EXPLORING DISPROPORTIONATE IMPACT:
ASIAN PACIFIC ISLANDER

FULL REPORT

AMERICAN
RIVER
COLLEGE

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Cover Photo: Los Rios API Scholars Rising Ceremony 2019 (Chinese, Indian, and Hmong Dancers)

Executive Summary

PURPOSE

This report focuses on the experience of Asian Pacific Islander (API) students and considers how to foster a more equitable learning environment in which they can thrive. While many ethnicities are typically aggregated in the category of Asian Pacific Islanders, it would be misguided to consider this population as a monolithic group with the same educational, cultural, and economic characteristics. In approaching this topic, the project team recognized that disproportionate impacts may be demonstrated among specific ethnicity groups that can be intentionally explored in order to develop effective strategies to eradicate barriers and increase equitable outcomes.

The team was specifically charged with considering the following aspects:

- historical exclusion and marginalization of Asian Pacific Islanders in United States education

- data, existing programming, and other aspects of the current experience of API students at ARC

- institutional barriers and related issues that contribute to disproportionate impact

- motivating factors and promising practices found in the literature or in use at other institutions

Based on this investigation and guided by the college's Institutional Equity Plan, the team was asked to develop an appropriate methodological framework and provide actionable recommendations by which ARC can move forward. The observations, analysis, and recommendations presented in this document are reflective of a team drawn from members of the Asian Pacific Islander community including individuals who have direct experience in supporting API students.

THEORETICAL FRAMEWORK

The API project team applied the following theories to form a framework for considering and responding to disproportionate impact among API students: critical race theory (CRT), Asian critical theory (AsianCrit), tribal race theory (TribalCrit), community cultural wealth theory, validation theory, and models of racial identity.

METHODOLOGY

To better understand the barriers and motivating factors for API students, and promising practices that have the potential to support and increase the success of DI API students, the Project Team conducted a literature review, worked with the Research Office to survey API students about their experiences in the Fall of 2020, conducted student focus group interviews, and reviewed features of a few Asian American and Native American Pacific Islander Serving Institutions (AANAPISI) programs for insights into promising practices geared toward API students.

HIGHLIGHTS

- API DI students were less likely to agree that they are comfortable asking a professor for help, to be invested in course materials because they can relate to them, to believe that their professors care about their learning, and to report being able to find the academic support they need to do well, compared to API Non-DI students

- API DI students reported higher rates of mistreatment by staff due to their Racial Identity, compared to API NonDI students

- API DI students reported higher rates of mistreatment by professors due to their Racial Identity, compared to API Non-DI students

- API DI students reported more negative encounters with professors or staff that made them doubt their belonging at ARC, compared to API Non-DI students

- API DI students were more likely to report as factors likely to contribute to success in the classroom: classroom environments where I feel safe to ask questions without fear of judgement; different ways to learn course

content (e.g. small group work, writing reflections, interactive demonstrations, etc.); relevant content (e.g. discussions, texts, and examples) that reflects my cultural, ethnic, or racial experiences

- ARC's API students' experiences and perceptions were significantly associated and predictive of their student achievement outcomes. Positive student experiences and perceptions were associated with positive student achievement outcomes. And negative student experiences and perceptions were associated with negative student achievement outcomes such as lower course success rates, higher course drop rates, or lower persistence rates.

Below is a summary of prominent themes gleaned from the literature review and SES findings:

Lit Review Themes	SES: Barriers	SES: Motivators
Disaggregation of data **Cultural validation** **Sense of belonging**	**Financial need** DI API students more likely to report working in excess of 30 hours per week **Accessing support** Possible under-utilization or challenges accessing available ARC support services **Additional potential barriers (needs further research)** • Language, language fluency and discrimination on the basis of language • Identity-related issues due to the common practice of lumping APIs into a single group	**Need for good paying job** to help themselves or their family **Need for expanded career options** **Classroom environmental factors:** • Safe to ask questions without fear of judgement • Different ways to learn course content • Relevant content that reflect students' cultural ethnic or racial experiences **Need for feeling valued/encouraged/engaged** • Positive interactions with staff • Extracurricular activities • API role models • Designated space

High-Impact Practices (AANAPISI Highlights)
ARC PRISE Program: Academic and social API student gatherings/engagement; dedicated counselors and peer mentors; API student identity development; learning community; culturally relevant curriculum **Sacramento State Full Circle Project** API student identity and leadership development; Ethnic Studies education paired with service-learning; integration of academic support, internships, and career guidance; learning community; culturally relevant curriculum **North Seattle Community College** Co-location and integration of services and resources; "peer navigators" focused on providing individualized support, building relationships and sharing information with students

FINDINGS

- Sense of belonging has been an emerging theme across empirical studies focused on student persistence and success in higher education over the last two decades. It is recommended that ARC faculty, staff, and administrators create an inclusive environment for API students, whether this happens inside the classroom in-person or online, and on campus in general. In the student survey and focus group interviews, students expressed that creating spaces that are inclusive makes a difference in their experiences and success. Inclusive

means offering multiple ways of engaging with students whether the course is in-person, synchronous, or asynchronous, where students feel socially and emotionally safe to participate.

- Cultural relevance refers to the degree to which learning environments are relevant to their cultural backgrounds and identities and are characterized by five indicators (see report for specific points). In the survey and focus groups, in general, it was indicated that API students do not see themselves reflected in the curriculum, specifically API DI students. Therefore, professional development training needs (such as culturally relevant pedagogy) to be offered to faculty, so that the curriculum can be modified or developed to reflect the API populations.

- API role models: Students can be positively influenced when they interact with people of their own ethnicity and background among ARC employees. ARC should hire more diverse faculty, staff, and administrators that reflect the API populations.

- Another motivator identified is a designated space for API students to gather, communicate, and support one another; therefore, ARC needs to identify a dedicated space with support staff for API students to build community, access resources, affirm identity and cultivate connections, to students, faculty and staff.

- With increasing incidents on anti-Asian, the students interviewed were feeling overwhelmed and disheartened. Students need support. They are dealing with this issue in their workplace and in the community. They would like to see specific services and resources available to them for this issue specifically. Even though staff interviewing the students shared some resources with the students, they are still not getting this information directly from ARC news. ARC needs to implement various ways in reaching out to students in times of crises, as students may not always reach out.

- The API DI students are more likely to report working in excess of 30 hours per week. This makes it challenging for them to have sufficient funds to cover school expenses. ARC needs to dedicate funds to supply to students for textbooks, college resources and other essential needs.

- Students are not receiving enough information or information in general about campus resources. ARC needs to develop a communication mechanism that is easy to reach students or easy for students to find that is targeted for API populations.

RECOMMENDATIONS

Continue to support practices of disaggregating data on API ethnicities and push for further disaggregating the "Other Asian" category

The historical practice of reporting the various API ethnicities as a single, monolithic group in college data is a major concern because it suppresses valuable information and lacks sufficient detail for data-informed decision-making. The State is working to expand API ethnicities in CCC Apply. ARC should continue the practice of disaggregating data for API ethnicities and strive to further break down the "Other Asian" category in institutional research and data analyses. ARC should also advocate for increased data collection that enables further data disaggregation at the district and state levels.

