

2013

**APIASF SCHOLAR PERSPECTIVES**  
**A NATIONAL REPORT ON THE NEEDS AND**  
**EXPERIENCES OF LOW-INCOME ASIAN AMERICAN**  
**AND PACIFIC ISLANDER SCHOLARSHIP RECIPIENTS**



**APIASF**® Today's Minds,  
Tomorrow's Future®  
Asian & Pacific Islander American Scholarship Fund

# EDITORIAL BOARD

## APIASF SCHOLAR PERSPECTIVES: A NATIONAL REPORT ON THE NEEDS AND EXPERIENCES OF LOW- INCOME ASIAN AMERICAN AND PACIFIC ISLANDER SCHOLARSHIP RECIPIENTS

This report was made possible by the Asian & Pacific Islander American Scholarship Fund (APIASF) through a generous grant from the GM Foundation.



© Asian & Pacific Islander  
American Scholarship Fund.  
All rights reserved.



### **Doris Ching, Chair**

Emeritus Vice President for Student Affairs  
University of Hawai'i System

### **Don Nakanishi**

Professor Emeritus,  
Former Director, Asian American Studies Center  
UCLA

### **Mamta Accapadi**

Vice President for Student Affairs  
Rollins College

### **Curtiss Takada Rooks**

Associate Dean of Bellarmine College of Liberal Arts/Faculty, Department of American Cultures  
Loyola Marymount University

### **Frank Chong**

President  
Santa Rose Junior College

### **Connie Tingson-Gatuz**

Vice President for Student Affairs  
Madonna University

### **Larry Griffith**

Senior Vice President, Programs and Student Services  
UNCF

### **Katie Tran-Lam**

Director of Communications & Marketing  
Asian & Pacific Islander American Scholarship Fund

### **Neil Horikoshi**

President & Executive Director  
Asian & Pacific Islander American Scholarship Fund

### **Honorable Robert Underwood**

President  
University of Guam

### **Shirley Hune**

Professor, Educational Leadership & Policy Studies  
University of Washington

### **Phitsamay Sychitkokhong Uy**

Assistant Professor, Leadership in Schooling  
University of Massachusetts, Lowell

### **Samuel Museus**

Associate Professor of Higher Education  
University of Denver

## Authors

### **Prema Chaudhari**

Director of Programs and Scholar Relations at APIASF and Doctoral Student in Applied Developmental Psychology  
University of Pittsburgh

### **Jason Chan**

Doctoral Student in Higher Education & Organizational Change  
University of California-Los Angeles

### **Sarah Ha**

Senior Director of Programs & Student Affairs  
APIASF



# ACKNOWLEDGEMENTS

This report would not have been possible without the participation of the APIASF and GMS/APIASF Scholars and Alumni in the 2009 and 2011 Scholar Needs Assessment Survey. Their involvement has served as the foundation for APIASF's student and alumni programs and through the completion of this report their insights will help to inform the work of other organizations and programs to better serve Asian American and Pacific Islander (AAPI) students.

This report was written by Prema Chaudhari, Director of Programs and Scholar Relations at APIASF and doctoral student in Applied Developmental Psychology at the University of Pittsburgh, Jason Chan, doctoral student in Higher Education & Organizational Change at the University of California-Los Angeles, and Sarah Ha, Senior Director of Programs & Student Affairs at APIASF. Thanks to APIASF President & Executive Director Neil Horikoshi for commissioning this report to help address the needs of scholarship recipients and to ensure an evidence-based approach to develop future leaders who will excel in their careers, serve as role models in their communities, and will ultimately contribute to a vibrant America. Additional thanks to Katie Tran-Lam, APIASF Director of Communications & Marketing, who

provided support and guidance throughout the development of this report.

The foreword for this report was written by Michelle Asha Cooper, Ph.D., President of the Institute for Higher Education Policy (IHEP). The closing for this publication was written by Linda Akutagawa, President and CEO of Leadership Education for Asian Pacifics Inc. (LEAP). Additionally, the Editorial Board Members provided extensive feedback and edits to multiple drafts. Their support and assistance was instrumental in shaping this paper. Additional acknowledgement goes to Reeba Monachan, Senior Director of Programs & Student Affairs at APIASF and Jacqueline Mac, Director of Programs & Student Affairs at APIASF for offering their feedback on the final draft. We would also like to thank the APIASF's Board of Directors and Advisory Council who continue to offer their support and leadership toward APIASF's mission to increase college access and success for Asian American and Pacific Islander students.

Thanks to the GM Foundation for their support in providing the resources to complete this publication. We are grateful for their ongoing commitment to education and AAPI students.



# CONTENTS

FOREWORD .....	5
PREFACE .....	6
EXECUTIVE SUMMARY .....	8
FINDINGS AND RECOMMENDATIONS FOR PRACTICE: SUPPORTING THE UNDERSERVED .....	10
OVERVIEW AND BACKGROUND .....	12
METHODOLOGY .....	15
RESPONDENT DEMOGRAPHIC INFORMATION .....	17
TRANSITION TO COLLEGE .....	21
ACADEMIC LIFE .....	24
CO-CURRICULAR LIFE .....	28
LEADERSHIP DEVELOPMENT .....	31
SELF-AWARENESS AND GOALS .....	34
PARENT INVOLVEMENT AND FAMILY RESPONSIBILITIES .....	36
IMPLICATIONS AND CONCLUSION .....	39
CLOSING .....	43
APPENDIX A .....	44
APPENDIX B .....	45
ENDNOTES .....	46

# FOREWORD

Higher education has made great strides in becoming more inclusive, but it is clear that access to and success in higher education remains unequal. As current demographic trends indicate, the composition of today's student body will reflect expanding numbers of underserved students, most notably from low-income, first-generation, non-native English speaking, and specific racial/ethnic groups. The population of Asian American and Pacific Islander (AAPI) students participating in higher education—many of whom encompass the above-mentioned characteristics—is projected to increase by 35 percent over the next decade and ensuring these students' academic success moving forward will warrant special consideration by postsecondary leaders and policymakers. As we prepare for this growth among the AAPI student population, the higher education community will need to reconsider prior beliefs about and strategies for educating these students.

For more than four decades, AAPIs have been regarded as a “model minority,” leading many to perceive these students as more academically and economically successful than peers from other racial/ethnic groups. This monolithic view of Asians and AAPIs aggregated as a single population has been a challenge within the community. While it is true that a subset of the Asian population has achieved significant academic and professional success, viewing the population as homogenous obscures key challenges facing some AAPI subgroups, particularly those experiencing some of the highest poverty rates and lowest educational attainment rates in the country. For others, this stereotype has caused the needs of a larger and more vulnerable population of AAPIs to be disregarded.

Today, the growing number of disenfranchised AAPIs necessitates that we better align public

(mis)perception with the actual reality of AAPI students' needs and experiences. This report seeks to move this effort forward by illustrating the impact of the college experience on these students. The authors present data designed to help readers better understand the unintended consequences of the “model minority” stereotype that, in many ways, has marginalized AAPIs in postsecondary conversations about access, opportunity and equity. The authors also deconstruct the notion of AAPI students as a monolith. While the students discussed in the report are all high-achieving, low-income students, their ethnic backgrounds within the AAPI community vary considerably. Undergirding the report's findings is the authors' overarching desire to inform the educational community on the realities of today's AAPI students. Ultimately, the aim is to ensure that higher education acknowledges the diversity of AAPI students, and then make an explicit commitment to target and serve underserved AAPIs with intention.

Higher education is a critical element to achieving the workforce and economic aims that our country needs. To achieve these goals, postsecondary leaders and policymakers will need to ensure that low-income AAPIs do not continue to be overlooked and underserved. As the authors demonstrate through this report, institutional policies and practices must be more reflective of the needs of these students. We must hold the higher education community responsible for the success of these students. If we truly desire to achieve stronger outcomes for low-income AAPI students, we must ensure that our policies and practices, not just at the institutional level, but also at the state and federal levels centralize these students and recognize them as essential to our country's viability.

*Michelle Asha Cooper, Ph.D.  
Institute for Higher Education Policy*



# PREFACE

In 2008, when the Asian & Pacific Islander American Scholarship Fund (APIASF) first considered developing evidence-based student support services that would respond to the needs of its scholarship recipients, the organization found a dearth of research on the educational needs and experiences of low-income, high-performing Asian American and Pacific Islander (AAPI) students. Limited programmatic models and best practices were

available to offer an in-depth portrait of these students' needs and experiences. The first of its kind, the current report is a direct response to that need, both adding to the body of research on underserved AAPI students and serving as a gateway to the experiences of these students for community

organizations, higher education institutions, and policy makers. Additionally, this report is an evidence-based source document that drives

APIASF's student programmatic support, and serves as the foundation for the continued growth of APIASF as a leading organization in the effort to achieve educational equity for underserved AAPI students. In this report, "underserved" refers to those AAPI students who are low-income, who have demonstrated academic and leadership abilities (high-performing), and typically, who are the first in their families to attend college (first-generation).

APIASF is well positioned to conduct such research as the nation's largest nonprofit scholarship provider for low-income, high-performing AAPI students. To supplement the few existing studies on underserved AAPI students, APIASF completed two assessments, one in 2009 and the other in 2011, to gain a more accurate understanding of AAPI scholarship recipients' needs and experiences on a national scale. Based on these data, the current report provides a portrait of what underserved AAPI college students are experiencing on campus, particularly in the realms of academic and co-curricular life. Included among the findings gained through these assessments are data illustrating that this particular population of students faced challenges connecting to their respective campuses based on their social class, racial, and ethnic identities, among others, implying an affinity from these students toward connecting with peers of similar backgrounds. Additionally, the students placed emphasis on a desire to cultivate leadership development skills around group dynamics and collaboration. Lastly,

..... "It is an unfortunate fact that college access and success are unequal. To educate all students, the higher education community must engage in self-study and must be inclusive. We need to understand the issues facing higher education, including those that affect AAPI students and professionals, who must be included in the national discourse. AAPIs in higher education, including all the various groups in this category, can and must contribute to local and national efforts to improve educational quality and equity." (p. xxviii)"

they identified a need for increased awareness about campus resources and knowledge of how to successfully leverage those resources to their benefit.

Over the past five years, APIASF has leveraged the insights gleaned from the assessment results, as well as other emerging scholarly work on the AAPI population, to mobilize resources and to develop a portfolio of programs and services targeted toward these AAPI students' academic, leadership, and professional development needs. APIASF's student and alumni programs and initiatives, such as the re/present Blog, Regional Scholars Networks (RSNs), First-Year Initiative monthly newsletters, student engagement at our national Higher Education Summit, and forthcoming alumni engagement programs, are intentionally grounded in these findings, to address critical areas of development within this population. By utilizing data as the foundation of APIASF's programs and services, the organization supplements campus programs and helps accelerate the success of scholarship recipients throughout the U.S. and the Pacific Islands.

Simultaneously, over the past five years as APIASF aimed to learn more about underserved AAPI students' experiences in higher education, the federal government recognized that institutions serving AAPI students needed research and resources to develop programming aimed specifically at this student population. Through the advocacy of community-based organizations and congressional representatives over the past decade, this recognition resulted in the establishment of the Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) federal grant program in 2008. Higher education institutions with at least a 10 percent AAPI student enrollment and a significant student population that meet a specified financial need threshold are eligible to apply for federal grants to support services targeting underserved AAPI students.<sup>1</sup> Access to these federal resources have since altered the landscape of these higher education institutions and provided new

opportunities to strengthen their own institutional capacity, build partnerships with organizations (e.g., APIASF), and support underserved AAPI students more intentionally on their campuses. With the growing AAPI student population, the number of AANAPISIs will continue to increase, creating a greater demand for more comprehensive data on AAPI students and additional investments in programs and services.

As the landscape of higher education continues to shift, a new wave of research on the diverse issues facing the AAPI student population is critical for creating and sustaining best practices that effectively facilitate their access to, persistence, and success in higher education. As one of the Social Impact Exchange's S&I 100 most socially impactful organizations in the U.S., APIASF continues to be committed to advancing educational equity for AAPI students by accelerating student success, mobilizing resources, and supporting institutional capacity. This holistic approach helps maximize APIASF's impact to affect the lives of students in meaningful ways by creating opportunities for these students to access, complete, and succeed after post-secondary education, thereby developing future leaders who will excel in their careers, serve as model citizens in their communities, and ultimately contribute to a vibrant America.

Since the first assessment in 2009, APIASF has made strides toward these goals by strengthening programmatic initiatives such as leadership development opportunities and increasing the number of students engaged through our efforts. Looking toward the future, APIASF continues to use this data to shape and drive student support services, including a more robust academic and personal advising program, a college to career transition mentorship curriculum, an AAPI student leadership series, and a more developed first-year initiative. However, there is much more work to do to achieve educational equity for underserved AAPI students.

# EXECUTIVE SUMMARY

One of the pressing challenges that our nation faces today is to prepare a college-educated workforce to meet the demands of a globally competitive environment. Postsecondary credentials or degrees have become increasingly important to remain competitive in the labor market and to develop a civic-minded citizenry, ultimately contributing to the economic and democratic strength of the nation.<sup>5</sup> Asian American and Pacific Islander (AAPI) college enrollment is projected to increase by 35 percent over the next decade despite the general decline in college enrollment within the past year;<sup>1,7</sup> yet, AAPI students are noticeably absent from the national discourse on college access and success. In order to advance relevant higher education priorities and practices that facilitate educational equity and workforce development for the increasing AAPI student population, it is critical to understand their needs and experiences.

Given its scope and focus, APIASF is uniquely positioned to participate in the research agenda on underserved AAPI students, through its scholarship programs, institutional partnerships, and corporate and foundation relations. Each year's cohort of APIASF and Gates Millennium Scholars (GMS) Program scholarship recipients joins a growing community of undergraduates, graduate students, and alumni whose collective experiences can shed light on the factors of success for the low-income, first-generation, AAPI student population. In addition, APIASF's role in collaborative research initiatives (e.g., Partnership for Equity in Education through Research

[PEER]) affords the organization access to connect and interact with Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), corporate and education foundations, and national research projects, such as the National Commission on Asian American and Pacific Islander Research in Education (CARE). Recognizing the need to contribute to the dialogue on underserved AAPI students and their success in and beyond higher education, APIASF conducted two needs assessments of its scholarship recipients, with the intention that the findings would inform not only the organization's own programming initiatives, but program and policy decisions at the institutional, state, and federal levels as well.

## ABOUT THE AAPI POPULATION AND ITS UNDERSERVED STUDENTS

The AAPI population represents a vast range of demographic characteristics that are distinct from any other racial group in the U.S. in terms of its heterogeneity (e.g., more than 48 ethnicities, over 300 spoken languages, various socioeconomic statuses, immigration history and shifts, culture, and religion).<sup>1</sup> Some of these demographic characteristics include:

- The number of AAPIs in poverty increased by 38 percent between 2007 and 2011, with a

37 percent increase of Asian Americans and a 60 percent increase of Native Hawaiian and Pacific Islanders experiencing poverty.<sup>6</sup>

- AAPIs attend a mix of highly selective and less selective two-year and four-year colleges and universities.<sup>1</sup> Nearly 50 percent of AAPIs are enrolled in community college, many of whom enter postsecondary studies with lower proficiencies in math and other core competencies than AAPI students attending four-year institutions.<sup>3</sup>
- AAPI ethnic groups have varying rates of college enrollment, persistence, and degree attainment; for instance, data resulting from a three-year American Community Survey across 2006–2008 indicate that 56.1 percent of Pacific Islanders and 45.1 percent Southeast Asians ages 25–34, enrolled in college and left without a degree.<sup>8</sup>

Studies specifically on low-income and first-generation AAPI students are sparse and this gap in research needs to be addressed to better support them in the context of higher education. The current report focuses on a segment of the AAPI student population coming from low-income backgrounds, many of which are underserved populations. The term “underserved” is typically used in higher education literature to describe students of color, low-income students, students who are the first in their families to attend college, and other students whose demographic backgrounds have often times meant they have faced challenges in degree attainment.<sup>19</sup> In 2005, Yeh identified a set of factors that place AAPI students at risk for not completing college, including socioeconomic status, parents’ education, language, immigration status, family support and guidance, institutional climate, and the model minority stereotype.<sup>20,21</sup> Additionally, many AAPI students must maintain their role as caretakers, translators, breadwinners, and “cultural brokers” for their families and communities.<sup>22</sup>

While the physical, emotional, and mental energy required to negotiate these various demands may have an effect on AAPI students’ capacities to transition to and persist through college, it is also

worth recognizing the resiliency that many AAPI students develop and demonstrate in their pursuit of a degree.<sup>23,24</sup> A growing number of higher education researchers assert that validating the needs of AAPI students from a culturally relevant paradigm contributes positively to student success,<sup>66,67,68,69</sup> signaling a need for further research in the areas listed above, with the resulting data and findings serving to guide programmatic strategies and practices that promote access and success in higher education for low-income and first-generation AAPI students. APIASF conducted the needs assessment analyses detailed in this report as a direct response to this need.

## ABOUT THE REPORT

This report details the results of two needs assessments conducted with APIASF and GMS Scholars, one in 2009 (N=671) and the other in 2011 (N=441), to gain an in-depth portrait of low-income AAPI scholarship recipients’ needs and experiences on a national scale. Being the first of its kind, this report uniquely provides a snapshot of what academically motivated, leadership-driven, low-income AAPI students are experiencing on campus, particularly in regard to academic and co-curricular life. Over the past five years, APIASF has leveraged the insights gleaned from the assessment results and other emergent scholarly work on the AAPI population to develop a portfolio of programs and services targeted toward these AAPI students’ academic, leadership, and professional development needs.

The APIASF needs assessments captured data in the following six areas: 1) transition to college, 2) academic life, 3) co-curricular life, 4) leadership development, 5) self-awareness and personal goals, and 6) parent involvement and family responsibilities. This report highlights key findings leading to four key recommendations that are relevant for various education stakeholders, including, but not limited to, high school college counselors, higher education institution faculty, staff, and administrators, policy makers, activists, community organizations, and funders (e.g., foundations, corporations) dedicated to achieving educational equity for AAPI students and underserved students.

