Recruiting and Retaining Asian American and Pacific Islander Students

Best practices from both the community college and university perspective

Presented by:
Stephen Bischoff, Washington State University
Mark Mitsui, South Seattle Community College
Rosie Rimando, South Seattle Community College
Your Presenters

- Stephen Bischoff, Retention Counselor, Washington State University \((public \ 4\text{-year research institution})\)

- Mark Mitsui, Vice President of Student Services, South Seattle Community College \((public \ 2\text{-year community college})\)

- Rosie Rimando, Director of Outreach, South Seattle Community College
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)

- 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
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
  - Assumption of one profile for AAPI students
Asian American and Pacific Islander Populations

Demographics * Similarities & Differences
<table>
<thead>
<tr>
<th><strong>Who are Asian Americans and Pacific Islanders?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asian</strong></td>
</tr>
<tr>
<td>• those having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent</td>
</tr>
<tr>
<td>• for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam</td>
</tr>
<tr>
<td><strong>Pacific Islander</strong></td>
</tr>
<tr>
<td>• those having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific islands</td>
</tr>
</tbody>
</table>

Faces of the AAPI Community

WSU Pacific Island Culture Night performers
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
National Demographics

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

- Largest PI groups: Native Hawaiian, Samoan, Guamanian
  - account for approximately 75% of the total Pacific Islander population in US
Faces of the AAPI Community
WSU AAPI Graduates
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

- Washington State University, Pullman, WA
  - Predominantly White rural area
  - College town (overwhelming majority of population are students, faculty, and staff of the university)
  - No major metropolitan area nearby
Strategies for Recruitment & Retention

Outreach * Retention * Instructional Opportunities * Community Support * Diversity
Recruitment

- 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!
Degree Offerings

- Asian Pacific American Studies offering
  - 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
South Seattle Community College
API Advisory Committee
Members
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
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 (SSCC)
- Ethnic Studies courses that support cultural retention (Oregon State University)

What are your best practices?
Some Useful Resources


Questions?
Contact Us

Stephen Bischoff
bischoff@wsu.edu

Mark Mitsui
mmitsui@sccd.ctc.edu

Rosie Rimando
rrimando@sccd.ctc.edu