Build upon promising practices within PRISE to deepen the sense of belonging at ARC and support student identity development

In response to both the literature review and survey results, there is an ongoing need to strengthen API students' sense of belonging and connect them with other members of ARC's API community (employees and students). The college should institutionalize the features that research has shown to be effective and/or that students have affirmed as helpful or valuable to them, such as offering courses API students can take together (learning community), including

courses that integrate API perspectives, counseling, peer mentoring, cultural enrichment, study groups, and book assistance. The college should also consider conducting a formal evaluation of the PRISE Program so as to document evidence of effective practices.

Extend culturally-relevant instruction to improve outcomes for DI-API students

Based on the API survey data, the DI group more frequently indicated culturally relevant instruction as a motivator to work harder to achieve success (24.7% vs. 7.7%). Given this fact, and that culturally relevant curriculum is an identified high-impact practice, ARC should provide learning opportunities and other resources that can support faculty in their efforts to offer culturally-relevant instruction.

Develop outreach and support strategies focused on guiding DI-API students to support services, financial aid, and career resources

Research indicated that API students from disproportionately impacted ethnicities are less likely to be affiliated with support services such as CalWORKs, EOP&S, LRC Tutoring, as well as Career and Pathway Services. We recommend a two-pronged strategy: (a) Increase communication to ensure all students are aware of these services and how to access their support; and (b) develop and implement proactive outreach strategies to API students to increase their understanding of these services, while also discerning any barriers to usage among DI-API students. The Home Bases can play a role in both coordinating information about different programs and resources available to students, and in delivering the direct help and guidance to students and forming relationships with them. The Home Bases might also consider eventually increasing collaboration with community-based organizations who provide support and workforce services.

Consider insights gleaned from further analysis of the API Student Experience Survey

Analysis of the survey was completed in Fall 2020, and additional insights were provided by the Research Office regarding student success (grade) data for the fall semester, as well as a very limited number of focus group interviews. More research is needed to better understand the experiences of ARC's DI API students. Once available, the Student Success Council (and/or other groups) should discuss the insights and determine whether additional recommendations would be beneficial.

Form an API-focused group to support the recruitment and retention of employees

Since more than half of the API students surveyed indicated that it was important to have instructors who look like them, efforts are needed to recruit and retain API employees. A suggested method is to form a group for existing staff, faculty, and administrators to join together in activities that are intended to attract and maintain employees from the Asian American and Pacific Islander communities.

Acknowledgement

CURRENT SURGE IN ANTI-ASIAN SENTIMENT AND HATE CRIMES

Currently, Asian and Pacific Islanders (API) are experiencing racist discrimination, physical assault, and verbal harassment at alarmingly high rates. According to the Pew Research Center (2020), since the pandemic began, around four-in-ten U.S.adults say it has become prevalent for people to communicate racist views toward Asians. Though racism and xenophobic attitudes towards the API community are not new, many believe that the anti-Chinese and anti-Asian rhetoric spread by the Trump Administration during the current COVID-19 pandemic put the API community at further risk of violence and discrimination. The divisive language and racist rhetoric used in the early days of the pandemic likely contributed to the rise in API hate incidents seen today.

Stop Asian Hate has been tracking various incidents related to API hate crimes. Understandably, there are more that are not being reported. Between March 19, 2020 to February 28, 2021, there have been over 3,500 incidents received by Stop AAPI Hate. The types of discrimination includes verbal harassement and shunning, physical assaults, civil rights violations, and online harassment. Specifically, "Chinese are the largest ethnic group (42.2%) that reported experiencing hate, followed by Koreans (14.8%), Vietnamese (8.5%), and Filipinos (7.9%)" (StopAAPIHate, 2021).

These tragic incidents of discrimination and assault weigh heavily on API students and employees at American River College (ARC). Witnessing the inhumane treatment of members of the API community, or even experiencing it firsthand, can generate feelings of fear, anger, pain, and anxiety. These negative emotions can affect students' academic achievement and disrupt the safe, inclusive, and supportive environment that ARC aims to foster for its students. Any API student fears of discrimination and mistreatment that existed prior to the pandemic may now be exacerbated, thus preventing them from seeking the support and encouragement they need to succeed academically. This can lead to an environment where students feel excluded, unsupported, or judged, resulting in a negative learning experience. As we have learned from our report, "Exploring Disproportionate Impact: Asian Pacific Islander," negative student experiences and perception are associated with negative student achievement outcomes.

At ARC, it is important that we act intentionally to acknowledge and respond to this racism. Supporting our API students and creating a safe and inclusive environment is critical to providing a positive and successful student experience. To do this, our report on disproportionate impact studies the historical context, current experiences, institutional barriers, and motivating factors that affect our API students and their learning outcomes. Based on our findings, recommendations are offered as a way ARC can better serve the API student population. Now, we must act on them to eliminate institutional barriers to foster a more equitable and supportive learning environment for this vulnerable population of students.

Introduction: Framing the Process

Over the last two academic years, American River College (ARC) embarked upon a series of institutional projects to examine how to enhance the college experience for students from various disproportionately impacted (DI) populations. Threaded across all of these projects was an overarching intent to affect meaningful change by identifying the best methods to support students from DI communities and facilitate the conditions that will cultivate their success at ARC.

PURPOSE AND APPROACH

This report focuses on the experience of Asian Pacific Islander (API) students and considers how to foster a more equitable learning environment in which they can thrive. While many ethnicities are typically aggregated in the category of Asian Pacific Islanders, it would be misguided to consider this population as a monolithic group with the same educational, cultural, and economic characteristics. In approaching this topic, the project team recognized that disproportionate impacts may be demonstrated among specific ethnicity groups that can be intentionally explored in order to develop effective strategies to eradicate barriers and increase equitable outcomes.

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PROJECT TEAM

Heartfelt thanks to the project team who offered invaluable contributions that shaped the content of this document.

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Gratitude is also expressed to the ARC Institutional Research Office for their assistance and to those API students who influenced the recommendations by sharing their individual experiences through survey participation.

Sponsoring Council: Student Success Council

History and Context

Understanding the historical context of Asian and Pacific Islander (API) communities and their experiences in American society is important for better understanding API students' lives and how to best support their success at ARC. This section will highlight key historical contexts and events that provide insight into the API American experience. While not a comprehensive history, we hope these highlights help to paint a basic backdrop for examining the experiences of API college students. In writing this section, we draw heavily from the work of Dr. Samuel Museus in his book, *Asian American Students in Higher Education* (2014), wherein he identifies and discusses these historical contexts and key events.

We highlight the following five major topics: 1) migration of APIs to America; 2) racism and xenophobia; 3) the "model minority" myth and yellow peril; 4) the monolithic view of the API population; and 5) the creation of the AANAPISI designation. We also touch on a few additional factors that inform the context of API communities.