# FINDINGS AND RECOMMENDATIONS FOR PRACTICE:

## SUPPORTING THE UNDERSERVED

### **Finding #1: Scholars are likely to be unaware of or underutilize academic resources on campus.**

- 94% sought academic advice from peers (i.e., classmates)
- 50% lacked knowledge on how to achieve what they wanted out of their college experience
- 40% lacked knowledge on how to address their personal challenges and areas of improvement
- 38% found academic advisors—the second most utilized resource—ineffective due to lack of personalized focus

**Recommendation #1A:** Conduct focused outreach to increase awareness and utilization of academic resources.

**Recommendation #1B:** Enhance academic and personal advising and support to validate the individualized experience of students.

**Recommendation #1C:** Offer peer mentoring programs that intentionally engage underserved AAPI students.

### **Finding #2: Scholars are likely to experience challenges connecting to campus communities based on socioeconomic status, race, or ethnicity.**

- 56% of the challenges were linked to race or ethnicity
- 50% of the challenges were linked to socioeconomic status
- Of these, more than 60% used and found campus resources effective in supporting their challenges and self-identified needs

**Recommendation #2:** Continue to foster cultural inclusivity on campuses through curricular and co-curricular programs and resources.

**Finding #3: Scholars are likely to have financial, personal, or family obligations while in college, and feel unable to turn to family for effective support and guidance.**

- 60% have family responsibilities while enrolled in school (e.g., financial obligations, care-taking responsibilities)
- 37% stated their parents did not understand their college experiences

**Recommendation #3:** Offer increased guidance and resources to low-income and first-generation AAPI students and their families.

**Finding #4: Scholars continue to be involved in co-curricular activities through participation and leadership roles on campus but desire additional leadership development.**

- 89% involved in co-curricular activities on campus
- Nearly 50% held at least one leadership role in co-curricular activities on campus
- Desire for leadership skill development in group dynamics and collaboration: 56% public speaking, 43% teamwork, 40% mobilizing others for action

**Recommendation #4:** Boost leadership training for students who are actively involved in co-curricular activities on campus or fulfill a leadership role.

## RECOMMENDATIONS FOR FUTURE RESEARCH

In addition to the practice-based implications outlined above, the findings of this report indicate opportunities for future research on the educational needs and experiences of the underserved AAPI student population in such areas:

- Collecting and utilizing disaggregated data by various demographic characteristics (e.g., ethnicity, gender, social class, and immigration status) to better identify and provide support to underserved students based on distinct identity nuances that may influence students' experiences
- Type and depth of student involvement and engagement on campus, and its influence on retention
- Students' awareness and skill set around getting what they want out of college to better prepare them for work life or graduate school
- Students' understanding of and ability to navigate the various environmental and social contexts (e.g., institutional type, campus climate and culture, family and community dynamics) prevalent in college
- Examining institutional policies, practices, and programs to identify areas of institutional transformation to better address the needs of underserved AAPI students

# OVERVIEW AND BACKGROUND

Increased research on the experiences of low-income and first-generation AAPI students and intentional investments in high impact programs and services that promote access and success in higher education for underserved AAPIs is a necessary step toward achieving educational equity for this student population. Such knowledge and practice is critical in light of current and projected increase in AAPI college enrollment rates, immigration, and migration; all of which will require colleges and universities to become more prepared around culturally competent capacity and resources to address the needs of a growing AAPI student population.<sup>3,38</sup>

This report highlights the needs and experiences of academically motivated, leadership-driven low-income AAPI students in higher education, which serves as a fundamental resource for education stakeholders aiming to promote AAPI college student success. The findings from this report continue to inform the development, implementation, and evaluation of APIASF's portfolio of programs and resources offered to our scholarship recipients, while identifying and encouraging additional ideas for research on low-income students of color, particularly AAPIs. The results in this report stem from two comprehensive needs assessments conducted by APIASF in 2009 and 2011 on recipients of the APIASF and Gates Millennium Scholars (GMS) scholarship awards (referred to as "Scholars"). The set of questions addressed in this report are:

- What are academically motivated, leadership-driven low-income AAPI students experiencing in higher education?
- What are the needs of academically motivated, leadership-driven low-income AAPI students, of whom many are also the first in their family to attend college?
- Are the experiences of academically motivated, leadership-driven low-income AAPI students moderated by ethnicity, gender, and other demographic variables?

## Asian Americans and Pacific Islanders in Higher Education

Asian American and Pacific Islander college enrollment is projected to increase by 35 percent over the next decade;<sup>1</sup> yet, AAPI students are noticeably absent from the national discourse on college access and success. Contributing to this omission is the tendency for research and dialogue on AAPIs to either focus on a narrow segment of the population or to consider the population as monolithic, leading to inaccurate conclusions of their alleged overrepresentation on campuses, high levels of academic achievement, lack of psychosocial challenges, and impressive rates of retention and graduation.<sup>9,10</sup> This homogenization of AAPIs within higher education is symptomatic of the "model minority myth," the central tenet being the false assumption that Asian Americans across all ethnic and class groups are inherently and universally intelligent, high-achieving, successful and hard-working, and as such do not

experience troubles, difficulties or challenges.<sup>10</sup> This model minority construct has exhibited incredible longevity in the collective consciousness of American society, and has significantly and inaccurately influenced how AAPI students are perceived and treated on college campuses by other students, faculty, staff, and administrators—too often with less than productive outcomes.<sup>11</sup>

What is often overlooked among educators and policy makers is the vast diversity within this rapidly growing AAPI population, comprised of a multitude of ethnic, linguistic, religious, economic, educational, generational, political, and geographical identities.<sup>3</sup> Though recognized as two separate racial categories by the Office of Budget Management (OMB) and U.S. Census Bureau, Asian Americans and Native Hawaiians and other Pacific Islanders tend to be aggregated as a single population for educational research studies; this practice can misrepresent the range of their educational experiences, opportunities, and outcomes,<sup>3</sup> which can mask disparities in and perpetuate barriers to college access and success among AAPI students.<sup>1,10</sup> Analysis of disaggregated data on the AAPI population uncovers a wide array of demographic characteristics that are distinct from any other racial group in the U.S.—more than 48 different ethnic groups, over 300 spoken languages, stratified socioeconomic statuses, and distinctions across immigration history, culture, and religion.<sup>3,12</sup>

Data also reveal significant differences among AAPI ethnic groups in their rate of college enrollment, persistence, and degree attainment.<sup>3,13,14,16,17,18</sup> While many Asian American ethnic group members have a high rate of college attendance, a large concentration of Pacific Islanders (50.2%) and Southeast Asians (40.3%), ages 25–34, have not attended college.<sup>3</sup> Furthermore, data resulting from a three year American Community Survey across 2006–2008 indicate a large proportion of Pacific Islanders (56.1%) and Southeast Asians (45.1%), ages 25–34, who enrolled in college left without earning a

degree.<sup>8</sup> Southeast Asians and Pacific Islanders also had a higher proportion of college attendees who earned an associate’s degree as their highest level of education, while East Asians and South Asians/Desis\* were more likely to have a bachelor’s degree or advanced degree.<sup>3</sup> Notable, however, that despite their educational attainment, highly-educated AAPIs are likely to earn less in annual per capita income than White peers with comparable levels of education.<sup>10</sup>

Along with the wide variations in college participation and completion rates across AAPI ethnic groups is the bimodal distribution of income levels within the AAPI community. As the AAPI population increased in the past decade, the number of AAPIs in poverty increased by 38 percent between 2007 and 2011, with a 37 percent increase of Asian Americans experiencing poverty and a 60 percent increase of Native Hawaiian and Pacific Islanders living in poverty.<sup>6</sup> U.S. Census data point to many communities (including Korean, Laotian, Pakistani, Samoan, and Tongan) exhibiting higher

“Data collected between 2006 and 2008 indicate that four out of five East Asians (Chinese, Japanese, and Korean) and South Asians (Asian Indian and Pakistani) who enrolled in college earned at least a bachelor’s degree, large proportions of other AAPI subgroups enrolled in college, but left without earning a degree. Among Southeast Asians, 33.7 percent of Vietnamese, 42.9 percent of Cambodians, 46.5 percent of Laotians, and 47.5 percent of Hmong adults (25 years or older) reported having attended college, but not earning a degree. Similar to Southeast Asians, Pacific Islanders have a very high rate of attrition during college. Among Pacific Islanders, 47.0 percent of Guamanians, 50.0 percent of Native Hawaiians, 54.0 percent of Tongans, and 58.1 percent of Samoans entered college, but left without earning a degree.”<sup>3</sup> (p. 10)

\* Desi is a term often used by many across the South Asian diaspora to describe their collective and individual identities and culture

related to their national and ethnic origins from the Indian subcontinent (see Appendix A).

rates of poverty than the national average of 15.9 percent, with the Cambodian, Hmong, and Marshallese communities experiencing a poverty rate that is more than twice the national average.<sup>6,13</sup> AAPI students attending higher education institutions represent a vast array of socioeconomic statuses, and many of the aforementioned AAPI communities with significant financial need experience challenges in higher education when it comes to persistence and degree completion.

## Underserved AAPI Students

This report focuses on a segment of the AAPI student population coming from low-income backgrounds, many of which are underserved populations. The term underserved is used in higher education literature to describe students of color, low-income students, students who are the first in their families to attend college, and other students whose demographic backgrounds have often times meant they have faced challenges in degree attainment.<sup>19</sup> In 2005, Yeh identified a set of factors that place AAPI students at risk for not completing college, including socioeconomic status, parents' education, language, immigration status, family support and guidance, institutional climate, and the model minority stereotype.<sup>20,21</sup> Additionally, many AAPI students must maintain their role as caretakers, translators, breadwinners, and “cultural brokers” for their family and communities.<sup>22</sup> While the physical, emotional, and mental energy required to negotiate these various demands may have an effect on AAPI students' capacities to transition to and persist through college, it is also worth recognizing the resiliency that many AAPI students develop and demonstrate in their pursuit of a degree.<sup>23,24</sup>

Studies specifically on low-income or first-generation AAPI students are needed for a more complete understanding of this population.<sup>22,24,25</sup>

Studies on low-income and first-generation students in general often do not specifically address the experience of AAPI students of these backgrounds, and thus the applicability of findings to this population can only be inferred at best. Although studies of students from specific ethnic backgrounds (i.e., Southeast Asian, Pacific Islander) may provide contextual background and insight into the experiences of AAPI first-generation and low-income students—due to the disproportionate distribution of educational attainment and poverty levels across AAPI ethnic groups—the ability to generalize these research findings to the larger AAPI underserved population is limited. It is imperative that research and practice acknowledge the intersections of AAPI students' multiple identities, as such intersections differentially affect the likelihood of persistence<sup>39</sup> and other aspects of a student's college experience as well.<sup>40,41,42</sup>

Much of what we currently know about AAPI college students derives largely from research literature that attempts to combat and debunk the “model minority myth” stereotype<sup>10,26,27,28</sup> or explore the process by which AAPI students develop a sense of racial identity.<sup>29,30,31,32,33</sup> While both topics are important, there are comparatively fewer studies on AAPI students' adjustment to college,<sup>25</sup> academic persistence,<sup>23</sup> psychosocial development,<sup>34</sup> mental health,<sup>35</sup> co-curricular engagement,<sup>36</sup> holistic developmental needs,<sup>37</sup> and enrollment in non-selective and minimally selective institutions.<sup>13</sup> A growing number of higher education researchers assert that validating the needs of AAPI students from a culturally relevant paradigm contributes positively to students' success,<sup>66,67,68,69</sup> signaling a need for further research in the areas listed above, with the resulting data and findings serving to guide programmatic strategies and practices that promote access and success in higher education for low-income and first-generation AAPI students. APIASF conducted the needs assessment analyses detailed in this report as a direct response to this need.



# METHODOLOGY

## Purpose and Goal of the Assessment

The purpose of this assessment was to examine the needs of low-income Asian American and Pacific Islander college students, of whom many are also the first in their families to attend college. Six specific areas for exploration were chosen, based on the literature on this student population:<sup>34,43,44,66,67</sup> 1) transition to college, 2) academic life, 3) co-curricular life, 4) leadership development, 5) self-awareness and personal goals, and 6) parent involvement and family responsibilities. More specifically, there was interest in examining whether patterns existed between genders and among various ethnic groups. The goal of conducting this assessment project was for APIASF to gather information on this student population to appropriately and effectively inform the design and development of programs to support them in their pursuit of an undergraduate degree.

## Sample

The APIASF scholarship program distributed a total of 1,080 scholarships between 2005 and 2009, while the GMS scholarship program distributed 2,417 awards to AAPI recipients between 2000 and 2009. By 2011, the

APIASF and GMS scholarship recipient pools in total comprised of 1,818 awardees and 2,717 awardees, respectively; all recipients were invited to participate in the needs assessment survey. The 2009 and 2011 samples in this report represent a portion of the entire APIASF and GMS AAPI scholarship recipients. In the 2009 survey, 85.5 percent (671 out of 785) completed the survey in its entirety and in the 2011 survey, 89.5 percent (441 out of 493) completed it in full. It is important to note that 77 Scholars responded to both the 2009 and 2011 data sets. For example, a Scholar who reported as a freshman in 2009 reported being a junior when taking the survey in 2011. Throughout the report, the 2009 and 2011 data are analyzed separately as independent samples with both samples including the overlapping respondents.

Additional demographic breakdown of respondents can be found in the “Respondent Demographic Information” section of the report. Given the samples are recipients of either the APIASF and GMS Programs, the term low-income mirrors how these two scholarship programs identify financial need as a criterion for selection: the federal Pell Grant eligibility standard is the criterion referenced by the GMS Program to determine financial need, while the APIASF scholarship program refers to the poverty threshold set forth by the U.S. Census Bureau as

a determinant for financial need (see Appendix B for APIASF and GMS scholarship eligibility criteria). Notable is that the sample in this report represents a unique segment of underserved AAPI students—those who are academically motivated, demonstrate leadership potential, and selected to receive a scholarship award. Scholars in this report represent all regions of the United States as well as the Pacific Islands. The terms respondents, Scholars, and students are used interchangeably throughout the report.

## Survey

The online survey comprising of a mix of multiple-choice questions, rating scales, and open-ended responses was distributed through a web-based platform. The survey instrument was reviewed by an assessment specialist and piloted with nine Scholars. The 2009 survey included a total of 38 questions, of which 25 questions required a response. The 2011 survey included 23 additional questions for a total of 61 questions, of which 46 questions were mandatory. As an incentive, Southwest Airlines ticket vouchers were offered for randomly selected respondents in both 2009 and 2011.

## Limitations

There are a few limitations to note regarding the needs assessment and its results.

- Data were self-reported by Scholars via a web-based survey and their perceptions of the questions may have varied.
- The sample sizes varied across the two data sets and were comprised of 77 overlapping respondents who participated in both the 2009 and 2011 needs assessments. Though data were analyzed as independent samples for 2009 and 2011 in this report, future research on this population should consider conducting a longitudinal analysis of the data to account for students' development and achievement of outcomes. Longitudinal analysis

could also address stability across self-reported data, thereby allowing for generalizability of results.

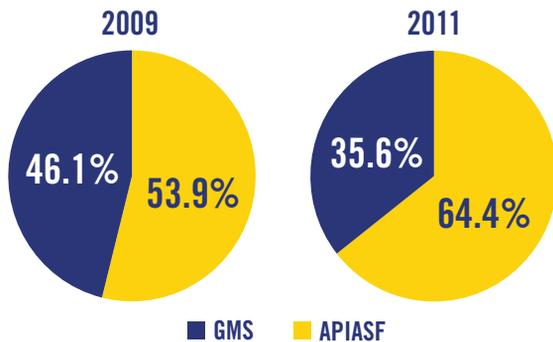
- The data results may not be generalizable to all underserved AAPI students in higher education because the sample in this report represents a unique segment of underserved AAPI students—academically motivated low-income AAPI scholarship recipients with demonstrated leadership potential and commitments to community-service oriented goals. Additionally, when disaggregated by various demographic factors, such as race, ethnicity, gender, and class year, sample sizes varied, which created limitations around generalizable results to broader underserved AAPI student populations.
- Information on factors that influence the college student experience, such as types of institutions attended and geographic location, should be considered for future research.
- Due to the criteria for APIASF and GMS scholarship eligibility requirements that have a preference for specific academic majors and/or career professions, the academic majors represented in the sample are skewed toward those restrictions (e.g., STEM, health-related majors).
- The window of time allotted for respondents to complete the survey was not consistent between the 2009 assessment (three weeks across March and April) and the 2011 assessment (six weeks across December and January). The nature of the responses provided in the assessments may be influenced by what was salient to the students' experience at the time the assessment was completed.
- This report highlights AAPI scholarship recipients, but it would also be important to comparatively examine the experiences of underserved AAPI students who have not received a scholarship to understand whether their academic and leadership experiences are similar or different in nature. Additional areas highlighted for future research are presented in the "Implications" section of the report.

# RESPONDENT DEMOGRAPHIC INFORMATION

## Scholarship Award

The majority of respondents from both surveys were APIASF scholarship recipients, with 53.9 percent of the 2009 respondents (N=707) and 64.4 percent of the 2011 respondents (N=489) indicating they received the APIASF scholarship (see Figure 1). Of the 2011 sample, 52.2 percent indicated they were the first in their family to attend college. Data on college-going generation status were not collected in the 2009 needs assessment.

