montgomery College	Maryland	Two-Year		✓	✓
Nevada State College	Nevada	Four-Year		✓	✓
Northern Marianas College	Northern Marianas	Four-Year		✓	✓
Pacific Islands University	Guam	Four-Year		✓	✓
Pasadena City College	California	Two-Year		✓	✓
Rutgers University-New Brunswick	New Jersey	Four-Year		✓	✓
San Francisco State University	California	Four-Year		✓	✓
Seattle Community College-Central Campus	Washington	Four-Year		✓	✓
University of Hawaii-West Oahu	Hawaii	Four-Year		✓	✓
University of Houston	Texas	Four-Year		✓	✓
Windward Community College	Hawaii	Two-Year		✓	✓
Berkeley City College	California	Two-Year		✓	✓
California State University-Dominguez Hills	California	Four-Year		✓	✓
California State University-Fresno	California	Four-Year		✓	✓
California State University-Fullerton	California	Four-Year		✓	✓
California State University-Long Beach	California	Four-Year		✓	✓
California State University-San Marcos	California	Four-Year		✓	✓
California State University-Stanislaus	California	Four-Year		✓	✓
Chabot College	California	Two-Year		✓	✓
College of Alameda	California	Two-Year		✓	✓
College of the Marshall Islands	Marshall Islands	Two-Year		✓	✓
Contra Costa College	California	Two-Year		✓	✓
Cosumnes River College	California	Two-Year		✓	✓
CUNY Bernard M Baruch College	New York	Four-Year		✓	✓
CUNY Hunter College	New York	Four-Year		✓	✓
CUNY Kingsborough Community College	New York	Two-Year		✓	✓
CUNY Queensborough Community College	New York	Two-Year		✓	✓

INSTITUTION NAME	STATE	SECTOR	AANAPISI GRANTEES (21 INSTS)	DESIGNATED AANAPISIS (78 INSTS)	ELIGIBLE AANAPISIS (153 INSTS)
CUNY York College	New York	Four-Year		✓	✓
East Los Angeles College	California	Two-Year		✓	✓
Fullerton College	California	Two-Year		✓	✓
Leeward Community College	Hawaii	Two-Year		✓	✓
Merritt College	California	Two-Year		✓	✓
Minnesota State University-Mankato	Minnesota	Four-Year		✓	✓
Napa Valley College	California	Two-Year		✓	✓
Orange Coast College	California	Two-Year		✓	✓
Pacific University	Oregon	Four-Year		✓	✓
Saint Martin's University	Washington	Four-Year		✓	✓
Saint Peter's College	New Jersey	Four-Year		✓	✓
San Jose City College	California	Two-Year		✓	✓
Seattle Community College-North Campus	Washington	Two-Year		✓	✓
Stony Brook University	New York	Four-Year		✓	✓
University of California-Merced	California	Four-Year		✓	✓
University of Hawaii at Manoa	Hawaii	Four-Year		✓	✓
University of Hawaii Maui College	Hawaii	Four-Year		✓	✓
University of Minnesota-Twin Cities	Minnesota	Four-Year		✓	✓
University of the Pacific	California	Four-Year		✓	✓
American River College	California	Two-Year			✓
Bellevue College	Washington	Four-Year			✓
Bergen Community College	New Jersey	Two-Year			✓
Brookhaven College	Texas	Two-Year			✓
California State University-Los Angeles	California	Four-Year			✓
Canada College	California	Two-Year			✓
Century Community and Technical College	Minnesota	Two-Year			✓
Cerritos College	California	Two-Year			✓
Chaminade University of Honolulu	Hawaii	Four-Year			✓
City Colleges of Chicago-Harold Washington College	Illinois	Two-Year			✓
City Colleges of Chicago-Harry S Truman College	Illinois	Two-Year			✓
College of DuPage	Illinois	Two-Year			✓
College of Southern Nevada	Nevada	Four-Year			✓