MIGRATION OF APIS TO AMERICA

Scholars on Asian American history describe the migration of Asians to the United States in terms of two distinct waves. The first wave of migration occurred between the 1840s and the 1930s. During this time, approximately 1 million Asians came to the U.S. from India, China, Korea, Japan, and the Philippines. Most took on jobs as laborers, and some operated small businesses. Others were servants, indentured slaves, or slaves. Immigrants from the first wave experienced significant racial discrimination that led to economic exploitation and limited political and legal rights (Museus, 2014).

The second wave of migration occurred following the passage of the Immigration Act of 1965 and through the late 1980s. The Immigration Act ended race-based immigration restrictions, but also served as a tool for U.S. economic interests, giving immigration preference to professionals such as scientists, doctors, and nurses, as well as unskilled workers who could fill less desirable or low wage jobs. Many Asian Indians, Chinese, Filipinos, and Koreans who came to the U.S. during this time, sought jobs and worked in these areas.

During the second wave, the Asian American population grew in size from approximately 1 million to 8.8 million by the early '90s, and also grew in diversity. This growth was due in part to the arrival of approximately 1 million Cambodian, Hmong, Laotian, and Vietnamese refugees affected by U.S. military intervention in Southeast Asia, including the Vietnam War. Southeast Asians possessed their own histories, geographies, and socioeconomic backgrounds which differed from those of East and South Asians. While some were from more privileged backgrounds, many refugees came from agrarian backgrounds and lived through traumatic experiences associated with war such as being separated from family, living in refugee camps, rape, murder, and genocide.

RACISM AND XENOPHOBIA TOWARD APIS

Asians have historically faced race-based exclusion by the United States, and have been subject to racism and xenophobia as immigrants. The experiences of Asian Americans from the first wave of migration were marked by events such as, but not limited to, the following:

- In the mid-1800s, Chinese immigrants experienced discrimination and anti-Chinese mob violence, as well as exclusion from working in certain labor markets. The Chinese Exclusion Act of 1882, for example, banned Chinese laborers from entering the country for a period of ten years. This ban was extended for an additional 10 years in 1892, and again in 1902 for an indefinite period of time.

- In 1906, a San Francisco school board required Japanese and Korean American students to attend a segregated Chinese school.

- In 1907, Congress passed a law banning the entry of Japanese and Korean laborers.

- The Immigration Act of 1924, fueled by anti-Japanese sentiment, banned the entry of all Asian immigrants except for Filipinos who were considered American nationals. The condition later changed for Filipinos when Congress passed the 1935 Tydings-McDuffie Act, imposing a quota on the number of Filipino immigrants admitted to the U.S. (50 per year).

- Between 1942 and 1945, Japanese Americans were subject to internment. Shortly after the bombing of Pearl Harbor, President Franklin Roosevelt issued Executive Order 9066, authorizing the internment of men, women, and children of Japanese ancestry, including those who were citizens born and raised in the U.S. The order forced approximately 120,000 Japanese Americans, and others who were mistaken for being Japanese, to leave their homes and move into internment camps where they were incarcerated and subjected to substandard living conditions. Many Japanese Americans remained in the camps until the end of the war, while others joined the U.S. military in an effort to demonstrate their allegiance to the country.

  Within the time of Japanese internment, the federal government created a War Relocation Authority. The Authority, among other things, worked to move 4,000 Japanese American students from internment camps into various colleges and universities with the expectation that these students would be "ambassadors of good will" for the Japanese community. Scholars suggest that this may have been the genesis for the "model minority" myth, as these students were under pressure to represent and build a positive image for the Japanese American community.

THE "MODEL MINORITY MYTH" AND YELLOW PERIL

Throughout history, depending on the economic and political climate of the time, APIs in America have been racialized as either a "model minority" or a "yellow peril" (Wu, 1995). In times of stability, APIs have been compared to other communities of color and perceived as a model minority. The model minority myth is the overgeneralization that all Asian Americans work hard, attain academic and economic success, and rise above racial prejudice and discrimination to become American success stories (Museus, 2014). The model minority myth grew during the Civil Rights Movement. Scholars point to a 1966 New York Times article entitled, "Success Story – Japanese Style" as a key event that both embodied and elevated the model minority perspective.   While seemingly portraying a positive image of Japanese Americans, the New York Time article suggested that, since Asian Americans have been able to succeed despite discrimination, Blacks and Latinos should be able to do the same. Conservatives in the '60s latched on to this idea and used the model minority myth to discount Civil Rights activists' fight for equality, and pit minoritized groups against one another.

The model minority myth also perpetuates a monolithic view of APIs which masks the struggles, challenges, and needs of more vulnerable API populations. While a subset of the Asian population has demonstrated significant academic and professional success, viewing the population as homogenous obscures key challenges facing some API subgroups, particularly those experiencing some of the highest poverty rates and lowest educational attainment rates in the country. (Chaudhari, Chan, & Ha, 2013).

Other times, particularly in times of strong political and economic anxieties, APIs are racialized as a "yellow peril" and perceived as threats to American prosperity. This fear and scapegoating of Asians was evident in the ways that immigrants from the first wave were treated. In the 1880s, Chinese immigrants were depicted as potential threats to national security, leading to the passage of the Chinese Exclusion Act of 1882. Asian Americans were viewed as "unassimilable foreigners," "a horde of industrial invaders, not a stream of stable settlers," or "semi-civil" people who degraded workplaces and neighborhoods, and threatened the stability of the entire American social system (Wei &

Yeats, 2014). Yellow perilist scapegoating leads to the ostracization, silence, and harm to API individuals and communities. Wei & Yeats write in their book, "State repression and vigilante violence has suppressed myriad efforts by communities of color to organize for their survival and success. At the same time, the politics of resentment and suspicion provoke some, desperate to hold on to what they imagine to be theirs, to harass, discriminate, and attack their 'un-American' neighbors" (p. 19).

Today, one could argue that the current surge in anti-Asian racism, with APIs being targeted and blamed for the spread of COVID-19 in the U.S., is yet another manifestation of yellow peril. Since the beginning of the coronavirus pandemic, after former president Donald Trump frequently called COVID-19 the "China Virus" and "Kung Flu" hate crimes against Asian Americans have increased, including verbal harassment, shunning and physical assault. According to a recent Washington Post article (Rennie Lee, 2021), anti-Asian hate crimes jumped fivefold in New York City and increased by 150 percent in the 16 largest U.S. cities. Moreover, anti-Asian hate incidents nationwide have jumped from roughly 100 annually to nearly 3,800 reports between March 2020 and February 2021 , many of them toward API women, according to advocacy group Stop AAPI Hate.