FIGURE 1. PERCENTAGE OF RESPONDENTS BY SCHOLARSHIP AWARD



“Asian refers to a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. The Asian population includes people who indicated their race(s) as “Asian” or reported entries such as “Asian Indian,” “Chinese,” “Filipino,” “Korean,” “Japanese,” and “Vietnamese” or provided other detailed Asian responses.”<sup>46</sup> (p. 2)

## Gender

The majority of the 2009 and 2011 respondents were self-identifying females accounting for nearly 72 percent of the sample (see Figure 2). Approximately 28 percent of both samples comprised of self-identifying male Scholars and a small percentage of the Scholars self-identified as being transgender (see Figure 2). The gender representation of those who responded to the

survey is reflective of gender representation of the entire

APIASF and GMS scholarship recipient constituencies. Throughout this report, analyses by gender were reported on both the female and male respondents and do not include the Scholars who self-identified as transgender due to the limited sample size.

## Race and Ethnicity

Race and ethnicity data for Asian Americans and Pacific Islanders reported in this publication are based on the Office of Management and Budget (OMB) 1997 standards used in racial data collection by the U.S. Census Bureau in 2010. As a scholarship provider, APIASF uses race and ethnicity categories that are aligned with the OMB standards; hence, all data in this report are portrayed with these classifications in mind.

Figure 3, represents the percentage of respondents by ethnic groups. Mixed race denotes that a respondent reported multiple races; racial categories as defined by

“Native Hawaiian or Other Pacific Islander refers to a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. The Native Hawaiian and Other Pacific Islander population includes people who marked the “Native Hawaiian” checkbox, the “Guamanian or Chamorro” checkbox, the “Samoan” checkbox, or the “Other Pacific Islander” checkbox. It also includes people who reported entries such as Pacific Islander; Polynesian entries, such as Tahitian, Tongan, and Tokelauan; Micronesian entries, such as Marshallese, Palauan, and Chuukese; and Melanesian entries, such as Fijian, Guinean, and Solomon Islander.”<sup>47</sup> (p. 2)

the OMB standards. Multiethnic Asian American and Pacific Islanders represent respondents who identified with multiple ethnicities within one racial category. Respondents who reported identifying with a race or ethnicity outside of the OMB-defined Asian or Native Hawaiian and Pacific Islander (NHPI) racial categories were collapsed under mixed race or multiethnic categories in Figure 3. In 2009, 2.2 percent (N = 14) reported identifying with a race or ethnicity outside of Asian race or Native Hawaiian and Pacific Islander race, while in 2011, 4.4 percent (N = 21) of the respondents reported identifying with a race outside of Asian or NHPI. The majority of the respondents in the 2009 sample (N=633) were Southeast Asians (39.2%; N=248), while the majority of the respondents in the 2011 sample (N=481) were East Asians (34.3%; N=165). Though all 48 AAPI ethnicities are represented in the overall APIASF and GMS scholarship recipient pool, not all were represented in the sample of respondents in this report.

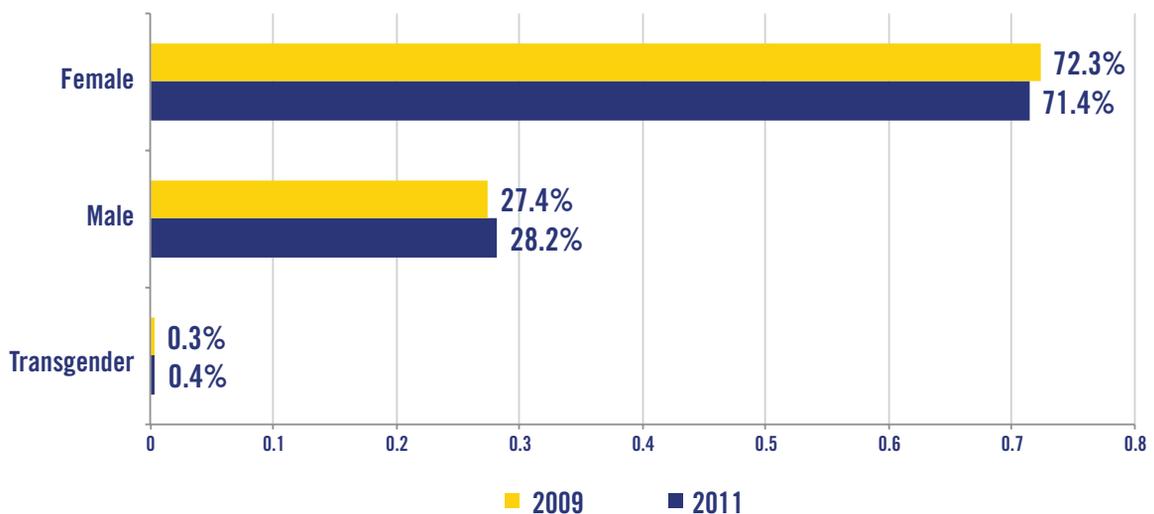
## Education Level

Scholars represented a spectrum of undergraduate education levels, with freshmen (also denoted as first-year student throughout the report) comprising the majority of respondents for the 2009 (35.4%) and 2011 (55.0%) samples, and the remaining respondent pool fairly evenly distributed across the other class years (see Figure 4). Seniors and fifth-year undergraduates were considered as one group in analysis (see Figure 4).

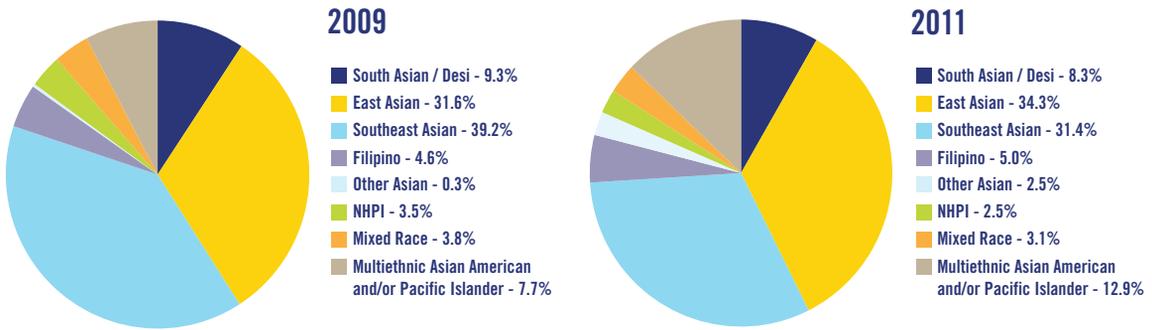
## Fields of Study

The 2009 set of respondents (N=707), represented 136 different majors, while in the 2011 sample (N=467), 109 different majors were represented. Of the respondents in the 2009 and 2011 samples, 24.6 percent and 15.2 percent, respectively, reported they

**FIGURE 2. PERCENTAGE OF RESPONDENTS BY GENDER**



**FIGURE 3. PERCENTAGE OF RESPONDENTS BY ETHNIC GROUP**



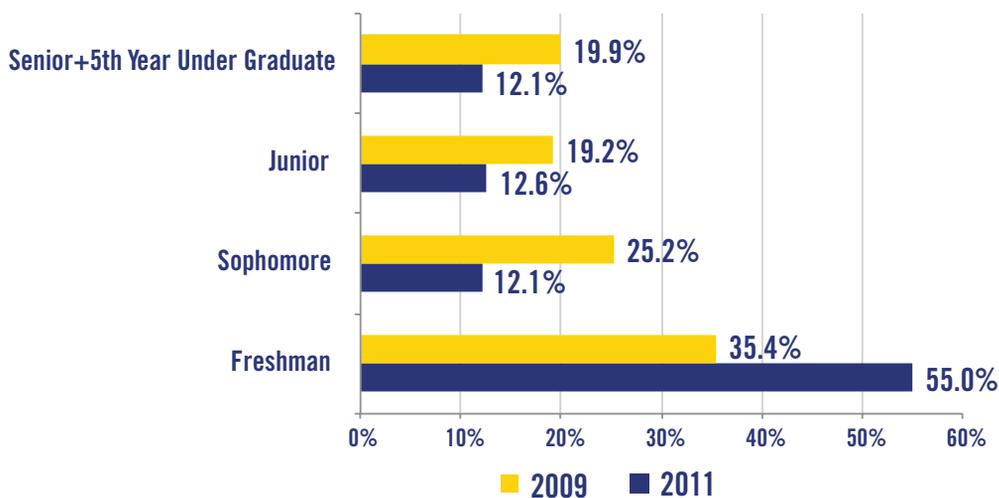
were pursuing double majors. Though data were not captured in 2009 regarding Scholars pursuing a minor, data from the 2011 sample indicate that 39.8 percent of this set of respondents pursued a minor. The top five academic majors represented in both the 2009 and 2011 samples included biological sciences and biomedical sciences, social sciences, health professions and related sciences, engineering, and business (see Table 1).

Biological and biomedical sciences were the most popular majors for both males (21.2%) and females (29.0%) from the 2009 sample. Biological and biomedical sciences were also the most popular

majors for females (21.4%) in the 2011 sample, for males (17.2%) it was engineering (see Figure 5).

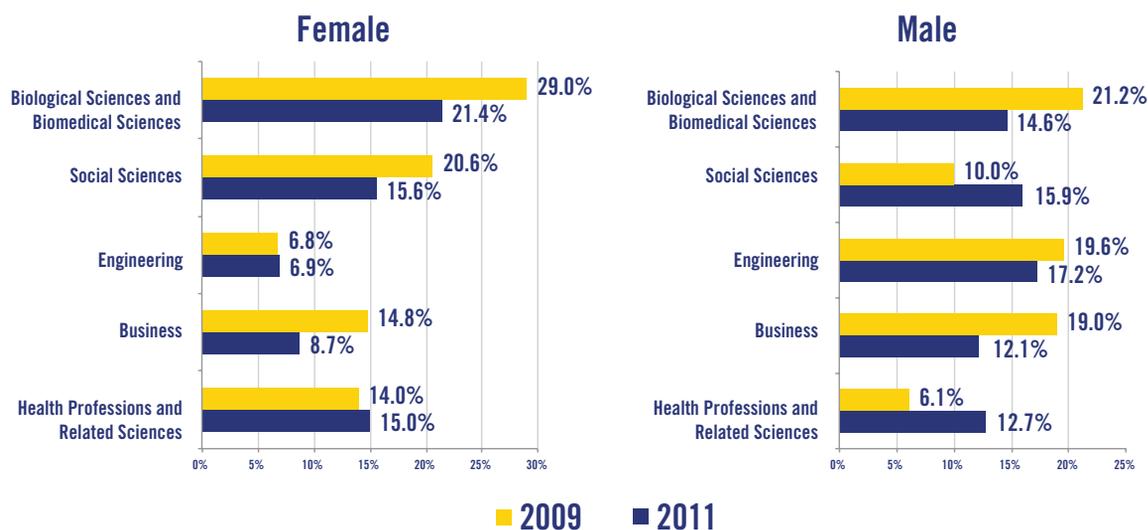
Over half of the 2009 and 2011 respondents indicated they were pursuing science, technology, engineering, and mathematics (STEM) majors (see Table 2). Given that one of the key foci of the GMS program is to cultivate a pipeline of students pursuing undergraduate and graduate studies in STEM-related programs, this representation of the STEM fields is not a surprising one. Furthermore, this dataset also comprises some APIASF Scholars whose scholarships were awarded based on their intention to pursue specific majors (e.g., health-related majors) (see Appendix B).

**FIGURE 4. PERCENTAGE OF RESPONDENTS BY UNDERGRADUATE EDUCATION LEVEL**



Note. Data are represented separately as independent samples with both samples including 77 overlapping respondents. Some of the respondents indicated that they were graduate students or Alumni and are not reflected in the chart above.

**FIGURE 5. MOST POPULAR FIELDS OF STUDY BY GENDER**



**TABLE 1. MOST POPULAR ACADEMIC MAJORS REPRESENTED ACROSS 2009 & 2011 RESPONDENTS**

ACADEMIC MAJOR	2009	2011
Biological Sciences and Biomedical Sciences	25.7%	22.3%
Social Sciences	23.3%	18.0%
Health Professions and Related Sciences	12.2%	16.5%
Engineering	9.8%	11.3%
Business	16.1%	11.1%

**TABLE 2. PERCENTAGE OF RESPONDENTS WITH STEM MAJORS BY GENDER AND YEAR IN SCHOOL**

**STEM Majors of 2009 Sample**

Overall ..... 57.3%

**Year in School**

Freshmen ..... 56.8%  
 Sophomores ..... 68.0%  
 Juniors ..... 42.6%  
 Seniors/5th Year ..... 58.2%

**Gender**

Female ..... 58.5%  
 Male ..... 59.2%

**STEM Majors of 2011 Sample**

Overall ..... 56.5%

**Year in School**

Freshmen ..... 47.9%  
 Sophomores ..... 50.8%  
 Juniors ..... 51.6%  
 Seniors/5th Year ..... 49.2%

**Gender**

Female ..... 47.8%  
 Male ..... 52.9%

# TRANSITION TO COLLEGE

The transition to college presents both challenges and opportunities as students enter new environments, establish new relationships, experience new levels of independence, and encounter higher academic expectations. While all students experience varying levels of difficulty and utilize different strategies for adjusting to their first-year experience in college, current research highlights unique issues experienced by underrepresented students.<sup>97,101,102</sup> In addition, theories on student retention and persistence have become increasingly inclusive of students of color, as researchers recognize and assert the need to consider the impact of racial contexts and cultural values, backgrounds, and worldviews on students' experiences in navigating college.<sup>67,68,97,98,99,100</sup>

First-year students often enter college campuses seeking opportunities and relationships that provide them support and belonging in the community. Low-income students, in particular, typically enter college with fewer financial resources, less exposure to an understanding of college life, and often come from high schools that lack appropriate resources for college-level preparation.<sup>38,42</sup> In light of the limited number of studies on underserved AAPI students and their adjustment to college, this report provides insight into factors that may better support underserved AAPI students in their transition to college experience. First-year respondents in the 2009 and 2011 needs assessments were, therefore, asked to share their level of satisfaction in the transition to college and identify the types of support that would have eased their transition.

## Respondent Information: First-Year Scholars

A total of 234 respondents of the 2009 survey were first-year students, of which 31.2 percent (N=73) were male and 67.1 percent (N=157) were female. A total of 238 respondents of the 2011 survey were first-year students, of which 25.2 percent (N = 60) were male and 74.4 percent (N = 177) were female.

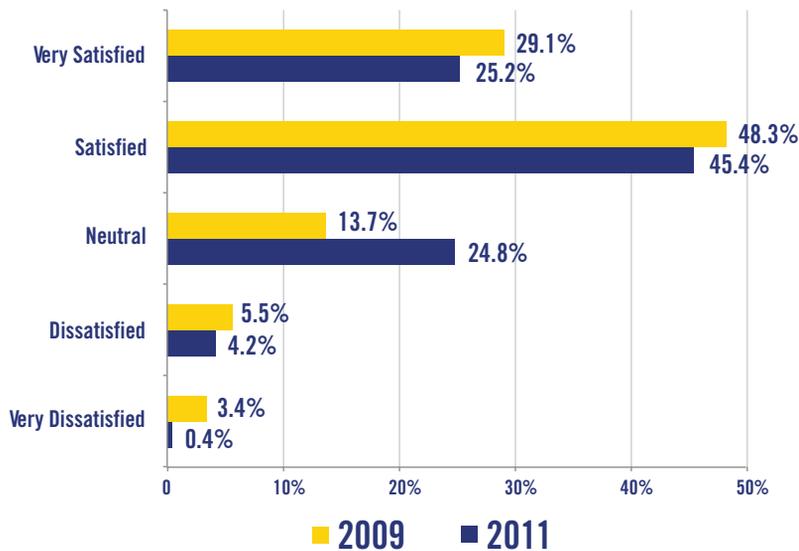
## Satisfaction with Transition to College

Figure 6 illustrates that a large percentage of Scholars from both needs assessment samples were satisfied with their transition to college. Of the 2009 respondents, 77.4 percent and 70.6 percent of the 2011 respondents were satisfied or very satisfied. The analysis of the two samples revealed that the percentage of overall satisfaction declined from 2009 to 2011 while the percentage of those feeling neutral about their transition to college increased. However, it is not clearly known what accounts for this decline in overall satisfaction from 2009 to 2011 as it can be attributed to a number of

“Academically, I feel as though high school did not prepare me well. As a result, making the transition from high school to college was academically challenging.”

— GMS Scholar,  
Freshman, 2011  
Survey Respondent

**FIGURE 6. LEVEL OF SATISFACTION WITH TRANSITION TO COLLEGE**

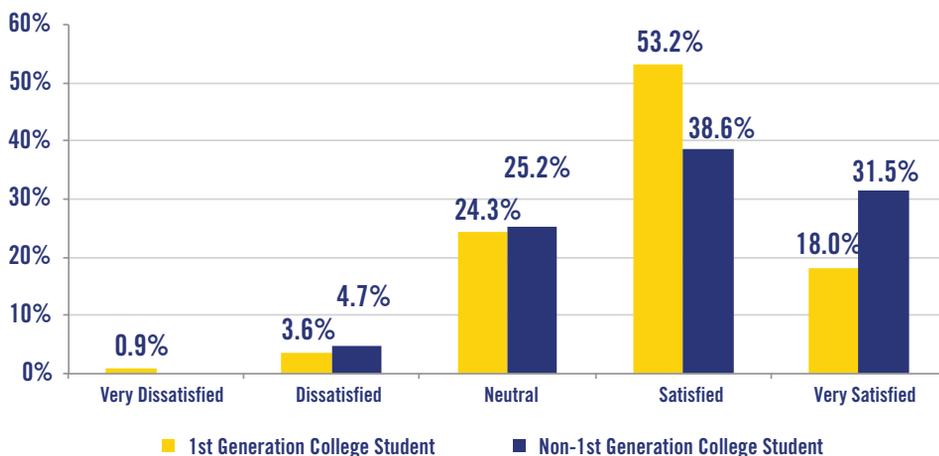


uncontrolled factors (e.g. differences in institutions attended by the 2009 and 2011 sample participants, increase in commuter students, financial responsibility, etc.).

