NOT Over-Represented

Strategies and Considerations Unique to Serving and Retaining Asian American and Pacific Islander Students

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Stereotypes that affect Asian American and Pacific Islander students

Model Minority Myth * Perpetual Foreigner
Model Minority Myth

- Originated in 1966 as a “wedge” stereotype to further divide Whites and African Americans
- Myth: Asian Americans do not struggle, naturally good at math, accepted to/succeed at top institutions, higher socio-economic status (therefore no need for aid)
- ALL groups have had this assumption ascribed to them
- Excludes AAPIs from Affirmative Action policies
- Underscores need to disaggregate data
“Perpetual Foreigner”

- Stereotype that assumes AAPIs are not American

- “Where are you from, really?”
  - Subtext: “Obviously you’re not from here, so where are you really from?”

- It is assumed that loyalty is not to US but to “home” country
  - AAPIs can only “melt” so far

- Examples: OCA survey, Japanese Internment justification
Admissions Concerns

- Affirmative Action disproportionately affects AAPIs.

- Asian Americans had to score higher on SATs at some Ivy League schools, to be considered on equal footing with whites (*Price of Admission*).

- Seen as “textureless grinds” who didn’t contribute to social fabric of institution (*Price of Admission*).
  - Assumption of one profile for AAPI students.
Asian American and Pacific Islander Populations

Demographics * Similarities & Differences
Who are Asian Americans and Pacific Islanders?

Asian
- those having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent
- for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam

Pacific Islander
- those having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific islands

Faces of the AAPI Community

WSU Pacific Island Culture Night performers
National Demographics

- With exception of Native Hawaiians, immigration waves brought different groups at different times, under various circumstances

- 13.5 million U.S. residents identified as “Asian”, 960,000 identified as “Native Hawaiian and Other Pacific Islanders”

- 2000 to 2003, the Asian population grew 12.5%, Native Hawaiians and Other Pacific Islanders grew 5.8% (total US growth 3.3%)
Faces of the AAPI Community

SSCC Cultural Center staff
5 largest AA groups: Asian Indian, Chinese, Filipino, Korean, and Vietnamese. These account for 10 million Asians in the U.S., or about 80% of the Asian American population.

Largest PI groups: Native Hawaiian, Samoan, Guamanian. These account for approximately 75% of the total Pacific Islander population in the U.S.
Regional Distribution of AAPIs

- 50% in West
- 19% in South
- 12% in Midwest
- 19% in Northeast
- 95% in metropolitan areas
Similarities & Differences

- More established communities came in earlier immigration waves (such as Japanese Americans, Chinese Americans, Korean Americans, etc.)

- Somewhat new communities came in larger numbers in ‘60s -‘80s (Filipino Americans, Vietnamese Americans, etc.)

- Other communities are very new/recently immigrated (such as Hmong, Cambodian, Thai)

- Socioeconomic classes more varied for more established communities
Faces of the AAPI Community

SSCC graduate and proud family
Local Demographics: Where we’re coming from

- South Seattle Community College, Seattle, WA
  - Located in very diverse residential neighborhood in southwest Seattle
  - Campus population is 21% AAPI
  - Area public high schools are 21% to 51% AAPI
Strategies for Outreach & Retention

Outreach * Retention * Instructional Opportunities * Community Support * Diversity
Reaching Students

- Students may be translators/communicators for family

- Culturally-relevant outreach
  - Value of career to family, acknowledge varying attitudes toward education, language barriers for family

- Reflective recruitment/outreach staff
  - Can involve current students and alumni of color

- Involve family in decision-making process

- Institutional support is a must!
Recruitment & Outreach

SSCC Students at an outreach event
WSU’s Student-run HS Outreach conference
Retention

- 5 Pillars of Retention: Adjustment, Transition, Persistence, Achievement, Graduation

- Importance of developing relationships (mentoring programs)

- Specialized academic support (tutoring, workshops, etc.)

- Focus on increasing awareness of and access to support services

- Institution-wide support!
Retention

Washington State University
AAPI Multicultural Peer Mentors
RetentionPolicy: Degree Offerings

- Asian Pacific Islander Studies offerings (degree or courses)
  - Shows support for cultural understanding
  - Culturally relevant learning for students

- Asian Language offerings
  - Acknowledge representation of certain groups in the community
  - Allow students to link academic development with positive cultural development
  - Enriching courses that can encourage retention
API Advisory Committee

- Philosophy: Connect the college to the community for the purpose of understanding the needs of local communities and develop strategies to address these needs

- Representation of group
  - Faculty/staff, students, community members

- Meetings/logistics

- Deliverables
  - Recommendations to president/leadership team
API Advisory Committee
Faculty and Staff Diversity

- Strive for a faculty body reflective of student body
  - Dedicated attention to faculty/staff recruitment
    - Position at WSU - Diversity Faculty Fellow

- RETENTION of faculty and staff of color

- Culturally competent faculty and staff
In September 2008, Department of Education recognized the first six “Asian American and Native American Pacific Islander” Serving Institutions *in history*

- South Seattle Community College
- University of Hawaii, Hilo
- Guam Community College
- San Francisco City College
- Foothill-De Anza Community College
- University of Maryland, College Park
NEW API Serving Institutions

- Designed to improve the retention, transfer and graduation rates of underserved APIs

- Purpose of the grant
  - “To develop, implement and assess student success strategies that are affective and reproducible. This is a capacity building grant that focuses on sustainable initiatives.”
  - Develop programs replicable at other institutions
  - Be accessible to all students
### NEW API Serving Institutions

**South Seattle’s Four Strategies:**

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<th><strong>Strategy 1:</strong></th>
<th><strong>Strategy 2:</strong></th>
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<td>Improve API freshman experience through culturally relevant, family-connected orientation, and creation of clustered learning communities.</td>
<td>Increase transition from ESL classes to college courses.</td>
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<th><strong>Strategy 3:</strong></th>
<th><strong>Strategy 4:</strong></th>
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<td>Improve retention rates, including creation of a virtual API resource center to collect best practices from other institutions.</td>
<td>Improve transfer and graduation rates, including use of peer support techniques and improved pathways to our four-year partners.</td>
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Resources and Best Practices

At our institutions * At your institutions
Published resources
Institutions with Best Practices

- Retention programs, Multicultural Mentor Program, Student-run recruitment conferences (WSU)

- API Advisory Committee, Culturally-relevant outreach (South)

- Ethnic Studies courses that support cultural retention (OSU)

- Look to API-Serving Institutions to disseminate more best practices in the future

- What are your best practices?


Questions?
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