MONOLITHIC VIEW OF THE API POPULATION

The API 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. The API population consists of more than 48 ethnicities, over 400 spoken languages, and various socioeconomic, generational, and legal statuses, immigration histories and shifts, cultures, and religions (Chaudhari, Chan, & Ha, 2013; Ie, 2014). Yet, often APIs are aggregated as a single population in data and research and through constructs such as the model minority myth. The Office of Budget Management and U.S. Census Bureau, for example, tend to aggregate Asian Americans and Native Hawaiians and other Pacific Islanders as a single population for educational research studies. This practice of lumping together API populations into one can misrepresent the range of API students' educational experiences, opportunities, and outcomes, and mask disparities in and perpetuate barriers to college access and success among API students (Chaudhari, Chan, & Ha, 2013).

API immigrants come from a vast array of geographic regions and cultures, and each culture varies in levels of congruence to the dominant American culture in terms of politics, economics, language and other cultural elements (Museus, 2014). These variations lead to very different experiences and challenges across API populations. Moreover, APIs have varying reasons and circumstances for migration. While some migrate to the U.S. seeking better educational and occupational opportunities, others such as Southeast Asian refugees migrate as a result of being displaced by war or in danger of post-war political persecution. APIs also vary in terms of the level of resources available to them when they were in their nations or countries of origin, as well as once they settled in communities in the U.S.

Analysis of disaggregated data on the API population reveal significant differences among API ethnic groups in their rate of college enrollment, persistence, and degree attainment (Chaudhari, Chan, & Ha, 2013). While segments of the API population have a high rate of college attendance, a large percentage of Pacific Islanders (50.2%) and Southeast Asians (40.3%), ages 25–34, have not attended college (CARE, 2011). Moreover, data from a three-year (2006–2008) U.S. Census American Community Survey revealed that 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 (CARE, 2012). 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 (CARE, 2011).

Disaggregation of API data also reveal a bimodal distribution of income levels within the API community (Chaudhari, Chan, & Ha, 2013). As the API population increased in the past decade, so has the number of APIs in poverty,which increased by 38% between 2007 and 2011. The number of Native Hawaiian and Pacific Islanders living in poverty increased disproportionately, increasing by 60% during this same period (CAPACD, 2013). U.S. Census data point to

many communities (including Korean, Laotian, Pakistani, Samoan, and Tongan) exhibiting higher rates of poverty than the national average of 15.9%, with the Cambodian, Hmong, and Marshallese communities experiencing a poverty rate that is more than twice the national average (CAPACD, 2013; CARE 2008).

CREATION OF AANAPISI DESIGNATION

Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs) are the newest category of Minority-Serving Institutions (MSIs) under the U.S. Department of Education. Institutions that receive the AANAPISI designation are eligible for grants and related assistance from the federal government to improve and expand their capacity to serve Asian Americans and Native American Pacific Islanders and low-income individuals. The AANAPISI designation emerged first as a part of the College Cost Reduction and Access Act in 2007 and later in the Higher Education Opportunity Act of 2008, and was the result of decades of collaborative advocacy from community organizers and students, policy makers, and researchers who brought to light the vast and diverse needs of underserved and underrepresented API groups (Gutierrez & Le, 2018; Park & Chang, 2010; Park & Teranishi, 2008). AANAPISIs were created in response to a history of invisibility among API students in higher education and the pervasive model minority myth which have led to the denial of resources to support API students (Kurland et al, 2019). Those who advocated for the AANAPISI designation sought to codify the minoritized status of APIs and establish a precedent of APIs being eligible for existing federal funding for minoritized populations outside of the Department of Education (Park & Chang, 2008).

The AANAPISI program is important for the API community for a number of reasons. First, it encourages campuses that serve disproportionately high numbers of low-income API students to pursue innovative and targeted strategies that respond to those students' unique needs. Second, the AANAPISI program represents a national commitment to the API community, recognizing low-income API students as a population that faces barriers similar to those of other minoritized groups. Third, AANAPISI projects are opportunities for experimenting with and evaluating retention efforts specific to API students, a large and growing population in higher education (CARE, 2014).

Yet, even with the AANAPISI program in place, much work remains to better understand how to uplift and support API students. Kurland et al (2019) provide some recommendations for future research:

- Current scholarship on AANAPISIs is primarily based on single institutional case studies and evaluations, making it extremely difficult to discern factors that are unique to the AANAPISI context. Future studies should consider a comparative and longitudinal approach so that observations can be made overtime, informing current and new theories of organizational behavior and student achievement;
- Little is known about how AANAPISI programs shape student development and trajectory. Future studies might look at how student development models applied within AANAPISIs can help expand how API students perceive their institutional context and determine a sense of belonging;
- As more institutions become designated eligible AANAPISIs, college campuses must critically consider how this designation will impact not only students, but the institutional identity. Institutions must be prepared to examine how an AANAPISI designation will shape their practices, policies, and reputation. Future studies should explore how the relationship between MSI designations and organizational behavior informs and explains the achievement of API students;
- Institutions obtain AANAPISI designations, but individuals in institutions manage and execute the grants. Understanding who these stakeholders are and how they go about the utilization of the funding is equally as important as measuring the impact of those activities. Future studies should look at the AANAPISI grant team, including the principal investigators, program directors and program staff who hold unique insights that reveal the opportunities and challenges of promoting racial equity in the academy.

ADDITIONAL FACTORS FOR CONTEXT

Intersectionality

As emphasized, the API student group is not monolithic. In addition to the variety of ethnic groups represented, API students have other social identities based on sexual orientation, gender expression, age, class, and abilities. These social identities are impacted by different forms of oppression including sexism, heterosexism, trans oppression, ageism, classism, and ableism. According to Kimberle Crenshaw who identified the concept of "intersectionality," some people experience multiple types of oppression and discrimination due to the diversity of their identities. When there is a lack of understanding of such identities, it leads to exclusion and invisibility. Given, the erasure and invisibility of the API group in our dominant culture, those students who have multiple identities may experience additional invisibility.

Significant API Population Growth

The API population in the U.S. has grown more than 72% since the year 2000. This growth is evident even at the local level. According to a 2019 study by Sacramento State's Asian Pacific Islander American Research and Resource Center, during 2011-2015, over 102,000 Asian Americans (identifying as Asian "alone" or in combination with other ethnic identifications) lived in Sacramento, comprising approximately one in five Sacramento city residents (21.3%) (APIARRC, 2019). Native Hawaiians/Pacific Islanders (alone or in combination) made up 2.6 percent of the population in Sacramento in 2015, consisting of approximately 12,000 individuals who self-identified with this group. The study also highlighted these facts:

- Sacramento had an 18.1% increase in its overall population living within the city limits between 2000 and 2015.
- The Asian American population rate of growth was nearly double that of Sacramento city.
- The Native Hawaiian/Pacific Islander population grew at almost five times the rate of Sacramento's total population.

The population of API students in higher education is also projected to grow significantly, increasing by 35% over the next decade (APIASF, 2013). According to APIASF, as we prepare for this growth among the API student population, the higher education community will need to reconsider prior beliefs about and strategies for educating these students.