Nearly half of the first-year students (46.6%) from the 2011 survey were first generation college students, and over 70 percent of first-generation and non-first-generation students from the 2011 sample reported that they were satisfied overall with their transition to college (Figure 7). What is

interesting from the data presented in Figure 7 is that while there is no discernible difference across the first three response categories by the first-generation and non-first-generation respondents, distinctions around being either satisfied or very satisfied have been made regarding their transition to college. Future qualitative research looking into what constitutes these distinctions would provide more substantial knowledge about this area of their college experience.

**FIGURE 7. LEVEL OF SATISFACTION WITH TRANSITION TO COLLEGE BY GENERATION STATUS (2011)**



# Involvement with First-Year Programs on Campus

The 2011 needs assessment asked about respondents' participation in first-year programs available on their campuses. Approximately 90 percent (N = 214) of the respondents indicated that they had participated in orientation at their institutions, of which, the majority (81.7%) indicated that they found these programs helpful to their transition into college. Some of these respondents indicated that these programs were beneficial due to the opportunity to meet their peers prior to arriving on campus and learn about the resources available to them. Their comments suggest the importance of having a support network of peers, which is aligned with the literature that highlights the significance of such social support systems on AAPI students' success.<sup>18</sup> What warrants further exploration are experiences of the Scholars who did not participate in the first-year programs.

## Types of Support Needed

When asked what would have made their transition easier, the most common responses from both samples of Scholars were a stronger support system of mentors, peers, and faculty; stronger academic skills, including more academic and social support programs; increased financial support, better understanding of college academics, and better or more access to advisement and support. The 2011 assessment results revealed a greater number of respondents indicating that their transition to

college would have been easier if they lived closer to or on-campus, which suggests how additional support for on campus housing may be more effective and beneficial. Future studies should explore the experiences of underserved AAPI commuter students and the types of support services needed for this population.

It is noteworthy to mention female and male respondents identified different factors that would have facilitated their transition. While both groups stated stronger academic skills as the top response, more female respondents identified that a stronger support system and getting more involved on campus would have helped. In contrast, more male respondents revealed that participation in orientation programs, knowledge of campus resources, increased financial support, and better or more access to advisement services would have helped them with their transition. Though the sample size for males was smaller, this difference might be further explored.

There were notable racial/ethnic group differences among the respondents in the 2011 sample in response to the question of what would have better supported them in their transition to college. While stronger academic skills was the top response for the South Asian/Desi, Southeast Asian, and Other Asian ethnic groups, stronger support systems was highlighted for the East Asian, Multiethnic, and Mixed Race groups. Stronger academic skills and more knowledge of campus resources were among the top responses for the NHPI group. These conclusions are presented with acknowledgment that ethnic group sample sizes varied, and thus generalizability of these findings are limited.

# ACADEMIC LIFE

Due to the persistence of the model minority myth and the related assumption that all Asian American students are academically successful and therefore do not need of academic and developmental support, existing research on the academic experience of Asian American students is limited and for Pacific Islanders, it is nearly nonexistent. Understanding AAPI students' academic experiences, such as help-seeking behaviors and the use of campus resources, is important in identifying support mechanisms and practices conducive to these students' academic success and personal development. Much of the research on help-seeking behaviors among AAPI students have focused on psychosocial variables and the propensity to seek mental health counseling,<sup>35,48</sup> and less within the academic realm of the student experience. The studies that do exist have shown that AAPI students may be less likely to have faculty contact or seek their assistance.<sup>49,50</sup> However, this finding may be pertinent only for coursework and classroom-related activities, as other research indicates AAPI students may be more likely than their

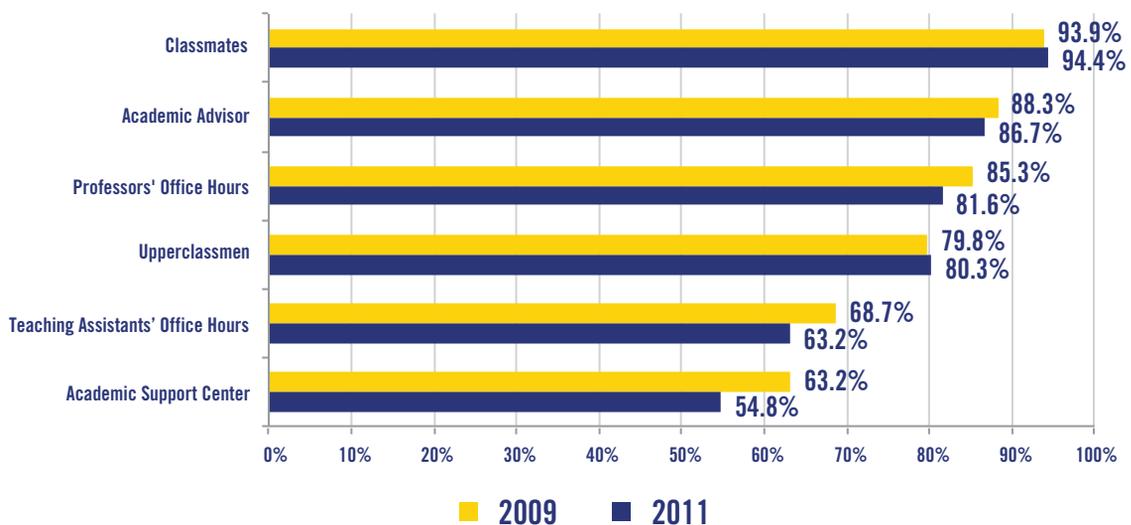
peers to have interaction with faculty through research opportunities.<sup>51</sup> In addition to faculty, the influential role of social support from family, friends, and mentors in the academic persistence of AAPI students has also been documented in the literature.<sup>23</sup>

Given the demonstrated significance of the academic realm in the retention of college students,<sup>45,52</sup> respondents in both needs assessments were asked to share experiences with academic life on their campuses, and indicate the academic resources they have utilized and found effective, the academic-related areas in which they desire additional support, and from whom they feel comfortable seeking academic advice.

## Utilization of Academic Resources

At least 80 percent of respondents in both the 2009 and 2011 samples have utilized professors' office hours, academic advisors, upperclassmen, or

FIGURE 8. PERCENTAGE OF RESPONDENTS REPORTING UTILIZATION OF ACADEMIC RESOURCES



classmates as academic resources, indicating high awareness and willingness to reach out to these individuals for support. In contrast, more than one-third of 2009 respondents (36.8%) and nearly half of 2011 respondents (45.2%) have not utilized academic support centers on their campuses (see Figure 8).

A consideration for further study is to explore the utilization of academic resources by various subpopulations of AAPI students (e.g., gender, ethnic group, first-generation status, class year). While preliminary data analysis of the 2009 and 2011 needs assessments yielded certain patterns and differences in percentage responses, additional and more rigorous research is needed to determine the validity and significance of these phenomena.

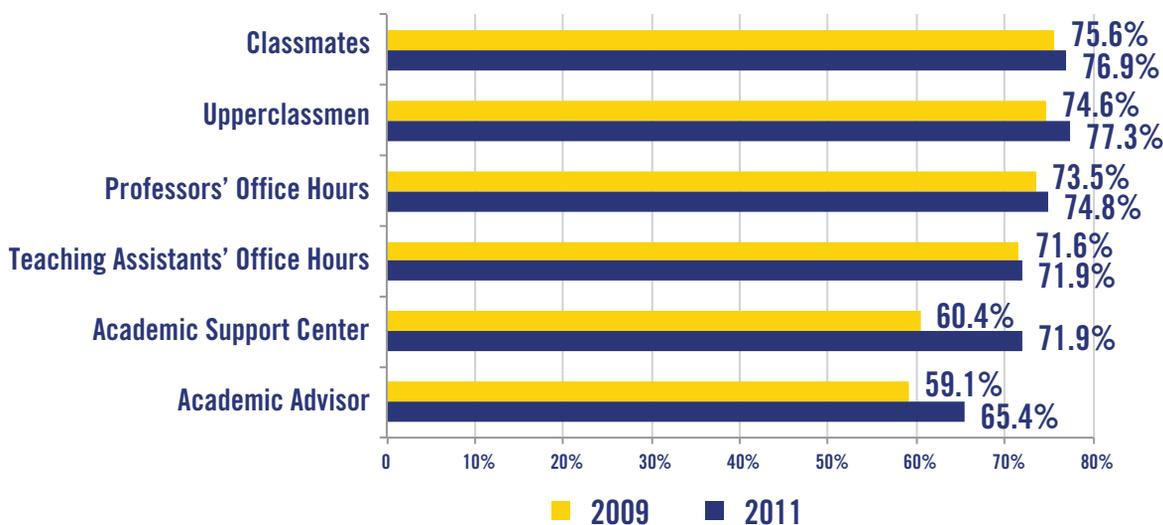
Respondents from both needs assessment samples expressed the following as barriers to utilizing academic resources on campus: being unaware that resources existed, feeling intimidated or embarrassed to seek help, and lacking time or accessibility. These findings suggest there may be a need for greater, proactive outreach to AAPI students regarding the existence of academic support resources such as tutoring, writing, federal TRIO/Student Support Services, and other support

services on campus. In addition, approaches that normalize the utilization of resources may alleviate student concerns over seeking assistance, as would increasing the accessibility and availability of resources during times conducive to students' schedules or via online delivery.

## Effectiveness of Academic Resources

Of the academic resources utilized, respondents reported the most effective are classmates, upperclassmen, and professors' office hours, with about 75 percent of both the 2009 and 2011 respondents who utilized each resource finding it effective (see Figure 9). This was supported by the qualitative responses to this question, and mirrors existing research that faculty contact and social support systems are effective for AAPI students' academic success.<sup>23,51</sup> Given the extensive studies on the role of student-faculty engagement on student retention,<sup>53</sup> particularly for underserved students,<sup>54</sup> the relatively high percentage of respondents who indicated utilizing professors' office hours is encouraging; efforts to facilitate increased interaction with faculty, whether through

**FIGURE 9. PERCENTAGE OF RESPONDENTS WHO FOUND UTILIZED ACADEMIC RESOURCES EFFECTIVE**



research projects or co-curricular initiatives, may thus be beneficial.

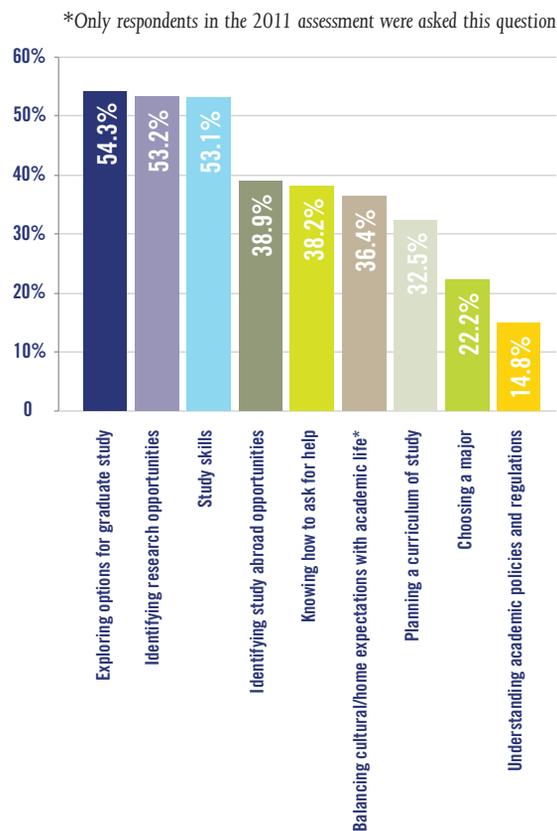
Of note is the effectiveness rating for academic advisors. While this was the second most-utilized academic resource (see Figure 8), 40.9 percent of the 2009 respondents and 34.6 percent of the 2011 respondents found them ineffective - the lowest effectiveness rating of all academic resources. When asked to explain the reason they identified certain academic resources ineffective, the students' most common response was a perceived lack of personalized focus by advisors. Instead, students want support systems that genuinely listen to them, care about them as individuals, and are intentional in developing personal relationships with them. Though this desire to be heard and understood from advisors and mentors may be common among many college students,<sup>104</sup> including students of color,<sup>103</sup> the unique experiences of the respondents and other AAPI students from lower-income and/or first-generation backgrounds may signal a need for more culturally-validating approaches to advising and mentoring on campuses. Collaborative efforts between academic and student affairs departments (e.g., multicultural affairs, residence life, counseling centers) may assist in addressing this need, particularly for institutions with limited financial and other resources.

## Additional Support in Academic-Related Areas

When asked to indicate which academic-related areas they feel they need additional support, respondents from both the 2009 and 2011 needs assessment reported similar results; as such, the data will be reported in the aggregate (see Figure 10). Overall, students expressed high need for support in exploring options for graduate school, identifying research opportunities, and developing study skills; and moderate need for support in identifying study

abroad opportunities, learning how to ask for help, balancing cultural and home expectations with academic life, and planning a curriculum of study.

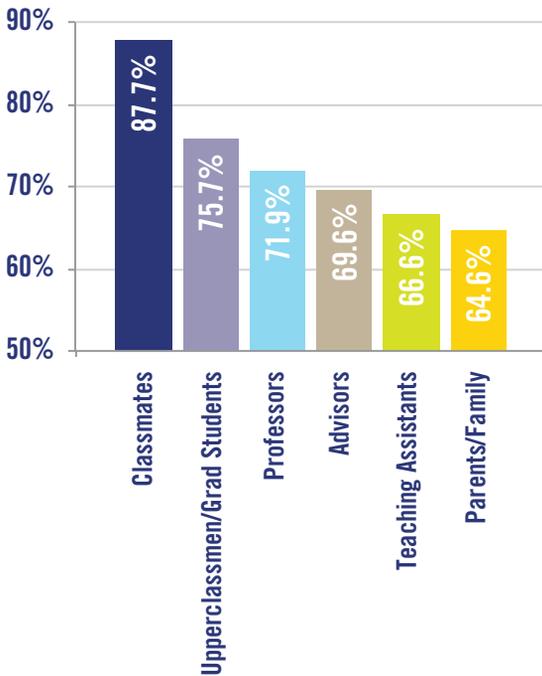
**FIGURE 10. PERCENTAGE OF SCHOLARS REPORTING ADDITIONAL SUPPORT IN ACADEMIC-RELATED AREAS, 2009 & 2011**



## Seeking Academic Advice

Overall, respondents in both the 2009 and 2011 samples were comfortable seeking academic advice from a variety of individuals, from peers and family to faculty and staff; more than two-thirds of respondents indicated they are comfortable reaching out to each entity for guidance (see Figure 11).

**FIGURE 11. PERCENTAGE OF RESPONDENTS COMFORTABLE SEEKING ACADEMIC ADVICE FROM VARIOUS RESOURCES, 2009 & 2011**

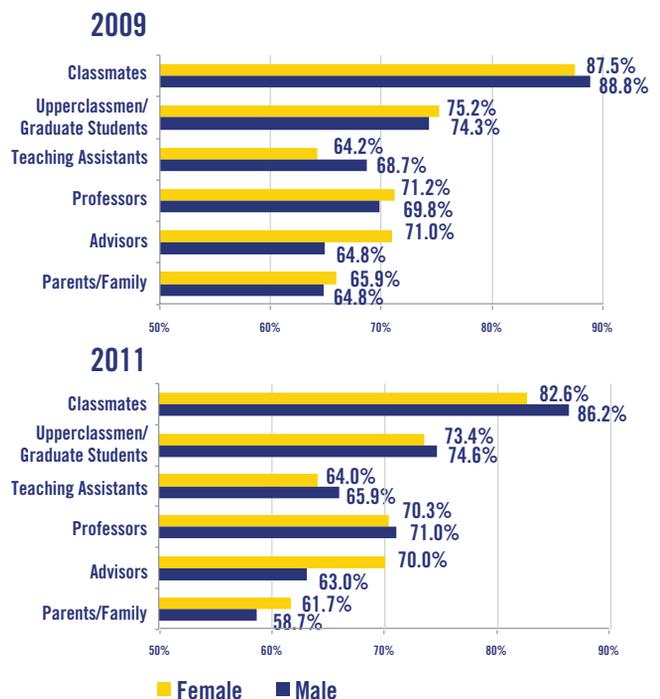


Collectively and for all AAPI ethnic groups, the influence of classmates, upperclassmen, and graduate students is consistently high, suggesting the potential benefit and value of peer mentorship and like programs across the spectrum of the AAPI student population. While it is not unexpected that students in this report are most comfortable seeking advice from peers, the finding that parents and family members ranked lowest in the list may deserve additional attention. As detailed in the “Parent Involvement and Family Responsibilities” section of this report, a large majority of respondents believe that, while their parents and families are supportive of their educational interests, they may not fully understand what the college experience is like for their children. Given this gap in knowledge, common for parents and family of first-generation college students,<sup>55,56</sup> and also compounded by limited English language abilities of parents in many immigrant AAPI families, it stands to reason that Scholars may

not feel entirely comfortable seeking academic advice from their parents and family.

Interestingly, when disaggregated by AAPI ethnic group, South Asian/Desi (73.3%) and Pacific Islander (78.9%) students largely feel comfortable seeking advice from parents and family and to a greater extent than their Southeast Asian (61.0%), East Asian (63.1%), and Filipino (64.3%) peers. Though the sample sizes for the former two groups were smaller than that of latter two, this difference in response is worth additional exploration. In addition, when responses are analyzed by gender (see Figure 12), the percentage of males in both the 2009 and 2011 samples that reported being comfortable seeking academic advice from advisors was approximately seven percent lower than females who reported the same (64.8% versus 71.0% for the 2009 respondents; 63.0% vs. 70.0% for the 2011 respondents). More focused outreach to male students on behalf of advising offices, as well as encouraging male students to proactively seek out such resources, may thus be beneficial.

