

## Asian American and Native American Pacific Islander-Serving Institutions: Exploring Areas of Growth, Innovation, and Collaboration

The Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) federal program, initially authorized by the College Cost Reduction and Access Act of 2007, is a policy strategy charged with expanding the capacity of institutions serving AAPI student populations. This policy brief identifies how and why the MSI policy strategy is an effective mechanism for helping to increase AAPI participation and degree attainment rates, and the lessons that can be learned from AANAPISIs that can contribute to the collective strength of MSIs and higher education as a whole.

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### How and Why the MSI Policy Strategy Works for AAPI Student

Nearly one in 10 AAPI undergraduate students nationally attended one of these eight campuses, and together these institutions enrolled nearly 60,000 AAPI undergraduates and awarded nearly 5,000 associate's and bachelor's degrees to AAPI students in 2006-2007. A large proportion of AAPI students are from low-income backgrounds, the first in their families to attend college, and struggle to secure the financial resources to support themselves while in school. A large sector of the AAPI student population also consists of immigrants, non-native speakers of English, and students who often enroll in ELL programs (often geared toward Spanish speakers).

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### Innovation – AANAPISI Grantees Promoting AAPI Student Success

AANAPISIs have carried out a range of initiatives aimed at increasing access to and success in college for AAPI students. AANAPISI funding is being used for: 1) developing student learning communities, first-year experience programs, academic and personal counselors and advisors, and tutoring programs, 2) improving the academic quality of the education offered and increasing student participation in certain academic programs, 3) providing students with increased levels of access to leadership development and mentorship opportunities, and 4) developing new research about the AAPI population.

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### Areas of Collaboration – AANAPISIs & Other Minority-Serving Institutions

Because AANAPISIs are often not recognized as MSIs, they are not included in a number of initiatives that are targeted at MSIs,

including competitive federal programs that allocate resources for MSIs and meetings convened by foundations and policy centers that gather MSI representatives to discuss best practices and strategies. AANAPISIs are in a position to both benefit from and contribute to the common interests of MSIs, including the need for greater policy advocacy, promoting targeted services for minority students, and faculty development for institutions that serve disproportionately high proportions of low-income students of color.

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### Recommendations

It needs to be made clear that the definition of "Minority-Serving Institutions" includes AANAPISIs so these institutions can gain access to opportunities and resources for designated MSIs and participate in dialogue among MSI leaders.

There is a need for greater investment in the AANAPISI program, including funding to increase the number of AANAPISIs and a greater investment in each individual campus, and provide resources for the program to outreach to and raise awareness among other federal agencies.

There is a need for a coalition of AANAPISIs or an umbrella organization that can help advocate for AANAPISI institutions, support research, and sustain contact between the institutions.

<sup>1</sup> Among Title IV undergraduate degree-granting, public institutions

<sup>2</sup> U.S. Department of Education, NCES (IPEDS-E12:06)

<sup>3</sup> T. Yeh, "Issues of College Persistence Between Asian and Asian Pacific American Students"

<sup>4</sup> B. Suzuki, "Revisiting the Model Minority Stereotype: Implications for Student Affairs Practice and Higher Education"