Gaps in Resources within the API Population

The API population has also become the most bifurcated racial group in terms of resources, with the biggest gap between the incomes of the top 10% and bottom 10%. According to the Sacramento State APIARRC report (2019), the levels of poverty varied greatly among different Asian American and NH/PI groups:

- All Asian American and NH/PI population sub-groups saw a decrease in their poverty rates, with the exception of Korean, Chinese, Japanese, and Fijian Sacramentans;
- Samoans had a large decrease in their poverty rate (-10.5%); however, they had the highest poverty rate amongst all sub-populations at 42.6%, almost twice the total population;
- The poverty rate for Samoans in Sacramento was almost three times higher than the national average;
- Hmong and Vietnamese Sacramentans had poverty levels more than twice that of the national average;
- Only Filipino and Japanese Sacramentans fell below the national average;
- While most groups reported a decrease from 2000 to 2011-2015, the following groups had poverty rates higher than the total population: Samoan, Vietnamese, Hmong, Polynesian, and Laotian.

Conceptual Framework

The following theories form a framework for considering and responding to disproportionate impact among API students: critical race theory (CRT), Asian critical theory (AsianCrit), tribal race theory (TribalCrit), community cultural wealth theory, validation theory, and models of racial identity.

CRITICAL RACE THEORY

The critical race theory emerged in the mid-1970s in American law schools and was introduced to education in the mid-1990s. CRT focuses on race, racism, and power in relation to societal issues. Solórzano (1998) explains that "critical race theory in education challenges the traditional claims of the educational system and its institutions to objectivity, meritocracy, color and gender blindness, race and gender neutrality, and equal opportunity" (as cited in Teranishi et al., 2009, p. 58). The lens of critical race theory can inform how educational institutions including ARC can address racial inequities of policies and programs. By using the CRT lens, the college may produce outcomes that better meet the needs of the Asian Pacific Islander (API) student population. Overall, CRT shifts away from the deficit ideology by centering on the lives and histories of communities of color, as assets.

Over the years, CRT expanded to address the specific experiences of each marginalized population. AsianCrit, a branch of CRT, is a framework that "addresses racism and its accompanying oppressions beyond the Black/White binary" (Yosso, 2005, p. 72). For the purpose of this project, the two tenets of CRT that will be emphasized are 1) voices of students: recognize and acknowledge the voices and lived experiences of API students that are often marginalized; and 2) social justice: identify practices and policies that challenge dominant institutional discourses and are oppressive to the API population. Therefore, through the AsianCrit lens, centering the API experiences will amplify the voices of API students.

ASIAN CRITICAL THEORY

The AsianCrit lens offers a more complex understanding of Asian American racial realities in ways that CRT falls short (Iftikhar & Museus, 2018). AsianCrit adapts CRT to offer the following tenets:

- People in the United States become Asian through the racialization process that white supremacy engenders whereby Asian Americans are racialized as perpetual foreigners; threatening yellow perils; model and deviant minorities; and sexually deviant emasculated men and hypersexualized women.
- Asian Americans are situated in a network of global relationships including global economic, political, and social processes that shape the conditions of Asian Americans.
- Asian Americans are typically invisible and voiceless in U.S. history. (Re)constructive history focuses on elevating a collective Asian American historical narrative.
- Strategic (anti)essentialism recognizes the ways that white supremacy racializes Asian Americans as a monolithic group and emphasizes the ways that Asian Americans can and do actively intervene in the racialization process as well.
- Intersectionality highlights the ways other systems of oppression such as imperialism, colonialism, sexism, heterosexism, and ableism intersect to mutually shape the conditions within which Asian Americans exist.
- Story, theory, and praxis stresses the important connections between story, theory, and practice in the process of transformation.
- Commitment to social justice: AsianCrit is dedicated to advocating for the end of all forms of oppression.

TRIBAL RACE THEORY

Brian Brayboy built on CRT to extend the theoretical reach to the racialized identities of Native Americans. Although the history and relationship of Native American tribes to the United States is distinct from native Pacific Islanders, there

exists a shared history with settler colonialism. As such, it may be worth implementing some of the tenets of TribalCrit as a framework for understanding the experiences of Pacific Islander students. TribalCrit includes the following tenets:

- Colonization is endemic to society.
- U.S. policies toward indigenous peoples are rooted in imperialism, white supremacy, and a desire for material gain.
- Indigenous peoples occupy a liminal space that accounts for both the political and racialized natures of indigenous identities.
- Indigenous peoples have a desire to obtain and forge tribal sovereignty, tribal autonomy, self-determination, and self-identification.
- The concepts of culture, knowledge, and power take on new meaning when examined through an Indigenous lens.
- Governmental policies and educational policies toward Indigenous peoples are intimately linked around the problematic goal of assimilation.
- Tribal philosophies, beliefs, customs, traditions, and visions for the future are central to understanding the lived realities of Indigenous peoples, but they also illustrate the differences and adaptability among individuals and groups.
- Stories are not separate from theory; they make up theory and are, therefore, real and legitimate sources of data and ways of being.
- Theory and practice are connected in deep and explicit ways such that scholars must work towards social change.

COMMUNITY CULTURAL WEALTH THEORY

Yosso's (2005) community cultural wealth theory shifts the framing of people of color from students who need to be taught, reformed, and assimilated to people of color who are holders of knowledge, intellectuals, teachers, and community members who are assets to the community.

The community cultural wealth theory has six forms that view communities of color as assets. These forms are designated as aspirational, navigational, social, linguistic, familial, and resistant capital (Yosso, 2005). Each of these forms are not exclusive, but instead are inter-relational. The following are definitions of each form of community cultural wealth (Yosso, 2005, p. 80-31.):

Aspirational capital refers to the ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers. This resiliency is evidenced in those who allow themselves and their children to dream of possibilities beyond their present circumstances, often without the objective means to attain those goals.

Linguistic capital includes the intellectual and social skills attained through communication experiences in more than one language and/or style. Linguistic capital reflects the idea that students of color arrive at school with multiple language and communication skills.

Familial capital refers to the cultural knowledge nurtured among *familia* (kin) that carry a sense of community history, memory, and cultural intuition. This form of cultural wealth engages a commitment to community well being and expands the concept of family to include a broader understanding of kinship.

Social capital can be understood as networks of people and community resources. These peer and other social contacts can provide both instrumental and emotional support to navigate through society's institutions.

Navigational capital refers to skills of maneuvering through social institutions. Historically, this infers the ability to maneuver through institutions not created with communities of color in mind.

Resistant capital refers to knowledge and skills fostered through oppositional behavior that challenges inequality. This form of cultural wealth is grounded in the legacy of resistance to subordination exhibited by communities of color.

In shifting the deficit ideology, the college can begin viewing API students, one of many communities of color at ARC, as those who enrich the campus community. In doing so, API histories, cultures, languages, and experiences are assets to campus, rather than being viewed as a population with deficits. With this notion, faculty, staff, and administrators can tap into the experiences of the API students and embed them into curriculum, practices, policies, and procedures.

