A Call to Action

Changing Demographics and Inclusive Learning in Higher Education

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➢ conduct applied research in response to the exclusion and misrepresentation of AAPIs in broader discourse on America’s commitment to equity and social justice

➢ demonstrate the relevance of AAPIs to national higher education research and policy priorities

➢ offer solutions and strategies to inform the work of key constituents, such as researchers, policymakers, institutional leaders, and advocacy organizations
The AAPI community is a large and growing sector of the US population.
Trends show the AAPI population is a significant contributor to the growth of the U.S. as a whole.

While the AAPI population was relatively small up to 1960, it has grown at an exponential rate since then.

Between 2000 and 2010, AAPIs were the fastest growing population and are projected to continue to grow at a high rate.

![Asian American and Pacific Islander Population, 1860-2050](chart.png)

U.S. Census Bureau, Population Division
AAPI Public K-12 Enrollment (Actual and Projected)

U.S. Department of Education, CCD

AAPI Undergraduate Enrollment (Actual and Projected)

U.S. Department of Education, IPEDS
The prevailing assumption that AAPIs are a model minority is inaccurate, misleading, and damaging for the population.
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Data Source: U.S. Census Bureau, 2010
Taking the AAPI population more seriously means acknowledging that sweeping generalizations conceal incidences where AAPIs are facing significant disparities in educational attainment.
Access to college remains a significant challenge for many marginalized and vulnerable populations in America.

A significant proportion of Southeast Asians and Pacific Islanders are not gaining access to college.

These populations are twice as likely to not attend college than East Asians and South Asians.
There are significant differences in degree attainment between AAPI sub-groups.

Southeast Asians are three to five times more likely to leave college without a degree than East Asians and South Asians.

East Asians and South Asians have greater likelihood of having completed college and an advanced degree.
Disaggregated data matters for understanding AAPI campus climate.

There are differences in the academic and social experience between AAPI sub-groups.

These differences are associated with differential rates of involvement and satisfaction during college.

Disatisfaction with Academic and Social Experience at UCLA

- **Southeast Asian**: 31.9% (Overall Academic Experience), 24.0% (Overall Social Experience)
- **South Asian**: 26.7% (Overall Academic Experience), 22.8% (Overall Social Experience)
- **East Asian**: 24.8% (Overall Academic Experience), 19.2% (Overall Social Experience)
- **Filipino**: 21.5% (Overall Academic Experience), 17.4% (Overall Social Experience)

*Source: CARE National Commission on Asian American and Pacific Islander Research in Education*
We need to acknowledge the ways in which the AAPI population is directly relevant to our institutional priorities.
How AANAPISIs are Leveraging their Status and Funding

**Becoming an AANAPISI**
- AANAPISI Grant

**Uses of AANAPISI Funding**
- Academic Support Services
  - Tutoring
  - Study groups
  - Culturally responsive curriculum
- Non-Academic Student Support
  - Counseling
  - Advising and mentoring
  - Co-curricular support
- Professional Development
  - Retreats
  - Faculty and staff engagement
  - Curricular reform

**Outcomes**
- Impact on Institution
- Impact on Students

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**AANAPISI**
National Commission on Asian American and Pacific Islander Research in Education
We conducted longitudinal research that examined the extent to which AANAPISI-funded programs have a measurable impact on student success.

We compared AAPI students in AANAPISI-funded programs (participants) to a comparable group of AAPI students who did not participate in the programs (comparison group).

Our analysis focused on the “added-value” of AANAPISI-funded programs relative to academic performance, credit accumulation, persistence, degree attainment, and transfer rates.
**Initiative to Maximize Positive Academic Achievement and Cultural Thriving among AAPI (IMPACT AAPI)**

- Developmental English paired with AAPI literature
- Comprehensive wrap-around services
- Culturally relevant pedagogy

**Institutional Profile**

- **Year Founded:** 1967
- **Location:** Cupertino, CA
- **Total Enrollment:** 37,760 students

**Race**

- AAPI: 39.2%
- Hispanic: 19.7%
- White: 25.1%
- Black: 3.6%
- Two or More Races: 4.1%
- American Indian: 0.4%
- Non-Resident: 5.7%
- Race Unknown: 2.2%
- Non-Resident: 5.7%
Students in the IMPACT AAPI learning communities were more likely to transition from developmental to college-level English.

Students originating from the IMPACT AAPI learning communities passed their college-level English course, and accomplish the transition in less time.

Students in the IMPACT AAPI learning communities were more likely to earn associate's degrees.

Note: $X^2_{(1)} = 30.97, p < .01$

Note: $X^2_{(1)} = 34.89, p < .01$
AANAPISI STEM Program

- Cohort program for STEM students
- Dedicated counseling, tutoring, book loan program
- Research opportunities and special events

Institutional Profile

Year Founded: 1935
Location: San Francisco, CA
Total Enrollment: 48,279 students

Race
- Black: 9.2%
- Hispanic: 20.6%
- White: 25.8%
- AAPI: 33.6%
- Non-Resident: 3.3%
- American Indian: 0.3%
- Two or More Races: 3.6%
- Race Unknown: 3.5%
- Unknown: 3.5%
AANAPISI STEM program students attempted more academic credits per term, which shortened their time to completion.

AANAPISI STEM program students enrolled in more academically rigorous coursework.

AANAPISI STEM program students had a higher transfer rate to four-year institutions, and transferred in fewer terms.

**Percentage Transferring to a Four-Year Institution**

- **STEM Program**: 68.8%
- **Comparison Group**: 31.4%

**Average Number of Terms to Transfer to a Four-Year Institution**

- **STEM Program**: 5.7
- **Comparison Group**: 6.8

**Notes**:

- \(X^2(1) = 22.77, p < .01\)
- \(t(91) = 2.25, p < .05\)
AANAPISI Clustered Learning Communities

- Developmental course linked with a success course
- Counselors working closely with faculty
- Peer tutoring and mentoring

Institutional Profile

Year Founded: 1970
Location: Seattle, WA
Total Enrollment: 9,163 students

Race Unknown 14.9%
Two or More Races 2.8%
American Indian 1.1%
Hispanic 5.8%
Black 12.4%
AAPI 13.9%
Non-Resident 5.3%
White 45.0%

Non-Resident 5.3%
AAPI 13.9%
Hispanic 5.8%
Black 12.4%
American Indian 1.1%
Two or More Races 2.8%
Race Unknown 14.9%
Learning community participants were more likely to transition from developmental to college-level courses.

Students in the AANAPISI-funded learning communities had a higher rate of persistence in the term following the intervention.

Learning community participants were more likely than the comparison group to graduate with an associate’s degree or certificate.

Note: post term 1, $X^2(1) = 33.2807, p < 0.01$; post term 2, $X^2(1) = 10.4026, p < 0.01$; post term 3, $X^2(1) = 14.3240, p < 0.01$
Implications for UC Irvine

Student-centered and community-oriented approach
- Understand the assets and challenges students bring to campus
- Establish buy-in and collaborate across various constituents

Aim for high-impact practices
- Pursue context-specific strategies for interventions
- Build on existing strengths

Establish a culture of inquiry as an AANAPISI
- Focus on specific and measurable desired outcomes
- Track progress and think about scalability and replicability
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