**FIGURE 12. PERCENTAGE OF RESPONDENTS COMFORTABLE SEEKING ACADEMIC ADVICE FROM VARIOUS RESOURCES BY GENDER**



# CO-CURRICULAR LIFE

The effect of student involvement and engagement in educationally purposeful activities has been the subject of extensive study and research for decades, bolstered by the contributions of long-time theorists in higher education<sup>57,58,59</sup> and the annual reports generated by the National Survey of Student Engagement.<sup>60</sup> Substantial evidence points to the positive impact and correlation of involvement and engagement in both academic and co-curricular activities has on students' academic, cognitive, and psychosocial development,<sup>34,45</sup> as well as retention and persistence.<sup>43,55,56,57,61,62,63,67</sup> These effects even appear to be universal, benefiting all students regardless of racial and ethnic background or type of institution they attend,<sup>59</sup> though students of color do not derive the same level of benefit from involvement and engagement as their White peers.<sup>64,65</sup> As the purpose of this report was to assess the needs and experiences of scholarship recipients in higher education, the 2009 and 2011 needs assessments looked into their involvement in co-curricular activities and leadership roles on campus.<sup>56,57,61,62,63,69</sup> Though the data analysis in this report does not examine a correlation between student involvement and engagement on campus and retention, it would be worth future exploration for this particular student population.

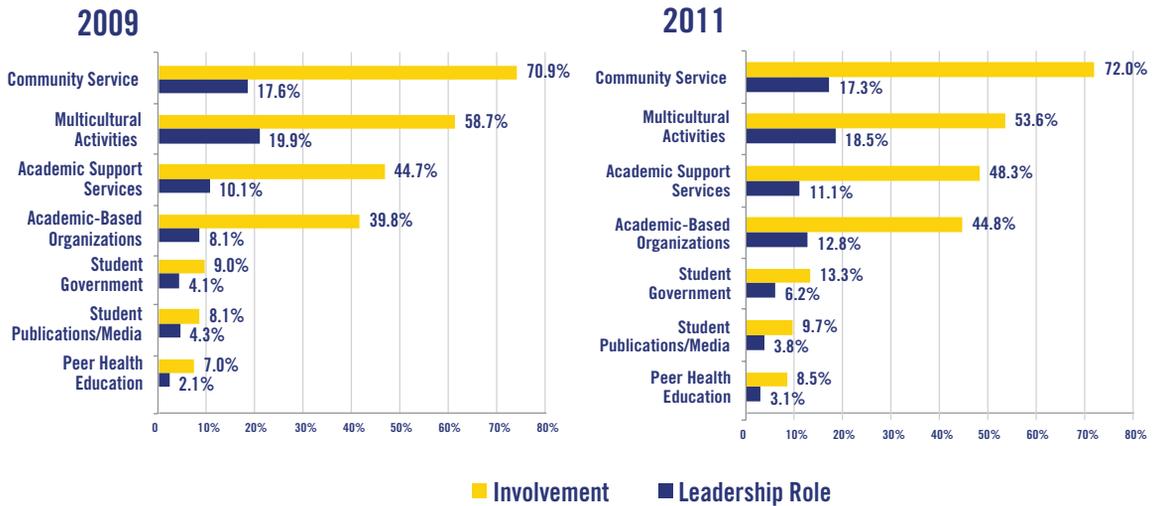
## On-Campus Involvement and Leadership

In examining the 2009 and 2011 datasets, the majority of respondents from both samples reported they were actively engaged in co-curricular activities

on campus, with 92.4 percent (N=653) of the 2009 sample and 85.6 percent (N=422) of Scholars from the 2011 sample reported involvement on campus. The data also illustrate that nearly half of the Scholars across both samples held at least one leadership role (48.5% of respondents in the 2009 sample and 46.7% of respondents in the 2011 sample). Critical to note is the sample bias towards involvement in leadership activities given that the Scholars were selected to receive a scholarship in part for their active participation during high school years and continued commitment to being involved during college.<sup>56</sup>

For both the 2009 and 2011 samples, the most popular co-curricular activities of the Scholars' identified involvement on campus included: community service, multicultural activities, academic support services and academic-based organizations; and the least popular activities were peer health education and student publications/media (see Figure 13). Student government was also listed among one of the least reported activities in the 2009 sample (9.0%) than in the 2011 sample (13.3%). The lower participation rates in student publications/media, peer health education, and student government might explained in part by fewer positions available or students feeling less comfortable or interested in mainstream campus activities such as these. Furthermore, this finding could be reflective of the report's sample, the majority being first-year students who may not yet be involved in activities such as student government, which tends to target juniors and seniors in college. Additional activities identified by Scholars that

**FIGURE 13. PERCENTAGE OF SCHOLARS INVOLVEMENT AND LEADERSHIP IN ON-CAMPUS ACTIVITIES**

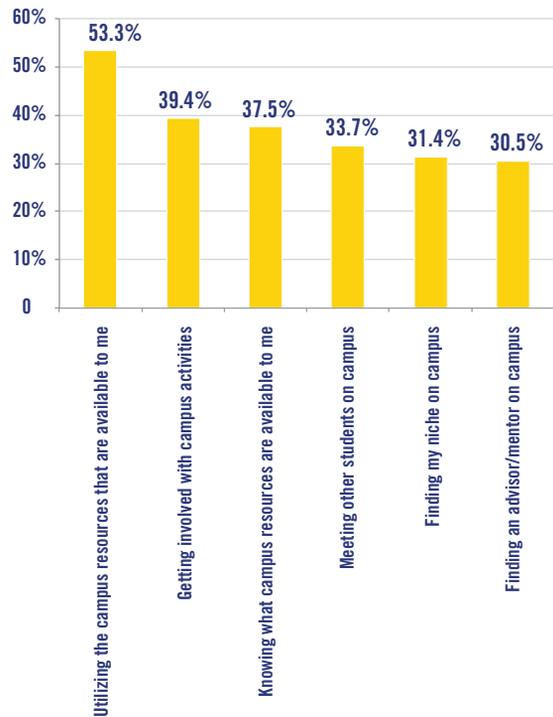


are not displayed in Figure 13 and were ranked between the highest and lowest ranges of the reported data, included athletics, fraternity and sorority life, new student orientation, performing arts, and student activities/programming board. An important limitation to note is Scholars listed only co-curricular on-campus activities and may not have included co-curricular activities off-campus (e.g., internships, community-based involvement). It would be worth further exploration of on-campus and off-campus co-curricular involvement and engagement for this student population.

## Co-Curricular Support

Both the 2009 and 2011 results reveal that Scholars were most interested in additional support to learn about and utilize the campus resources available to them, as well as ways to get more involved on their campuses (see Figure 14). This suggests the need for more targeted outreach to AAPI students to raise greater awareness about the types of co-curricular resources and opportunities that are available to them on their campuses.

**FIGURE 14. PERCENTAGE OF SCHOLARS INTERESTED IN ADDITIONAL CO-CURRICULAR SUPPORT**



# Experiences Related to Social Identity

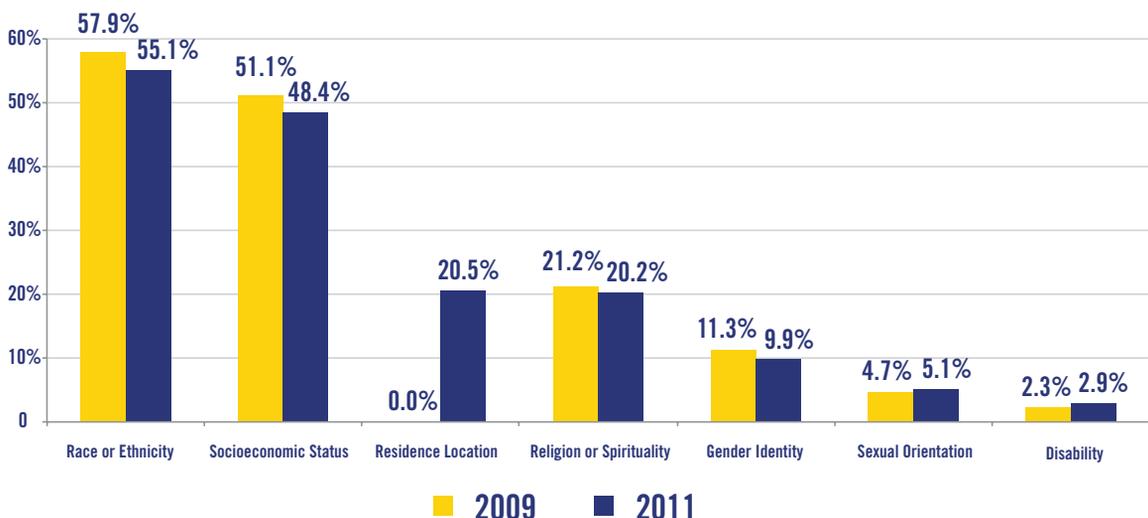
For college students, institutional context matters in the exploration, negotiation, and understanding of one’s social identities (e.g., race, ethnicity, gender, sexual orientation, religion, socioeconomic status).<sup>40</sup> The development and saliency of multiple dimensions of social identities are informed by students’ demographic characteristics and their experiences over time and contexts. For underserved student populations in particular, the saliency of demographic characteristics has often times meant they have faced more difficulties in degree attainment.<sup>19</sup>

AAPI students’ risk factors for not completing college include low socioeconomic status, parents’ education, being an English language learner, immigrant or refugee status, limited family support and guidance, unwelcoming institutional climate, and the model minority stereotype.<sup>20,21</sup> It is thus not surprising, given their demographic profile, that Scholars reported experiencing

challenges feeling connected to the overall campus community due to various dimensions of their social identities—the two most prominent of which were race or ethnicity and socioeconomic status (see Figure 15). The lower percentages for sexual orientation and disability might be explained by such factors as: a lower number of students feeling this aspect of their identity was salient to them at the time of the survey, or a stigma associated with sexual orientation and disability causing students discomfort with public disclosure of those aspects of identity.

Of those who indicated experiencing challenges in feeling connected to the overall campus community due to various dimensions of their social identities, at least 60 percent of respondents from both samples agreed or strongly agreed that they knew what campus resources are available to support them, and that the resources have been effective in supporting their self-identified needs. It is important to note that the term “effective” was subject to interpretation by respondents; hence opinions regarding what effective meant to each Scholar may have varied.

**FIGURE 15. PERCENTAGE OF SCHOLARS WHO REPORTED EXPERIENCING CHALLENGES WITH CONNECTING TO OVERALL CAMPUS COMMUNITY BASED ON DIMENSIONS OF SOCIAL IDENTITY**



Note: “Residence Location” was asked in 2011 needs assessment only and defined as the location where Scholars lived while in school.



# LEADERSHIP DEVELOPMENT

---

Research on college student leadership development demonstrates that the leadership experiences of AAPI students warrant additional study,<sup>70</sup> as relevant findings for this student population have been inconclusive. While AAPI students tend to score lower than students of other racial backgrounds on many dimensions of socially responsible leadership,<sup>71</sup> evidence indicates that AAPI students' capacity for this type of leadership may be influenced by their leadership self-efficacy, or assessment of their own capabilities for leadership.<sup>70</sup> Some studies also suggest that Asian American students may not readily associate themselves with the label of "leader",<sup>72,73</sup> while others assert that utilizing a transformative leadership lens (i.e., relational, collaborative leadership that effects social change) allows leadership orientations and behaviors among Asian American students to be discerned more clearly.<sup>56,74,75</sup> It is evident that this is an area rich in opportunity for further research.

To ascertain the leadership development needs of APIASF and GMS scholarship recipients, respondents were asked to indicate the leadership skills which they felt they needed additional practice or training. Answer choices were loosely based on the values of the Social Change Model of Leadership Development,<sup>76</sup> and respondents could select as

many choices as were applicable. Because the results from both the 2009 and 2011 needs assessment samples were strikingly similar, they are discussed together in summary.

The skills most frequently selected by respondents as ones in which they desire and need additional practice or training fall within the following categories: public speaking, teamwork, motivating and mobilizing others for action, conflict resolution, and community building. The skills that respondents did not select as frequently include: identifying personal values, establishing shared goals and common purpose, active listening, and empathy (see Figure 16).

These findings suggest that respondents desire opportunities to develop skills in areas largely associated with group dynamics and collaboration with others (e.g., teamwork, community building, conflict resolution, motivating and mobilizing others); at the same time, they appear less interested in opportunities to practice skills focused on one's self and how one relates to others (e.g., identifying personal values, active listening, empathy). Whether these responses are indicative of the skills that students believe they already possess, they need or want, or simply ones they deem

valuable and important, is open to interpretation and warrant additional study.

It may be interesting to note that, when disaggregated by gender, the percentages in both the 2009 and 2011 samples were comparable for all response choices, save a few. Those that did yield a distinct difference in responses by gender are illustrated in Figure 17.

In both needs assessments, male respondents indicated a greater need for additional training in active listening skills than their female peers. In the 2011 needs assessment, males also indicated a greater need for additional training in empathy and conflict resolution skills than females, while female respondents expressed a greater need for additional training in identifying personal values. Further research is needed to identify whether the reasons

for these differences are grounded in cultural or gender norms, a combination of both, or other factors altogether.

Analyses by AAPI ethnic group found that Filipino, South Asian/Desi, and Pacific Islander students in the 2009 sample all ranked mobilizing others for action as the skill in which they most desire additional training; in contrast, their East and Southeast Asian peers identified a greater need for training in public speaking and building effective teams. In addition, Filipino and Pacific Islander students in both the 2009 and 2011 samples expressed a greater need in conflict resolution training than their counterparts. These results warrant examination in greater depth in future studies, to better discern whether cultural factors are influencing these differences.

**FIGURE 16. LEADERSHIP DEVELOPMENT NEEDS OF 2009 AND 2011 RESPONDENTS**

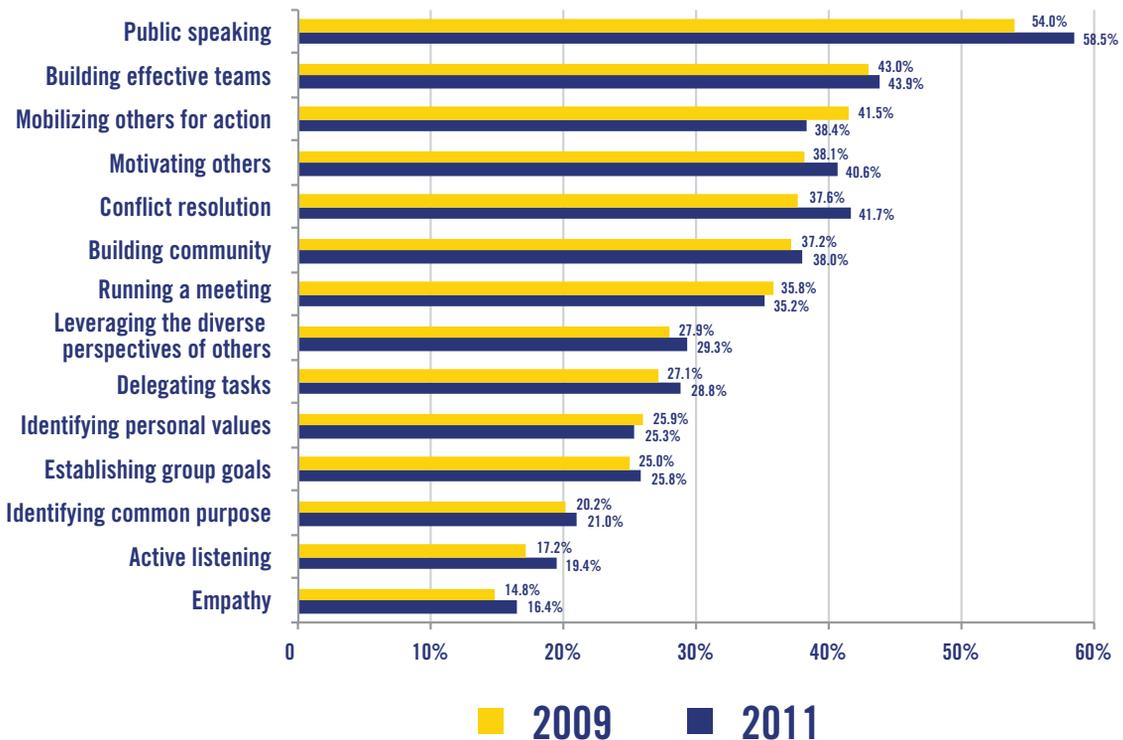
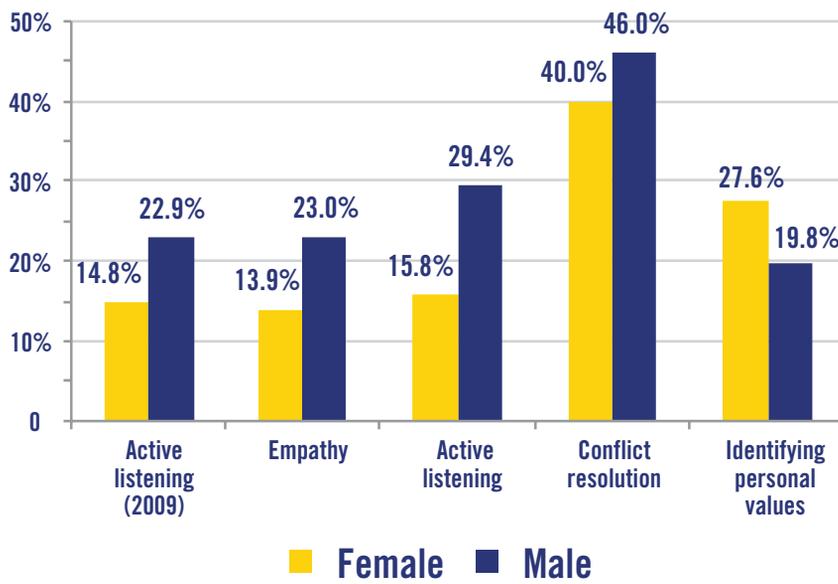


FIGURE 17. SELECT LEADERSHIP DEVELOPMENT NEEDS OF 2009 AND 2011 RESPONDENTS BY GENDER



# SELF-AWARENESS AND GOALS

The effect and impact of college on students' development along a variety of dimensions,<sup>59</sup> including the development of identity and a sense of self,<sup>77</sup> has been well documented. A substantive volume of research on undergraduate students and self-efficacy, defined as the level of confidence an individual has in his or her ability to perform a certain task,<sup>78</sup> has centered on the areas of academic adjustment and performance,<sup>79,80,81</sup> retention and persistence,<sup>82</sup> college outcomes and success,<sup>83</sup> and career decision-making.<sup>84</sup> While self-efficacy among AAPI students has not been studied extensively within the higher education literature, Gloria and Ho<sup>23</sup> found a positive relationship between self-beliefs (which they defined as a combination of self-efficacy and self-esteem) and academic persistence for a diverse group of Asian American undergraduates. Collectively, the results of the needs assessment data point to the influential role self-efficacy plays in the educational and career exploration experiences of college students.