VALIDATION THEORY

Validation theory offers another way of understanding the factors that contribute to the persistence and achievement of API students. In a recent case study, Nguyen et al. (2018) contend:

> ...Embedded in research related to low [socio-economic status, or SES], racial minority and first-generation students at [predominately White institutions, or PWIs], Rendón (1994) discovered that the key to their success—navigating the unfamiliar terrains of college to earn their degree—was validation. To preface, Rendón's (1994) research repeatedly demonstrated that students from disadvantaged backgrounds reported feelings of loneliness and confusion, being dismissed and discouraged by faculty, and being disconnected from the curriculum and classroom pedagogy. This culminated in greater failure in classes and attrition from school. In other words, the challenges these students encountered had little to do with academic preparation and competence, and more to do with the influence of their interactions with institutional agents, both in- and outside of the classroom. According to Linares and Muñoz (2010), "validation refers to the intentional, proactive affirmation of students by in- and out-of class agents (i.e., faculty, students, and academic affairs staff, family members, peers) in order to: 1) validate students as creators of knowledge and as valuable members of the college learning community and 2) foster personal development and social adjustment" (p. 12). Validation in this sense can be academic or interpersonal. Academic validation speaks to the ways institutional agents (e.g., faculty and staff) encourage students to "trust their innate capacity to learn and to acquire confidence in being a college student" (Rendón, 1994, p. 40). Interpersonal validation takes form when the same agents work toward "fostering students' personal development and social adjustment" to campus life (Linares & Muñoz, 2010, p. 17). Accordingly, Validation Theory is a framework in which to understand how institutions and their agents (i.e., faculty and staff) "work with students in a way that gives them agency, affirmation, self-worth, and liberation from past invalidation" (p. 17).

RACIAL IDENTITY IN COLLEGE

Jean Kim's initial theory of Asian American identity development emerged from a study on Japanese American women completed in the early 1980s (Museus, 2014). In the forty years since, there has been greater development in the area of social identity theory, including Kim's theory from Asian American Identity Development to Asian American Racial Identity Development (Kim, 2012). The Asian American Racial Identity Development (AARID) model consists of five stages of progression:

- *Stage One: Ethnic Awareness:* this stage refers to the period prior to entering the school system where an individual may or may not be exposed to Asian heritage through family and/or living in either a predominately diverse neighborhood or predominantly White neighborhood. Depending on the level of immersion, an individual may develop either a positive or neutral sense of self.
- *Stage Two: White Identification:* this stage often begins at the point of exposure to predominantly White spaces and is most often the point at which an individual enters the schooling system. Individuals may be subject to racial prejudice for their differences and may learn that being Asian American is bad, resulting in self-blame and the internalization of White values around racial difference. Individuals at this stage may identify with whiteness

either actively, in which they attempt to eliminate or distance themselves from an Asian sense of self; or passively, in which they do not distance themselves from an Asian sense of self but continue to accept White values, standards, and attitudes.

- *Stage Three: Awakening to Social Political Consciousness:* this stage represents a shift from self-blame to an acknowledgement and understanding of the social political context that racializes Asian Americans. Here, individuals begin to explore and understand the ways in which racism is the cause of their negative self-worth and that it is not the result of personal failings.
- *Stage Four: Redirection to an Asian American Consciousness:* this stage represents a (re)immersion into the Asian American community evidenced by a renewed connection and embrace of Asian American heritage and culture. In this stage individuals may experience a greater sense of belonging to the Asian American community and in relationship to their ethnic heritage. This stage also represents a political understanding of what it means to be Asian American and individuals may now have racial pride and a positive sense of self.
- *Stage Five: Incorporation:* this stage represents a balance between the individuals' identity as Asian American and appreciation for others across racial and ethnic identities. Individuals in this stage also recognize the importance of their other social identities.

Alternatively, moving away from the stage model of identity development, Mamta Motwani Accapadi (2012) proposes the Point of Entry Model of Asian American Identity Consciousness (POE Model) that explores different factors that might affect Asian American identity formation. The six factors that influence and inform the development of an individual's Asian American identity are:

- *Ethnic Attachment: an individuals' relationship to their ethnic identity*
- *Self as Other: an individuals' relationship to their own physical body and appearance*
- *Familial Influence: an individuals' relationship to their family and the messages they receive from their family that inform a sense of self*
- *Immigration History: an individuals' relationship to their immigration history and how close or far removed they are from that experience*
- *External Influence & Perceptions: external factors that influence racial identity exploration and development also include experiences with racism and the environmental racial realities of Asian Americans' lives*
- *Other Social Identities: Asian American identity exploration and development occurs in relationship to an individual's other social identities, where other social identities may inform the exploration of Asian American identity and/or Asian American identity may inform the exploration of other social identities. Gender, sexuality, class, ability, and other social identities are co-constructed with and cannot be separated from racial and ethnic identity.*

Racial identity, as well as the previous theories discussed, present a complex framework for considering how to cultivate the success of API students at ARC.

RACIAL TRIANGULATION THEORY

Claire J. Kim's racial triangulation theory explains how Asian Americans are racialized among other groups and operationalizes the model minority myth. As noted by scholars, Michael Omi and Howard Winant, Asians faced exclusion. "David Theor Goldberg notes about this approach, the presumption of a single monolithic racism is being displaced by a mapping of the multifarious historical formulations of racism" (Kim, 1999 p. 105). Secondly, the racial hierarchy approach as explained by Kim, denotes how each racial group is categorized from top to bottom, which is Whites on the top and Blacks / African Americans at the bottom. The other racialized groups fall in between the two, with Asian Americans being one of them. With this single scale of status and privilege, Whites remain at the top. This

racial hierarchy is problematic because "Asian Americans have been denigrated more often as outsiders or aliens" (p. 106).

Racial triangulation has been ongoing since its inception in the mid-1800s. As Kim states:

> Racial triangulation occurs by means of two types of simultaneous, linked processes: (1) process of "relative valorization," where by dominant group A (Whites) valorizes subordinate group B (Asian Americans) relative to subordinate group C (Blacks) on cultural and/or racial grounds in order to dominate both groups, but especially the latter, and (2) processes of "civic ostracism," whereby dominant group A (Whites) constructs subordinate group B (Asian Americans) as immutably foreign and unassimilable with Whites on cultural and/or racial grounds in order to ostracize them from the body politic and civic membership.

Racial triangulation keeps Asian Americans in the middle of the racial hierarchy and as foreigners/outsiders.

Literature Review

This literature review will explore the implications of the model minority myth; lack of disaggregated data; and the educational landscape including elements that impact API students' decisions to persist and achieve in higher education such as community cultural wealth, cultural validation, and sense of belonging.