INSTITUTION NAME	STATE	SECTOR	AANAPISI GRANTEES (21 INSTS)	DESIGNATED AANAPISIS (78 INSTS)	ELIGIBLE AANAPISIS (153 INSTS)
CUNY Borough of Manhattan Community College	New York	Two-Year			✓
CUNY Brooklyn College	New York	Four-Year			✓
CUNY City College	New York	Four-Year			✓
CUNY LaGuardia Community College	New York	Two-Year			✓
CUNY New York City College of Technology	New York	Four-Year			✓
Cypress College	California	Two-Year			✓
El Camino Community College District	California	Two-Year			✓
Evergreen Valley College	California	Two-Year			✓
Fresno City College	California	Two-Year			✓
Georgia Gwinnett College	Georgia	Four-Year			✓
Glendale Community College	California	Two-Year			✓
Glendale Community College	Arizona	Two-Year			✓
Harper College	Illinois	Two-Year			✓
Highline Community College	Washington	Two-Year			✓
Holy Names University	California	Four-Year			✓
Honolulu Community College	Hawaii	Two-Year			✓
Houston Community College	Texas	Two-Year			✓
Hudson County Community College	New Jersey	Two-Year			✓
Illinois Institute of Technology	Illinois	Four-Year			✓
Kapiolani Community College	Hawaii	Two-Year			✓
La Sierra University	California	Four-Year			✓
Laguna College of Art and Design	California	Four-Year			✓
Long Beach City College	California	Two-Year			✓
Long Island University-Brooklyn Campus	New York	Four-Year			✓
Los Angeles County College of Nursing and Health	California	Two-Year			✓
Los Angeles Pierce College	California	Two-Year			✓
Los Medanos College	California	Two-Year			✓
Merced College	California	Two-Year			✓
Middlesex Community College	Massachusetts	Two-Year			✓
Middlesex County College	New Jersey	Two-Year			✓
Monterey Peninsula College	California	Two-Year			✓
Mount St. Mary's College	California	Four-Year			✓

INSTITUTION NAME	STATE	SECTOR	AANAPISI GRANTEES (21 INSTS)	DESIGNATED AANAPISIS (78 INSTS)	ELIGIBLE AANAPISIS (153 INSTS)
North Hennepin Community College	Minnesota	Two-Year			✓
North Lake College	Texas	Two-Year			✓
Northeastern Illinois University	Illinois	Four-Year			✓
Northern Virginia Community College	Virginia	Two-Year			✓
Notre Dame de Namur University	California	Four-Year			✓
Oakton Community College	Illinois	Two-Year			✓
Ohlone Community College	California	Two-Year			✓
Pratt Institute-Main	New York	Four-Year			✓
Renton Technical College	Washington	Two-Year			✓
Sacramento City College	California	Two-Year			✓
San Diego City College	California	Two-Year			✓
San Diego State University	California	Four-Year			✓
San Joaquin Delta College	California	Two-Year			✓
Santa Ana College	California	Two-Year			✓
Shoreline Community College	Washington	Two-Year			✓
Solano Community College	California	Two-Year			✓
Southwestern College	California	Two-Year			✓
St. John's University-New York	New York	Four-Year			✓
Stevens Institute of Technology	New Jersey	Four-Year			✓
The University of Texas at Arlington	Texas	Four-Year			✓
University of California-Irvine	California	Four-Year			✓
University of California-Riverside	California	Four-Year			✓
University of Houston-Downtown	Texas	Four-Year			✓
University of Nevada-Las Vegas	Nevada	Four-Year			✓
University of San Francisco	California	Four-Year			✓
University of St Thomas	Texas	Four-Year			✓
Vaughn College of Aeronautics and Technology	New York	Four-Year			✓
West Valley College	California	Two-Year			✓
Whittier College	California	Four-Year			✓
Yuba College	California	Two-Year			✓

Data Sources: NCES, IPEDS, 12-month unduplicated headcount and full-year degree production.

APPENDIX C: Methodology and Data Source

Data in this report were drawn from a number of sources. Our main source of national data on demographic and community trends was the U.S. Census Bureau. Analyses of trends in enrollment and participation in higher education relied on data from the Integrated Postsecondary Education Data System (IPEDS) maintained by the U.S. Department of Education, National Center for Education Statistics (NCES). While IPEDS consists of full population data, the analyses were exclusively descriptive, and tests for significance were not conducted.

For PEER, we conducted case studies with our three campus partners—City College of San Francisco, De Anza College, and South Seattle Community College—to understand how practitioners make meaning of the designation and consider its implications for their professional practice and their responsibility to AAPI students. Drawing on extensive interviews, campus observations, and reviews of grant proposals and budgetary documents, we distill key findings about the process and challenges experienced by PEER campus partners as they navigated the journey of getting federally recognized as AANAPISIs and receiving funding to support services and programs aimed at low-income AAPI students.

Endnotes

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