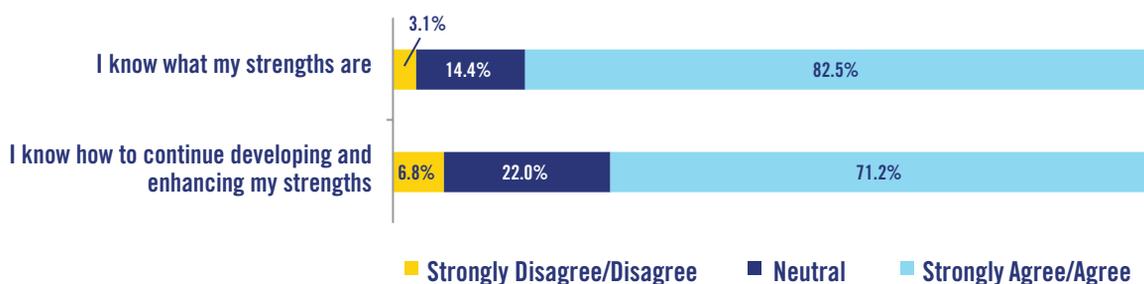
As a starting point for understanding APIASF and GMS scholarship recipients' awareness of self, respondents were asked to rate their knowledge

of personal strengths and areas of improvement, level of know-how related to personal growth, knowledge of their own desired outcomes of the college experience, and level of know-how related to achieving their desired outcomes.

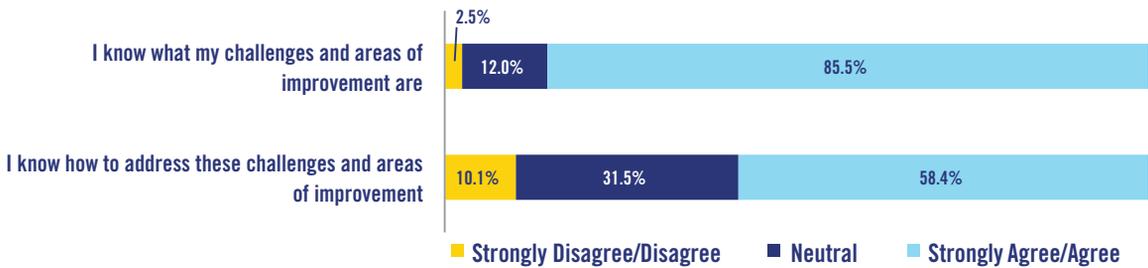
In regards to personal strengths, a large majority of respondents in both datasets (combined in Figure 18) are not only aware of their strengths but also report that they know how to develop them. However, approximately 40 percent of Scholars overall indicated a lack of knowledge of how to address their personal challenges and areas of improvement, though the large majority of respondents in both samples are able to identify what those areas are (see Figure 19).

About 75 percent of respondents in both samples know what they want out of their college experience (see Figure 20). When asked whether they know how to achieve what they desire from their college experience, though, just over 40 percent of respondents reported they did not (see Figure 20).

**FIGURE 18. PERCENTAGE OF RESPONDENTS WHO ARE AWARE OF THEIR PERSONAL STRENGTHS**



**FIGURE 19. PERCENTAGE OF RESPONDENTS WHO ARE AWARE OF THEIR PERSONAL CHALLENGES AND AREAS OF IMPROVEMENT**

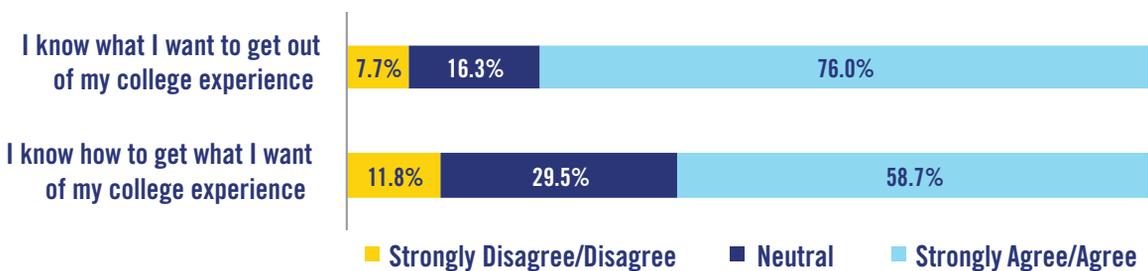


Together, these three sets of data indicate that, in general, respondents possess a degree of self-awareness and understanding of what skills they need to seek during their time in college. However, guidance and support for students in exploring and identifying their strengths, challenges, and goals for their undergraduate experience may still be warranted, given that a substantial percentage of respondents remained neutral or expressed a lack of knowledge and understanding in these domains. This finding is perhaps not surprising, given that a majority of respondents identify as first-generation college students; as such, intentional efforts to assist these and other AAPI students with

identifying specific resources and strategies to achieve their college goals may be of benefit to this student population.

There is great potential for further study and analysis within this area, particularly in examining potential differences among AAPI ethnic groups, between first-generation students and students whose families attended college, and between male and female students, among others. In doing so, programs and services may be more specifically tailored to the unique needs of these populations, rendering them more effective in supporting students' success in college.

**FIGURE 20. PERCENTAGE OF RESPONDENTS WHO ARE AWARE OF WHAT THEY WANT TO GET OUT OF THEIR COLLEGE EXPERIENCE**



# PARENT INVOLVEMENT AND FAMILY RESPONSIBILITIES

AAPI students are often faced with negotiating a balance of cultural norms, expectations, and family values stemming from home and ethnic community, and the cultural standards experienced at college and in mainstream society.<sup>85</sup> Literature demonstrates that this difficulty in balancing cultural norms and family values is intensified for AAPI students.<sup>23,25,86,87,88,89</sup>

For many AAPI students receiving parental support for their educational and professional decisions, this support can be influential on their success. Though this parental support is often encouraging and supportive, at times, it may contribute to pressure on students to make academic and career decisions that may not be best suited for their needs (e.g., selecting a major that do not fit their interest).<sup>95</sup>

In many Asian cultures, family reputation and integrity are strongly emphasized, often creating feelings of pressure for children who feel compelled to maintain these familial expectations.<sup>25,90</sup>

For some Asian American students, a sense of obligation to uphold these culture-specific familial expectations stems from parental encouragement and sacrifice.<sup>25,91</sup> Similarly, family encouragement for Native Hawaiian and Pacific Islander students also influences their success and is described as a “protective factor” for these students’ retention in school.<sup>88,89</sup> From a cultural lens, AAPI students’ parental perceptions on their educational and

I know that my parents truly care and want to be involved with my college education, but there are so many barriers on an institutional level that prohibit them from supporting me effectively. They have discouraged me to continue my studies in higher education. A lot of the time, they tell me that it would be too long for them to be able to see me graduate. Being the only source of income in the family, I know that reaching my dreams of higher education is truly challenging. Being in this situation is very difficult for me because as much as I want to continue pursuing my educational goals, I have to take into account of the financial support I need to provide them, and how I can do that by going to work instead of going to school. My parents do not have any formal education in the United States, thus, they are impacted with barriers at many levels that have limited them to be able to support me academically. At times, they tend to have accusations or blames toward my unsuccessful performance in school. However, I know the circumstances that my family and I am in relate to many other disadvantaged students on a systematic level, so I continually try to seek guidance from faculty, advisers, and mentors to find resolutions.

— *APIASF Scholar, Senior, 2011 Survey Respondent*

professional trajectories may be influenced by, but not limited to, the nature of healthy parent-child relationships,<sup>92</sup> the proper boundaries of gender roles,<sup>93</sup> the degree of independence that children

should be given,<sup>85</sup> and the significance of selected educational paths.<sup>94</sup> With many of these AAPI college students coming from backgrounds of financial need and being the first in the family to attend college, access to social and cultural capital can be limited, which can ultimately play a role in higher education persistence and degree completion.

This section of the report offers insights into how Scholars perceived parental support of their educational and professional interests as well as their perceptions on fulfilling family responsibilities while enrolled in school.

## Parental Support of Scholars' Educational & Professional Interests

The majority of Scholars stated that their parents or guardians have been supportive of their educational and professional interests. Just over 82 percent of Scholars in both the 2009 and 2011 samples indicated that their parents were supportive of their educational interests, and 73 percent strongly agreed or agreed that their parents were supportive of their professional interests (see Figure 21). It is important to note that the term “supportive” was subject to interpretation by respondents; hence opinions regarding what supportive meant to each Scholar may have varied.

Overall, the majority of Scholars reported they were satisfied with their parental support in their educational (77%) and professional (70.7%) interests (see Figure 21). Though perceived to be supportive, Scholars were split on whether or not they felt their parents understood what the college experience is like. Thirty-seven percent reported their parents did not understand while 39 percent reported their parents did understand. A fourth (24.2%) of the Scholars were neutral on this score (see Figure 21). Notable is the 37 percent who perceived their parents as not understanding their experiences in college; of the 2011 sample, half

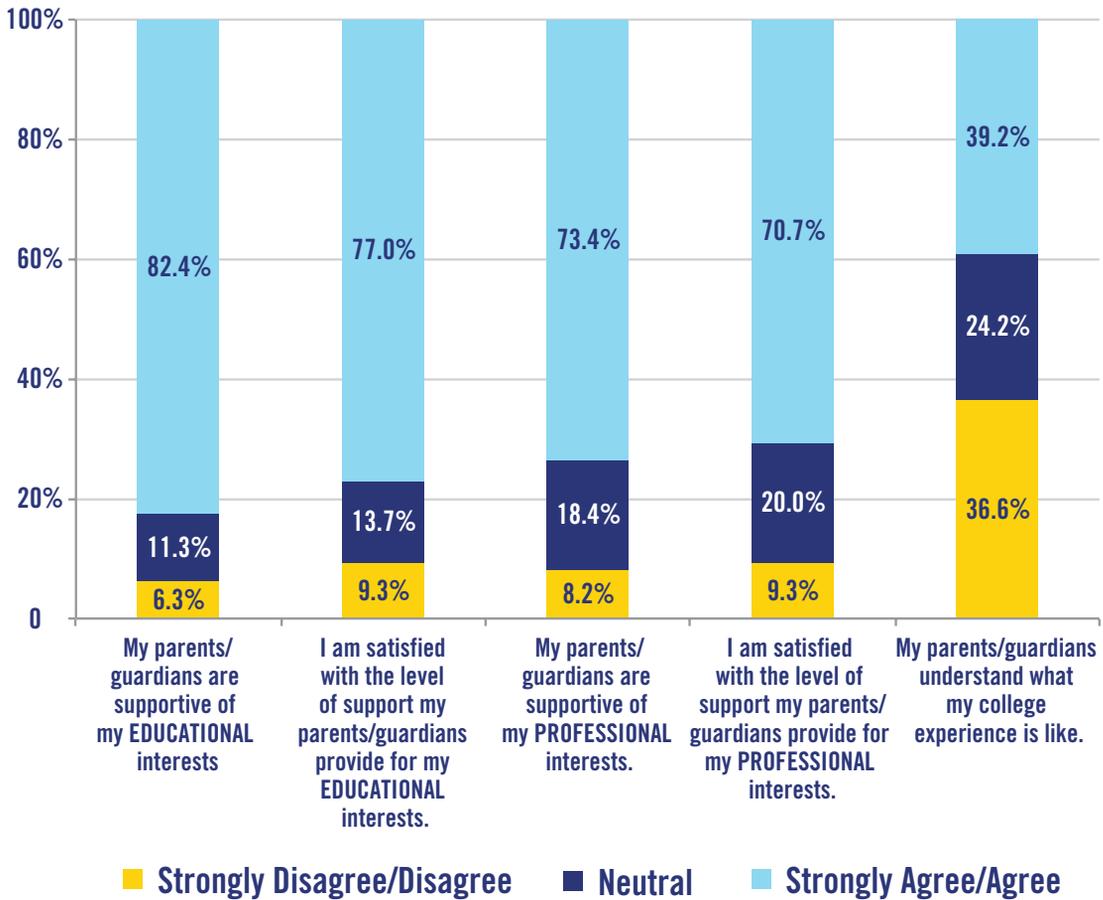
(or 18% overall) of those who perceived that their parents did not understand their experience were first-generation college going students.

When asked to explain through open-ended responses what they would ideally like their parent or guardian's involvement to be in terms of their education and professional career, the most common responses were for their parents to be supportive of their decisions and interests, understand their college experience, be accessible for advice and resources, and be more open-minded toward various areas of study and different career options. For a small percentage of these Scholars (less than 5%), there was an indication that certain barriers faced by their parents, including limited English language proficiency, financial limitations/obligations, and having not attended a higher education institution themselves, inhibited the ideal type of support they desired. Though a similar percentage of first-generation and non-first generation college going Scholars in the 2011 sample indicated that their parents understood their college experience, it is important to consider for future research whether their parents attended a postsecondary institution in another country besides the U.S. Furthermore, an assessment of their level of knowledge on the American higher education system may provide insights on how this knowledge base informs the nature of their engagement in their child's college experience and success.

Currently I have improved my time management skills to balance between school, work, and taking care of family. I know that I cannot miss a heartbeat if I want to be successful in completing a college education while balancing familial issues. I always utilize all the resources I have on campus to gain the study skills in my courses as well as to control of my emotions when faced with adversity. I strongly believe that the challenges and circumstances I faced have greatly shaped me into a mature individual.

— APIASF Scholar, Senior, 2011 Survey Respondent

**FIGURE 21. PERCENTAGE OF SCHOLARS REPORTING ON PARENTAL SUPPORT FOR THEIR EDUCATIONAL AND PROFESSIONAL INTERESTS, 2009 & 2011**



## Family Responsibilities

A large percentage of Scholars (60.3% of the 2009 respondents and 61.8% of the 2011 respondents) reported they were committed to family responsibilities while enrolled in school. When asked if respondents were able to effectively balance family responsibilities with their school commitments, the majority of Scholars (64.3% in 2009 and 67.5% in 2011) indicated they were able

to do so, though nearly 11 percent indicated that they were not. Amongst these Scholars, the most commonly reported desired needs were: receiving guidance/resources on balancing competing priorities (e.g., family and their studies) and having more financial stability and access to financial literacy resources. This supports existing literature on the educational experiences of low-income, first-generation students.<sup>20,21,22</sup>

# IMPLICATIONS AND CONCLUSION

This section highlights implications for researchers, higher education administrators, and educators working with academically motivated, leadership-driven low-income Asian American and Pacific Islander (AAPI) students.

## Implications for Practice

### 1. Low-income AAPI scholarship recipients are likely to be unaware of or underutilize academic resources on campus.

**Recommendation #1A:** Conduct focused outreach to increase awareness and utilization of academic resources. We recommend tailored outreach to this population regarding the existence of academic resources, such as tutoring, writing, federal TRIO/ Student Support Services and other support services on campus to increase awareness and normalize the utilization of academic resources.

**Recommendation #1B:** Enhance academic and personal advising and support to validate the individualized experience of students. What is apparent from this report is that academically motivated, leadership-driven low-income and first-generation AAPI students want support systems that are genuine and intentional in developing personal relationships with advisors and mentors

who actively listen and offer culturally-validating guidance pertinent to their needs and experiences. Cultural competency training for campus staff and faculty working with these students is important for higher education institutions to consider. Programs such as the federal AANAPISI grant program can be critical sources of funding and resources for campuses to create culturally validating services for these students, including opportunities for relevant cultural competency training for staff and faculty.<sup>1</sup>

**Recommendation #1C:** Offer peer mentoring programs that intentionally engage underserved AAPI students. With peers being a critical resource for AAPI scholarship recipients in this report, it warrants higher education administrators, staff, and faculty and other education organizations supporting these underserved AAPI students to consider the value of peer mentoring in these students' access to knowledge and the facilitation of their success.

### 2. Low-income AAPI scholarship recipients are likely to experience challenges connecting to their campus communities based on their race, ethnicity, and socioeconomic status, among other identities (e.g., sexual orientation, disability).

**Recommendation #2:** Continue to foster cultural inclusivity on campuses through curricular and co-curricular programs and resources. Many of the students who leveraged campus resources, particularly at a time when they were faced with

challenges associated with aspects of their social identities, found these resources to be effective. Institutions should continue to create new initiatives and enhance existing programs that explicitly outreach to students who identify as AAPI and/or from lower-income backgrounds and that contribute to a campus climate that is affirming of their needs and experiences. Minority-serving institutions (MSIs), such as AANAPISIs, are prominent examples of how higher education institutions have successfully leveraged federal funding to foster cultural inclusivity on campus amongst students and administrators as well to support specific campus programs, services, and resources that directly respond to the needs of particular student populations, such as underserved AAPI students.<sup>1</sup>

### **3. Low-income AAPI scholarship recipients are likely to have financial, personal, or other obligations to family while in college, and feel unable to turn to family for effective support and guidance.**

**Recommendation #3:** Offer increased guidance and resources to low-income and first-generation AAPI students and their families. While federal TRIO/Student Support Services exist on many campuses as a resource for students of these backgrounds, we propose increased collaborations across campus offices (e.g., admissions, financial aid, parent/family affairs, multicultural affairs, and the career and counseling centers). Fostering more culturally-responsive and validating support systems for low-income and first-generation AAPI students in areas such as: (i) balancing family responsibilities and school commitments, (ii) financial literacy and support, (iii) exploring educational and career options, and (iv) navigating the transition to the college experience is critical to effectively supporting their needs and experiences.