MODEL MINORITY MYTH

"Model minority myth" is a term frequently used to describe Asians of all subgroups. This term is misleading and dangerous, as it implies that all Asian Pacific Islander communities are successful, and that success is exclusively contingent upon self-perseverance and hard work (Nguyen et al., 2008). The myth disregards the structural and systemic issues that continue to oppress API populations in relation to access to resources and opportunities. The model minority myth used to describe all API groups does an immense disservice to all subgroups, as it excludes the rich narratives of every subgroup from their history and culture to their linguistic diversity. The domino effect of using this term describing all Asian subgroups as the model minority, has detrimental consequences because the term ignores the personal narratives that explain their successes and challenges in postsecondary education. Furthermore, as stated in (Nguyen et al., 2008), the model minority myth "is amplified by the failure of many institutions, government agencies and research organizations to collect, utilize and report disaggregated data by ethnicity, which cultivates dubious conditions to pursue research on API students struggling to succeed" (CARE, 2013; Hune, 2002; Museus & Tru-ong, 2009; Pizzolato, Nguyen, Johnston, & Chaudhari, 2013; Suzuki, 2002; Teranishi, 2010).

Moreover, the model minority myth has led to the "deminoritization" of Asian Americans (Lee, 2006). According to Teranishi and Nguyen (2011), federal agencies have continuously excluded API from the underrepresented racial minorities. Secondly, API have been known by scholars to be excluded in empirical studies of minorities in higher education because they determined that API are not disadvantaged from the educational standpoint (Astin, 1982; Museus & Kian, 2009). "In reality, APIs face many challenges similar to other racial minorities (Museus & Truong, 2009; Panelo, 2010). API college students report experiences with racial prejudice and discrimination, pressure to conform to racial stereotypes, and challenges posed by cultures of predominantly White institutions (Cress & Ikeda, 2003; Lewis, Chesler, & Forman, 2000; Museus, 2007, 2008; Panelo, 2010; Teranishi, 2010). Thus, contrary to the "almost White" status (Chou & Feagin, 2008), APIs are racial/ethnic minority students who share similar experiences with other students of color" (Ie, 2014, p. 13).

LACK OF DISAGGREGATED DATA

The term "Asian" signifies one group associated under one race. However, the Asian race is an extremely diverse group that comprises over 48 ethnicities with more than 400 languages (Ie, 2014). Native Hawaiian and Pacific Islander people comprise at least eight ethnicities (Campaign for College Opportunity, 2015). Asian Americans and Pacific Islanders vary in socioeconomic status, language, culture, and levels of education. The perception that Asians are one homogeneous group is due to the lack of disaggregated data (Ie, 2014). While the term Asian Pacific Islander "API" is necessary to address issues concerning this population, it also perpetuates the notion that these various ethnic subgroups are more similar than they really are (National Commission on Asian American and Pacific Islander Research in Education [CARE], 2011; Teranishi, Behringer, Grey, & Parker, 2009).

"Asian Pacific Islander" (API) is a term frequently used to identify the communities of Asian Americans, Native Hawaiians, and Pacific Islanders under one umbrella. Because all of these communities fall under one category, with minimal to no data disaggregation on ethnicities, the notion that Asian Americans are successful is a common misconception. The aggregated data on this group does not address the diversity within the groups, including the historical and socioeconomic gaps and challenges of each ethnicity.

One of the most problematic issues addressing the API population is the lack of disaggregated data (Teranishi, 2002; 2012; Teranishi, Behringer, Grey, & Parker, 2009). To better understand and serve the needs of API students, there must be an accurate accountability mechanism to capture the various ethnic groups. The lack of disaggregated data leads to homogenize the lived experiences of API students and portrays a misrepresented image of API participation in higher education" (The National Center for Education Statistics, 1997). As a result, the aggregated data indicates that all API students are successful in education and are overrepresented in higher education (Teranishi, Behringer, Grey, & Parker, 2009).

The need to disaggregate API data is critical, especially when institutions seek to address the experiences and needs of students. According to (CARE, 2013), when all subgroups of API are grouped into one large single group and measured for their academic achievement in comparison to other racial groups, API students are identified as success in regard to degree attainment. In (CARE, 2008), "AAPIs make up 44% of the adult (aged 25 years and older) with a bachelor's degree or higher, nearly 20 percent greater than the U.S. average" (Nguyen et al., p. 332, 2008). Data such as this, presents that API are not disproportionally impacted and is not reflective of the "unequal distribution of barriers across different API subgroups" (Nguyen et al., p. 332, 2008). However, if the data were to be disaggregated by specific ethnicities, "24.4% of the U.S. population aged 25 years and older possess a bachelor's degree or higher, only 7.5% of Hmong, 9.2% of Cambodian, 7.7% of Lao, and 19.4% of Vietnamese communities find themselves with a credential necessary to access opportunities in the workforce" (Nguyen et al., p. 332, 2008). Overall, failure to disaggregate the data by the various API subgroups poses challenges to identify specific groups that are disproportionately impacted.

As a result, disaggregated data is imperative to address the differential needs of API students. Disaggregating data would enable institutions to identify needs and provide targeted resources where it most can be effective (Ternishi, 2012). The continuous practice of aggregated data or minimal disaggregated data will continue to perpetuate the model minority myth. And finally, as stated by (Teranishi, 2012), "disaggregated data would help reduce the extent to which AAPI needs are confused with other minorities needs or lumped together with other Asian Americans, thereby concealing the unique needs of underrepresented Asian Americans (Ie, 2014).

It must be recognized that the Asian American and NHPI community is complex and not monolithic. Each group is unique and disaggregated data is essential to better understand and serve these communities.

THE EDUCATIONAL LANDSCAPE FOR ASIAN PACIFIC ISLANDER STUDENTS

Higher Education in California

The Asian American community in California is the largest in the nation, followed by Native Hawaiian and Pacific Islander communities as the second largest. "Approximately, 6.3 million Asian Americans and 347,501 NHPIs live in California. More than one in seven Californians are either Asian American or Native Hawaiian Pacific Islander (NHPI)" (The State of Higher Education in California, 2015). These racial/ethnic groups are also rapidly increasing.

According to the State of Higher Education in California (2015), there are more than 48 ethnicities within the broad Asian American and Native Hawaiian Pacific Islander categories. The API communities can be overlooked when institutional decisions are made on the basis that API is one whole group. Because there is so much diversity within the API communities, the educational experiences and needs of students vary. Therefore, it is important for higher education entities to consistently disaggregate the data to identify and address the needs of these communities.

Because data is typically left aggregated, there are many disparities within the Asian Pacific Islander communities that are not recognized. For example, once disaggregated, the data demonstrates the enrollment and graduation rates vary in comparison between non-Southeast Asian Americans and Southeast Asian Americans. Each ethnic group has its own specific challenges and barriers, and some Asian American communities have higher educational outcomes than others.

Additionally, "Asian Americans are more likely to be foreign-born and struggle with English proficiency than other racial/ethnic groups, including Latinos. Southeast Asians of Hmong and Cambodian children are living in poverty at slightly higher rates than Black and Latino children. NHPI students have lower graduation rates at both community colleges and California's four-year University of California (UC) and California State University (CSU) systems when compared to each system's average for all students" (The State of Higher Education in California, 2015).