### **4. Low-income AAPI scholarship recipients with demonstrated leadership abilities continue to be involved in co-curricular activities through participation and leadership roles on campus.**

**Recommendation #4:** Boost leadership training for students who are actively involved in co-curricular activities on campus or fulfill a leadership role. We recommend enhancing training for leadership skill development for underserved AAPI students around group dynamics and collaboration, particularly in areas such as public speaking, teamwork, and mobilizing others for action. Effectively preparing underserved AAPI students for professional success after college through leadership training is critical to reducing barriers these students often face when entering the workforce. Furthermore, understanding how AAPI student involvement in leadership activities on campus translates into leadership skills and roles in their careers is an important consideration for enhancing on-campus leadership training for students.

## **Implications for Research**

The findings of both the 2009 and 2011 APIASF needs assessments reported here indicate a need for further in-depth research and understanding of underserved AAPI students' higher education experiences. These snapshots into the experiences of academically-motivated, leadership-driven low-income AAPI scholarship recipients highlight several areas for such continued research.

### **1. There is a definitive need to disaggregate the data by demographic factors, including, but not limited to ethnicity, gender, social class, generation status, and immigration status, for the purposes of assessment and program outcomes.**

There is limited existing research that examines the experiences of AAPI college students and the interplay among ethnic background/cultural values, social class, and gender in college success at the national level. Although ethnic and gender data were not analyzed holistically across all sections of this report, there is a value in doing so to identify cultural nuances for AAPI students. Understanding the intersections of these numerous demographic

factors can offer a more nuanced glimpse into the diverse experiences of underserved AAPI students on campus, which can ultimately inform higher education program development and priorities to effectively support this student population.

**2. Examining a correlation between student involvement and engagement on campus and retention of underserved AAPI college students is worth future exploration.** Substantial evidence points to the positive impact that involvement and engagement in both academic and co-curricular activities has on students' academic, cognitive and psychosocial development,<sup>34,45</sup> as well as retention and persistence.<sup>43,55,56,57,61,62,63,67</sup> This report highlights that a majority of the Scholars were involved on campus in co-curricular activities and nearly half were involved in a leadership role. However, the scope of the report did not allow for examination of the influence of engagement on campus on student persistence and retention, among other student development and learning outcomes, thus signaling a need for further research in this area. Gaining more insights on this topic may facilitate and bolster programs that service underserved AAPI students in the co-curricular realm.

**3. Further study into underserved AAPI students' know-how around getting what they want out of college is warranted.** With these students being more likely to be unaware of or underutilize academic and other resources on campus, there is room for examination of what these students need in order to achieve their desired outcomes of their collegiate experiences. That nearly a third of students were neutral in response regarding their know-how around getting what they want out of college, and an additional 10 percent indicating they did not possess this knowledge, suggests an uncertainty around navigating the landscape of the college experience. More research is needed to inform the creation and enhancement of intentional targeted outreach services for this population.

**4. Exploring the contexts in which underserved AAPI students are functioning while enrolled in school may also lend insights into how better to support them.** Considerations of the types of institutions AAPI students attend, as well as whether they live on campus or commute to school, are important factors to keep in mind, as these contexts matter in student satisfaction, engagement, persistence, and retention. Though this report did not examine types of institutions attended, future research should explore AAPI student experiences in the institutional contexts of public versus private, two-year versus four-year, and for-profit and non-profit. Given the variations in institutional mission, budgets, degrees offered, size of enrollment, and resources on campus, these students' needs, interests, and experiences may vary. Furthermore, based on results from this report, with at least 60 percent of Scholars having commitments to family responsibilities while enrolled in school, it would also be important to examine underserved AAPI students' time spent meeting family responsibilities. Of importance would be to further explore the experiences of those who live on-campus that travel home from school to fulfill family responsibilities and those who live at home and commute to school. Information gleaned from this type of research can be informative for student services (e.g., commuter services, academic centers) to better support underserved AAPI students.

## Conclusion

Given the increased number of AAPIs who experienced poverty in the U.S. over the past decade<sup>6</sup> and the anticipated 35 percent growth of AAPI students enrolling in college over the next decade,<sup>1</sup> attention must be paid to this student population in order to effectively support their educational, professional, and personal success. AAPIs are often marginalized in education services, misrepresented in broader education research due to aggregation of data, and overlooked in education policies that

may benefit them. These challenges perpetuate a misunderstanding of the needs of AAPI students in higher education. For this reason, a more accurate understanding of the AAPI student experience in higher education through disaggregation of student data by demographic factors<sup>96</sup> (e.g., ethnicity, socioeconomic status, etc.), coupled with an intentional investment of funding and resources to support this population, are critically needed to increase college access, promote degree attainment, and advance leadership development.

The information gained from these two needs assessment surveys provide the foundation for APIASF's evidence-based programs and will continue to inform the organization's work moving forward. The key findings on the experiences of academically motivated, leadership-driven low-income AAPI scholarship recipients shared in this report will help inform the ongoing higher education dialogue and the work of practitioners at campuses around the U.S. and the Pacific Islands. This report emphasizes that underserved AAPI student populations are in need of: (i) outreach by academic and co-curricular campus resources, (ii) culturally validating advising and personal support,

(iii) mentoring programs, and (iv) continued support toward fostering their leadership development on campus. These conclusions are supported in practice by the successes of APIASF's portfolio of student and alumni programs, as well as the numerous campus-based student support services and initiatives created through AANAPISI grant funding—demonstrating the value and impact of investing in this student population.

As APIASF continues its work beyond scholarship support to mobilize resources, educate stakeholders, and support institutional capacity, this report will serve to accelerate impact for America's fastest growing community. As one of the Social Impact Exchange's S&I 100 most socially impactful organizations in the U.S., APIASF has demonstrated success in making a difference for students, with more than 80 percent of the first three cohorts of scholarship recipients becoming college graduates. A holistic model of change focused on measurable outcomes and data, helps ensure that APIASF will be able to continue making a difference for not only scholarship recipients, but all AAPI students, their families and communities.

# CLOSING

The *APIASF Scholar Perspectives: A National Report on the Needs and Experiences of Low-Income Asian American and Pacific Islander Scholarship Recipients* is a crucial publication for those working with underserved AAPI students pursuing a postsecondary credential or degree. This report provides a voice for those AAPI students who are frequently overlooked and it opens the door to understanding the higher education experiences of underserved AAPI students. It adds critical information to the body of knowledge about an important segment of the underserved AAPI college student population—low-income students with academic motivations and leadership potential. It is also indicative of the great opportunities for further research. This publication highlights the necessity for greater insight into (i) the needs of underserved, low-income and first generation AAPI students, and (ii) the services and programs that would best lead to their success.

For many AAPIs who are low-income and/or the first in their families to attend college, the challenges of adult life—balancing work, family and relationships—do not begin after earning a postsecondary credential or degree or with the start of a career. Instead they begin well before these students enter college. Many underserved AAPI students work and therefore manage commitments related to their jobs. They are navigating their way through the college experience—many being the first in their family to pursue higher education, while factoring in their parents, who may not necessarily completely understand the demands and expectations placed on college students in general. Furthermore, these students often have to fulfill responsibilities that require them to support their family emotionally, linguistically and financially.

For many low-income and first-generation college going AAPI students, misunderstandings and stereotypes about their experiences and needs result not only in academic challenges, but also in increased barriers to leadership and future career success. Not every AAPI fits the “well-educated”, “well-off” and “well-adjusted” typecast. Misinterpretations, misperceptions, and misunderstandings about AAPIs continue to endure, and these perceptions impact education policies and practices catered towards supporting these communities.

Though the AAPI community represents a range of socioeconomic statuses, the national education dialogue on AAPIs typically narrows in on those that are wealthy while everyone else remains invisible, particularly those AAPIs that come from low-income backgrounds. It is well documented and widely reported that the U.S. is becoming increasingly more diverse not only ethnically, but also across socioeconomic stratifications. In some states, Asian Americans and Pacific Islanders make up a significant portion of a minority-majority population. This is the changing demography of the U.S. and in order to thrive we must respond by developing skilled and effective leadership within AAPI communities. This is the role and responsibility of leaders, such as policymakers, researchers and advocates looking to the future for AAPI students and the community. The more we know and can learn about underserved AAPI students, and their needs, challenges and pressures, the more we can all help to create meaningful and impactful change for them. This report is an important contribution towards understanding this constituent of AAPI students.

Linda Akutagawa  
President and CEO, Leadership Education  
for Asian Pacifics Inc. (LEAP)

# APPENDIX A

<b>Asian</b>	East Asian	Chinese Iwo Jiman Japanese Korean Okinawan Taiwanese
	Filipino	Filipino
	Other Asian	Burmese Indonesian Malaysian Singaporean Thai
	South Asian / Desi	Bangladeshi Bhutanese Indian Maldivian Nepalese Pakistani Sri Lankan
	Southeast Asian	Cambodian Hmong Laotian Mien Montagnard Vietnamese
<b>Native Hawaiian and Pacific Islander</b>	Native Hawaiian and Pacific Islander (NHPI)	Native Hawaiian
		Carolinian
		Chamorro/Guamanian
		Chuukese
		Fijian
		Gilbertese
		I-Kiribati
		Kosraean
		Maori
		Mariana Islander
		Marshallese
		Niue Islander
		Ni-Vanuatu
		Palauan
		Papua New Guinean
		Pohnpeian
		Saipanese
Samoan		
Solomon Islander		
Tahitian		
Tokelauan		
Tongan		
Yapese		
<b>Mixed Race</b>	Mixed Race	Identified with multiple racial categories as defined by the OMB standards
<b>Multiethnic Asian American and Pacific Islander (AAPI)</b>	Multiethnic AAPI	Identified with multiple ethnicities within one racial category
<b>Other Race or Ethnicity</b>	Other	Identified with a race or ethnicity outside of the OMB-defined Asian race and Native Hawaiian and Pacific Islander race

Note. The Asian American and Native Hawaiian and Pacific Islander categories and ethnicities align with the Office of Management and Budget (OMB) 1997 standards used in racial data collection by the U.S. Census Bureau in 2010. The authors have added mixed race, multiethnic AAPI, and other race or ethnicity to this table.

# APPENDIX B

## Asian & Pacific Islander American Scholarship Fund (APIASF) Scholarship Program Eligibility Requirements

The criteria listed below represents the baseline requirements for applicants to be eligible for APIASF scholarships.

- Be of Asian and/or Pacific Islander ethnicity as defined by the U.S. Census
- Be a citizen, national or legal permanent resident of the U.S. Citizens of the Freely Associated States
- Be enrolling in a U.S. accredited college or university as a full-time, degree-seeking student in the upcoming academic year
- Must apply for federal financial aid using the Free Application for Federal Student Aid (FAFSA)
- Have a minimum cumulative GPA of 2.7 on a 4.0 scale (unweighted) or have earned a GED

The APIASF scholarship awards range from \$2,500–\$10,000. Of these, some APIASF awards are one-time scholarships, while others are multi-year scholarships. Furthermore, some APIASF awards are co-branded donor scholarships that have additional eligibility criteria based upon specific donor requirements (i.e., certain academic majors, specific geographic region). The number of co-branded APIASF scholarship awards vary year-to-year.

## Gates Millennium Scholars (GMS) Program Eligibility Requirements

The criteria listed below represents the baseline requirements for applicants to be eligible for scholarships from the Gates Millennium Scholars Program.

- Be of African American, American Indian/Alaska Native, Asian American or Pacific Islander, or Hispanic American ethnicity as defined by the U.S. Census
- Be a citizen, national or legal permanent resident of the U.S. Citizens of the Freely Associated States may apply
- Be enrolling in a U.S. accredited college or university as a full-time, first-year, degree-seeking student in the upcoming academic year
- Must apply for federal financial aid using the Free Application for Federal Student Aid (FAFSA)
- Have a minimum cumulative GPA of 3.3 on a 4.0 scale (unweighted) or have earned a GED
- Meet the federal Pell Grant eligibility criteria
- Demonstrated leadership abilities through participation in community service, extracurricular or other activities

The GMS scholarship awards are allocated based on the individual's amount of unmet need and self-help aid costs.

# ENDNOTES

- <sup>1</sup> National Commission on Asian American and Pacific Islander Research in Education CARE. & Asian & Pacific Islander American Scholarship Fund (APIASF) (2013). *Partnership for Equity in Education Through Research (PEER): Findings from the First Year of Research on AANAPISIs*. New York, NY.
- <sup>2</sup> Agbayani, A. & Ching, D. (2012). Introduction. In D. Ching & A. Agbayani (Eds.), Washington, D.C. *Asian Americans and Pacific Islanders in higher education*.
- <sup>3</sup> National Commission on Asian American and Pacific Islander Research in Education CARE. (2011). *The Relevance of Asian Americans & Pacific Islanders in the College Completion Agenda*. New York, NY.
- <sup>4</sup> National Center for Education Statistics (NCES), *IPEDS Fall Enrollment Survey (IPEDS-EF: 94–99)* (Washington, D.C.: Author, 2011).
- <sup>5</sup> Association of American Colleges and Universities AAC&U The National Task Force on Civic Learning and Democratic Engagement. (2012). *A Crucible Moment: College Learning and Democracy's Future*. Washington, DC.
- <sup>6</sup> National Coalition for Asian Pacific American Community Development National CAPACD. (2013) *Spotlight: Asian American & Pacific Islander Poverty: A Demographic Profile*. Washington, DC.
- <sup>7</sup> Lederman, D. (2013, May 17). Enrollment decline picks up speed. *Inside Higher Education*. Retrieved July 12, 2013, from <http://www.insidehighered.com/news/2013/05/17/data-show-increasing-pace-college-enrollment-declines>.
- <sup>8</sup> National Commission on Asian American and Pacific Islander Research in Education CARE. (2012). Data Points for APIASF Summit.
- <sup>9</sup> Chan, K. S., & Hune, S. (1995). *Racialization and panethnicity: From Asians in America to Asian Americans*. From W. D. Hawley & A. W. Jackson (Eds.), *Toward a common destiny: Improving race and ethnic relations in America* (pp. 205–233). San Francisco: Jossey-Bass.
- <sup>10</sup> Suzuki, B. H. (2002). Revisiting the model minority stereotype: Implications for student affairs practice and higher education. In M. K. McEwen, C. M. Kodama, A. N. Alvarez, S. Lee & C. T. H. Liang (Eds.), *Working with Asian American college students* (pp. 21–32). *New Directions for Student Services*, no. 97. San Francisco: Jossey-Bass.
- <sup>11</sup> Liang, C. T. H. & Sedlacek, W. E. (2003a). Attitudes of White student services practitioners toward Asian Americans. *NASPA Journal*, 40(3), 30–42.
- <sup>12</sup> Museus, S. D. (2009). A Critical Analysis of the Exclusion of Asian Americans from Higher Education Research and Discourse. In L. Zhan (Ed.), *Asian American Voices: Engaging, Empowering, Enabling*, (pp. 59–76). New York: NLN Press.
- <sup>13</sup> National Commission on Asian American and Pacific Islander Research in Education CARE. (2008). *Facts, Not Fiction: Setting the Records Straight*. New York, NY.
- <sup>14</sup> Chang, M. J., Park, J. J., Lin, M. H., Poon, O. A., and Nakanishi, D. T. (2007). *Beyond Myths: The Growth and Diversity of Asian American College Freshmen, 1971–2005*. Los Angeles: Higher Education Research Institute.
- <sup>15</sup> Museus, S. D. (2011). An Introductory Mixed-Methods Intersectionality Analysis of College Access and Equity: An Examination of First-Generation Asian Americans and Pacific Islanders. In Griffin, K. A., & Museus, S. D. (Eds.), *Using mixed-methods approaches to study intersectionality in higher education* (pp. 63–75). *New Directions for Institutional Research*, no. 151. San Francisco: Jossey-Bass.
- <sup>16</sup> Museus, S. D. & Kiang, P. N. (2009). Deconstructing the model minority myth and how it contributes to the invisible minority reality in higher education research. In Museus, S. D. (Ed.), *Conducting research on Asian Americans in higher education*, (pp. 5–15). *New Directions for Institutional Research*, no. 142. San Francisco: Jossey-Bass.
- <sup>17</sup> Teranishi, R. T. (2010). *Asians in the Ivory Tower: Dilemmas of Racial Inequality in American Higher Education*. New York: Teachers College Press.
- <sup>18</sup> Hune, S. (2002). Demographics and Diversity of Asian American College Students. In M. K. McEwen and others (Eds.), *Working with Asian American College Students*. *New Directions for Student Services*, no. 97. San Francisco: Jossey-Bass.
- <sup>19</sup> Freeman, J. P. & Kenner, C. (2008, October 8). *Serving the underserved: Are we prepared?*, Part I. NetResults. Retrieved December 1, 2008.
- <sup>20</sup> Yeh, T. L. (2002). Asian American college students who are educationally at risk. In M. K. McEwen, C. M. Kodama, A. N. Alvarez, S. Lee & C. T. H. Liang (Eds.), *Working with Asian American college students* (pp. 61–71). *New Directions for Student Services*, no. 97. San Francisco: Jossey-Bass.
- <sup>21</sup> Yeh, T. L. (2005). Issues of college persistence Asian and Asian Pacific American students. *Journal of College Student Retention*, 6(1), 81–96.
- <sup>22</sup> Ngo, B. & Lee, S. J. (2007). Complicating the image of model minority success: A review of Southeast Asian American education. *Review of Educational Research*, 77, 415–453.
- <sup>23</sup> Gloria, A. M. & Ho, T. A. (2003). Environmental, social, and psychological experiences of Asian American undergraduates: Examining issues of academic persistence. *Journal of Counseling & Development*, 81, 93–105.
- <sup>24</sup> Kiang, P. (2005). A thematic analysis of persistence and long-term educational engagement with Southeast Asian American college students. Washington D.C.: Southeast Asian American Student Action and Visibility in Education (SAVE) Project.

- <sup>25</sup> Chhuon, V. & Hudley, C. (2008). Factors supporting Cambodian American students' successful adjustment into the university. *Journal of College Student Development*, 49, 15–30.
- <sup>26</sup> Inkelas, K. K. (2006). *Racial attitudes and Asian Pacific Americans: Demystifying the model minority*. New York: Routledge.
- <sup>27</sup> Chou, R. S. & Feagin, J. R. (2008). *The myth of the model minority: Asian Americans facing racism*. Boulder, CO: Paradigm Publishers.
- <sup>28</sup> Ng, J. C., Lee, S. S., & Pak, Y. K. (2007). Contesting the model minority and perpetual foreigner stereotypes: A critical review of literature on Asian Americans in education. *Review of Research in Higher Education*, 31, 95–130.
- <sup>29</sup> Alvarez, A. N. (2002). Racial identity and Asian Americans: Supports and challenges. In M. K. McEwen, C. M. Kodama, A. N. Alvarez, S. Lee & C. T. H. Liang (Eds.), *Working with Asian American college students* (pp. 33–43). *New Directions for Student Services*, no. 97. San Francisco: Jossey-Bass.
- <sup>30</sup> Ibrahim, F., Ohnishi, H., Sandhu, D. S. (1997). Asian American identity development: A culture specific model for South Asian Americans. *Journal of Multicultural Counseling and Development*, 25, 34–50.
- <sup>31</sup> Kawaguchi, S. (2003). Ethnic identity development and collegiate experience of Asian Pacific American students: Implications for practice. *NASPA Journal*, 40(3), 13–29.
- <sup>32</sup> Kim, J. (2001). Asian American identity development theory. In C. L. Wijeyesinghe & B. W. Jackson III (Eds.), *New perspectives on racial identity development: A theoretical and practical anthology* (pp. 67–90). New York: New York University Press.
- <sup>33</sup> Rhoads, R. A., Lee, J. J., Yamada, M. (2002). Panethnicity and collective action among Asian American students: A qualitative case study. *Journal of College Student Development*, 43, 876–891.
- <sup>34</sup> Kodama, C. M., McEwen, M. K., Liang, C. T. H., & Lee, S. (2002). An Asian American perspective on psychosocial student development theory. In M. K. McEwen, C. M. Kodama, A. N. Alvarez, S. Lee & C. T. H. Liang (Eds.), *Working with Asian American college students* (pp. 45–59). *New Directions for Student Services*, no. 97. San Francisco: Jossey-Bass.
- <sup>35</sup> Cuyjet, M. J., & Liu, W. M. (1999). Counseling Asian and Pacific Islander Americans in the college/university environment. From D. S. Sandhu (Ed.), *Asian and Pacific Islander Americans: Issues and concerns for counseling and psychotherapy* (pp. 150–166). Commack, NY: Nova Science Publishers.
- <sup>36</sup> Liu, W. M. & Sedlacek, W. E. (1999). Differences in leadership and co-curricular perception among entering male and female Asian-Pacific-American college students. *Journal of the First-Year Experience & Students in Transition*, 11, 93–114.
- <sup>37</sup> Liang, C. T. H. & Sedlacek, W. E. (2003). Utilizing factor analysis to understand the needs of Asian American college students. *Journal of College Student Development*, 44, 260–266.
- <sup>38</sup> Laanan, F. S. & Starobin, S. S. (2004). Defining Asian American and Pacific Islander-Serving Institutions. In B. V. Laden (Ed.), *Serving Minority Populations: New Directions for Community Colleges* (pp. 49–59). *New Directions for Community Colleges*, no. 127. San Francisco: Jossey-Bass.
- <sup>39</sup> Lohfink, M. M., & Paulsen, M. B. (2005). Comparing the determinants of persistence for first-generation and continuing-generation students. *Journal of College Student Development*, 46, 409.
- <sup>40</sup> Abes, E. S., Jones, S. R., & McEwen, M. K. (2007). Reconceptualizing the model of multiple dimensions of identity: The role of meaning-making capacity in the construction of multiple identities. *Journal of College Student Development*, 48, 1–22.
- <sup>41</sup> Chen, G. A. (2005). *The complexity of "Asian American identity": The intersection of multiple social identities*. Unpublished doctoral dissertation, The University of Texas, Austin, TX.
- <sup>42</sup> Reynolds, A. L. & Pope, R. L. (1991). The complexities of diversity: Exploring multiple oppressions. *Journal of Counseling and Development*, 70, 174–180.
- <sup>43</sup> Rendón, L. I., Jalomo, R. E., Nora, A. (2000). Theoretical considerations in the study of minority student retention in higher education. In J. M. Braxton (Ed.), *Reworking the student departure puzzle* (pp. 127–156). Nashville, TN: Vanderbilt University Press.
- <sup>44</sup> Swail, W. S., Redd, K. E., & Perna, L. W. (2003). Retaining minority students in higher education: A framework for success. *ASHE-ERIC Higher Education Report*, Volume 30, No. 2. San Francisco: Jossey-Bass.
- <sup>45</sup> Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). Chicago: The University of Chicago Press.
- <sup>46</sup> U.S. Census (2012). *The Asian Population : 2010*. Washington, DC.
- <sup>47</sup> U.S. Census (2012). *The Native Hawaiian and Other Pacific Islander Population : 2010*. Washington, DC.
- <sup>48</sup> Lee, S., Juon, H., Martinez, G., Hsu, C. E., Robinson, E. R., Bawa, J., & Ma., G. X. (2009). Model minority at risk: Expressed needs of mental health by Asian American young adults. *Journal of Community Health*, 34, 144–152.
- <sup>49</sup> Chang, J. C. (2005). Faculty-student interaction at the community college: A focus on students of color. *Research in Higher Education*, 46, 769–802.
- <sup>50</sup> Kuh, G. D. & Hu, S. (2001). The effects of student-faculty interaction in the 1990s. *The Review of Higher Education*, 24, 309–332.
- <sup>51</sup> Kim, Y. K. & Sax, L. J. (2009). Student-faculty interaction in research universities: Differences by student gender, race, social class, and first-generation status. *Research in Higher Education*, 50, 437–459.
- <sup>52</sup> Tinto, V. (2006). Research and practice of student retention: What next? *Journal of College Student Retention*, 8, 1–19.
- <sup>53</sup> Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities: Washington, DC.
- <sup>54</sup> Swaner, L. E & Brownell, J. E. (2010). *Outcomes of high impact practices for underserved students: A review of the literature*. Retrieved July 15, 2013, from [http://www.aacu.org/inclusive\\_excellence/documents/ProjectUSALitReviewrevisedMar10.pdf](http://www.aacu.org/inclusive_excellence/documents/ProjectUSALitReviewrevisedMar10.pdf).
- <sup>55</sup> Engle, J. & Tinto, V. (2008). *Moving beyond access: College success for low-income, first-generation students*. Washington, D.C.: The Pell Institute for the Study of Opportunity in Higher Education.

- <sup>56</sup> Hune, S. & Gomez, G. G. (2008). Examining the college opportunities and experiences of talented, low-income Asian American and Pacific Islander Gates Millennium Scholars and non-recipients: A complex picture of diversity. In W.T. Trent & E. P. St. John (Eds.), *Readings on Equal Education Resources, Assets, and Strengths among Successful Diverse Students: Understanding the Contributions of the Gates Millennium Scholars Program* (pp.73–105). New York, NY: AMS Press.
- <sup>57</sup> Astin, A. W. (1993). *What matters in college: Four critical years revisited*. San Francisco: Jossey-Bass Publishers.
- <sup>58</sup> Kuh, G. D. (2009). What student affairs professionals need to know about student engagement. *Journal of College Student Development*, 50, 683–706.
- <sup>59</sup> Pascarella, E. T., & Terenzini, P.T. (2005). *How college affects students: A third decade of research*. San Francisco: Jossey-Bass.
- <sup>60</sup> National Survey of Student Engagement (NSSE). (2009). *Assessment for improvement: Tracking student engagement over time*. Bloomington: Indiana University Center for Postsecondary Research.
- <sup>61</sup> Bean, J. P., & Eaton, S. B. (2000). A psychological model of college student retention. In J.M. Braxton (Ed.), *Reworking the student departure puzzle* (pp. 48–61). Nashville, TN: Vanderbilt University Press.
- <sup>62</sup> Braxton, J. M., Milem, J. F., & Sullivan, A. S. (2000). The influence of active learning on the college student departure process: Toward a revision of Tinto's theory. *The Journal of Higher Education*, 71, 569–590.
- <sup>63</sup> Tinto, V. (2000). *Taking student retention seriously: Rethinking the first year of college*. Washington D.C.: Pell Institute for the Study of Opportunity in Higher Education
- <sup>64</sup> Lundberg, C. A., & Schreiner, L. A. (2004). Quality and frequency of faculty-student interaction as predictors of learning: An analysis by student race/ethnicity. *Journal of College Student Development*, 45, 549–565.
- <sup>65</sup> Lundberg, C. A., Schreiner, L. A., Hovaguimian, K. D., & Slavin Miller, S. (2007). First-generation status and student race/ethnicity as distinct predictors of student involvement and learning. *NASPA Journal*, 44(1), 57–83.
- <sup>66</sup> Kuh, G.D., & Love, P. G. (2000). A cultural perspective on student departure. In J. M. Braxton (Ed.), *Reworking the student departure puzzle* (pp. 196–212). Nashville: Vanderbilt University Press.
- <sup>67</sup> Museus, S. D., & Quaye, S. J. (2009). Toward an intercultural perspective of racial and ethnic minority college student persistence. *The Review of Higher Education*, 33(1), 67–94.
- <sup>68</sup> Nora, A., Urick, A., & Cerecer, P.D. (2011). Validating students: A conceptualization and overview of its impact on student experiences and outcomes. *Enrollment Management Journal: Student Access, Finance, and Success in Higher Education*, 5(2), 97–119.
- <sup>69</sup> Museus, S. D., Lam, S., Huang, C., Kem, P., & Tan, K. (2012). Cultural integration in campus subcultures: Where the cultural, academic, and social spheres of college life collide. In S.D. Museus and U. M. Jayakumar (Eds.), *Creating campus cultures: Fostering success among racially diverse student populations* (pp. 106–129). New York: Routledge.
- <sup>70</sup> Dugan, J. P. & Komives, S. R. (2010). Influences on college students' capacities for socially responsible leadership. *Journal of College Student Development*, 51, 525–549.
- <sup>71</sup> Dugan, J. P., Komives, S. R., & Segar, T. C. (2008). College student capacity for socially responsible leadership: Understanding norms and influences of race, gender, and sexual orientation. *NASPA Journal*, 45, 475–500.
- <sup>72</sup> Arminio, J. L., Carter, S., Jones, S. E., Kruger, K., Lucas, N., Washington, J., Young, N., & Scott, A. (2000). Leadership experiences of students of color. *NASPA Journal*, 37, 496–510.
- <sup>73</sup> Balón, D. G. (2005, April 26). *Asian Pacific American college students on leadership: Culturally marginalized from the leader role?* Netresults. Retrieved May 8, 2013, from [http://daniello.balon-home.net/Balon\\_APAS\\_Leadership.pdf](http://daniello.balon-home.net/Balon_APAS_Leadership.pdf)
- <sup>74</sup> Poon, O. A. (in press). "Think about it as decolonizing our minds": Spaces for critical race pedagogy and transformative leadership development. In S. D. Museus, D. C. Maramba, & R. T. Teranishi (Eds.), Sterling, VA: Stylus. *The misrepresented minority: New insights on Asian Americans and Pacific Islanders and their implications for higher education*.
- <sup>75</sup> Astin, A. W. & Astin, H. S. (2000). *Leadership reconsidered: Engaging higher education in social change*. W. K. Kellogg Foundation: Battle Creek, MI.
- <sup>76</sup> Higher Education Research Institute. (1996). *A social change model of leadership development: Guidebook version III*. College Park, MD: National Clearinghouse for Leadership Programs.
- <sup>77</sup> Chickering A. W. & Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco: Jossey-Bass.
- <sup>78</sup> Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191–215.
- <sup>79</sup> Majer, J. M. (2009). Self-efficacy and academic success among ethnically diverse first-generation community college students. *Journal of Diversity in Higher Education*, 2, 243–250.
- <sup>80</sup> Ramos-Sanchez, L. & Nichols, L. (2007). Self-efficacy of first-generation and non-first-generation college students: The relationship with academic performance and college adjustment. *Journal of College Counseling*, 1, 6–18.
- <sup>81</sup> Zajacova, A., Lynch, S. M., & Espenshade, T. J. (2005). Self-efficacy, stress, and academic success in college. *Research in Higher Education*, 46, 677–706.
- <sup>82</sup> DeWitz, S. J, Woolsey, M. L., & Walsh, W. B. (2009). College student retention: An exploration of the relationship between self-efficacy beliefs and purpose in life among college students. *Journal of College Student Development*, 50, 19–34.
- <sup>83</sup> Gore, P.A. (2006). Academic self-efficacy as a predictor of college outcomes: Two incremental validity studies. *Journal of Career Assessment*, 14, 92–115.
- <sup>84</sup> Betz, N. E. (2007). Career self-efficacy: Exemplary recent research and emerging directions. *Journal of Career Assessment*, 15, 403–422.
- <sup>85</sup> McFwen, M. K., Kodama, C. M., Alvarez, A. N., Lee, S., & Liang, C. T. H. (Eds.). (2002). *Working with Asian American college students* (New Directions for Student Services, no. 97). San Francisco: Jossey-Bass.
- <sup>86</sup> Accapadi, M. M. (2012). *Asian American identity consciousness: A polycultural model*. In D. Ching & A. Agbayani (Eds.), Washington, D.C. *Asian Americans and Pacific Islanders in higher education*.

<sup>87</sup> Castillo, L.G., Zahn, M.P. & Cano, M.A. (2012). Predictors of familial acculturative stress in Asian American college students. *Journal of College Counseling*, 15, 52–64.

<sup>88</sup> Hokoana, L.K. & Oliveira, J.K. (2012). Factors related to Native Hawaiian student success in college. In D. Ching & A. Agbayani (Eds.), Washington, D.C. Asian Americans and Pacific Islanders in higher education.

<sup>89</sup> Vakalahi, H. F. O. (2009). Pacific Islander American students: Caught between a rock and a hard place? *Children and Youth Services Review*, 31, 1258–1263.

<sup>90</sup> Sue, S., & Okazaki, S. (1990). Asian-American educational achievements: A phenomenon in search of an explanation. *American Psychologist*, 45, 913–920.

<sup>91</sup> Nishimoto, J. K., & Hagedorn, L. S. (2003). Retention, persistence, and course taking patterns of Asian Pacific Americans attending urban community colleges. Paper presented at the Annual Meeting of the American Educational Research Association.

<sup>92</sup> Yang, K., & Niedzwiecki, W. R. (2003). Southeast Asian Americans and higher education. Washington, D.C.: Southeast Asia Resource Action Center (SEARAC).

<sup>93</sup> Lee, S. J. (1997). The road to college: Hmong American women's pursuit of higher education. *Harvard Educational Review*, 67, 803–827.

<sup>94</sup> Um, K. (2003). *A dream denied: Educational experiences of Southeast Asian American youth, Issues and recommendations*. Washington, D.C.: Southeast Asia Resource Action Center (SEARAC).

<sup>95</sup> Museus, S.M. (in press). Unpacking the complex and multifaceted nature of parental influences on Southeast Asian American college students' educational trajectories. *The Journal of Higher Education*.

<sup>96</sup> National Commission on Asian American and Pacific Islander Research in Education CARE & Educational Testing Services (ETS). (2013). *iCount: A Data Quality Movement for Asian Americans and Pacific Islanders in Higher Education*. New York, NY.

<sup>97</sup> Terenzini, P.T., Rendón, L., Upcraft, M. L., Millar, S., Allison, K., Gregg, P., & Jalomo, R. (1994). The transition to college: Diverse students, diverse stories. *Research in Higher Education*, 35, 57–73.

<sup>98</sup> Nora, A. (2001). The depiction of significant others in Tinto's "rites of passages": A reconceptualization of the influence of family and community in the persistence process. *Journal of College Student Retention*, 3(1), 41–56.

<sup>99</sup> Rendón, L. I. (1994). Validating culturally diverse students: Toward a new model of learning and student development. *Innovative Higher Education*, 19(1), 33–51.

<sup>100</sup> Tierney, W. G. (1999). Models of minority college-going and retention: Cultural integrity versus cultural suicide. *The Journal of Negro Education*, 68(1), 80–91.

<sup>101</sup> Hurtado, S., Carter, D. F., & Spuler, A. (1996). Latino student transition to college: Assessing difficulties and factors in successful college adjustment. *Research in Higher Education*, 37(2), 135–157.

<sup>102</sup> Rendón, L. I., García, M. & Person, D. (2004). A call for transformation. In L.I. Rendón, M. García, & D. Person (Eds.), *Transforming the first-year experience for students of color* (Monograph No. 38) (pp. 3–22). Columbia, SC: University of South Carolina, National Resource Center for The FirstYear Experience and Students in Transition.

<sup>103</sup> Museus, S. D. & Ravello, J. N. (2010). Characteristics of academic advising that contribute to racial and ethnic minority student success at predominantly white institutions. *NACADA Journal*, 30(1), 47–58.

<sup>104</sup> Mottarella, K. E., Fritzsche, B.A., Cerabino, K.C. (2004). What do students want in advising? A policy capturing study. *NACADA Journal*, 30(1), 47–58.





[www.apiasf.org](http://www.apiasf.org)