The educational attainment levels within the Asian American and Native Hawaiian Pacific Islander groups also vary. With a closer look at specific ethnic groups such as Vietnamese, Cambodian, Hmong, and Laotian, the percentage of degree attainment is significant by comparison to Korean, Pakistani, Japanese, and Chinese. According to 2011-2012 statistics of the U.S. Census Bureau, those that are 25 years and older and hold a bachelor's degree are Vietnamese (29%), Cambodian (16%), Hmong (13%), and Laotian (10%). The subgroups representing a higher level of educational attainment are Korean (56%), Pakistani (56%), Chinese (52%), and Japanese (51%).

Some Asian American and NHPI adults simultaneously have high rates of holding a high school diploma/GED but low rates of college degree attainment. Among Native Hawaiian adults, 93% hold a high school diploma but only 24% have a baccalaureate degree. For Guamanian/Chamorro and Samoan adults, 87% and 81% have high school diplomas/GEDs, respectively, but only 12% (for both) hold a bachelor's degree. Relatedly, many NHPI adults (28%) are more likely than other Asian American and non-NHPI groups (e.g., Indian 8% and Filipino 22%) to have attended some college but not earned an associate or baccalaureate degree. About one-third of Guamanian or Chamorro adults have some college experience but no degree, a rate on par with Black adults (32%) (The State of Higher Education in California, 2015).

Overall, California has the largest public higher education system in the nation. In addition to the public postsecondary options, there are many more private, nonprofit universities, and for-profit colleges. The representation of Asian American and Native Hawaiian Pacific Islanders are significant among the University of California (UC), California State University (CSU), and California's community colleges. The State of Higher Education in California (2015) reports that "19 percent of Asian American undergraduates in California are enrolled in the University of California (UC)—slightly fewer than the 20 percent enrolled in the California State University (CSU). Among NHPI undergraduates, only five percent are enrolled in UC compared to eight percent of all California undergraduates. More than 20 percent of NHPI undergraduates attend for-profit colleges—more than twice the rate for the state average (9 percent). Nearly half of both Asian American and NHPI undergraduates are enrolled in California's Community Colleges, a rate that is similar to that of all California undergraduates." This data indicates that there is a need to better understand the needs of Asian American and NHPI students and their choices of postsecondary education.

Community Cultural Wealth & Cultural Validation in Education

Gómez-Quiñones (1977) states that "culture as a set of characteristics is neither fixed nor static (Yosso, 2006). "With students of color, culture is frequently represented symbolically through language and can encompass identities around immigration status, gender, phenotype, sexuality and region, as well as race and ethnicity" (Yosso, 2006, p 76). When minority students are identified as having poor academic performance, deficit thinking will blame the students by suggesting that they are lacking the normative cultural knowledge and skills, or that the student does not value their education. Deficit thinking is "one of the most prevalent forms of contemporary racism in US schools" (Yosso, 2006, p 75). Scholars Shernaz García and Patricia Guerra (2004) find that deficit approaches such as those aforementioned, result in schools tending to overgeneralize about family background. Additionally, educators frequently make assumptions that the school systems work for all students, and that students must conform to its already effective and equitable system (Yosso, 2006, p 75). "These racialized assumptions about students of color, lead schools to resort to the banking method of education critiqued" (Freire, 1973). As a result, schooling efforts focus on the expectation that students of color must conform to the cultural knowledge that is recognized as valuable by the dominant society (Yosso, 2006).

Asking or requiring students to leave behind their identity or a sense of their familiarity is harmful to API students. Specifically, Palmer & Maramba (2014), challenges "the premise of Tinto's theory, which is that students must separate themselves from past associations and traditions to become integrated into the college's social and academic realms" as stated in Palmer & Maramba (p. 515). In their study, they found that Southeast Asian students are likely to transfer out of college for reasons that are not associated to academics. They contend that there is a need for higher education institutions to develop and sustain courses and programs where students' cultural backgrounds are valued within the community. Palmer & Maramba found that cultural validation is a key role in the success of Southeast Asian experiences in higher education. To support Southeast Asian students, institutions should explore how curriculum and building communities can be used to support students through the lens of cultural knowledge, cultural familiarity, cultural expression, and cultural advocacy.

Finally, in the report by Mac et al., 2019, institutions must be committed to changing systems and structures that are culturally relevant to its communities. In addition, learning communities and counseling services must also be reexamined to meet the needs of API students. One of the key factors in doing this is, providing training to administrators, faculty, and staff to become more culturally competent. Other avenues in supporting this change are to "expand the institutions' capacity to create new or further improve existing support structures" (Mac et al., 2019, p. 73).

Sense of Belonging

Sense of belonging has been an emerging theme across empirical studies focused on student persistence and success in higher education over the last two decades. As stated in Maseus et al. (2018), "sense of belonging refers to students' psychological sense of connection to their community" (Hurtado & Carter, 1997). In general, human beings typically have a high desire to connect and belong to communities. The lack of sense of belonging can have damaging effects on one's mental health and behavior (Baumeister & Leary, 1995; Hausmann et al., 2007).

There are specific factors that are important in influencing a sense of belonging on college campuses. Factors that have been found associated with creating a positive environment of sense of belonging are "campus climates, positive cross-racial relationships, and perceived faculty interest in students" (Johnson et al., 2007; Maestas, Vaquera, & Zehr, 2007; Nuñez, 2009). Experiences of, and perceiving, a hostile environment negatively affects students' sense of belonging in higher education (Nuñez, 2009). For example, Maseues & Maramba (2011) conducted an empirical study focusing on the relationship between culture and belonging among Filipino students at a university with a primarily White student population. The researchers found that "pressure for students to sever ties with their ethnic communities and assimilate into the cultures of their campus were negatively associated with adjustment and, in turn, reduced belonging in college. In contrast, students' continued ties with their cultural heritage were positively associated with adjustment to and belonging in college among students within their sample" (Maseus et al., p. 468, 2018). This is one indication of the importance of sense of belonging for Filipino students.

With double-loop learning (Pena et al., 2006), campuses need to reflect on their programs and services rather than faulting the students. The structures and systems in place are created by institutions; therefore, "institutions can intentionally shape learning environments" (Tinto, 2006). The culturally engaging campus environments (CECE; pronounced see-see) model of college success delineates the types of campus environments that educators can cultivate to allow diverse populations to thrive (Museus, 2014). The CECE model underscores nine elements of environments that can be categorized into two subcategories: indicators of cultural relevance and cultural responsiveness. Cultural relevance refers to the degree to which learning environments are relevant to their cultural backgrounds and identities and are characterized by five indicators. First, cultural familiarity is the extent to which college students have opportunities to physically connect with faculty, staff, and peers who understand their backgrounds and experiences. Second, culturally relevant knowledge refers to the degree to which students have opportunities to learn and exchange knowledge about their own cultural communities. Third, cultural community

service refers to opportunities for students to give back to and positively transform their communities via activities aimed at spreading awareness, engaging in community activism, participating in service, or engaging in problem-based research to solve problems relevant to their cultural communities. Fourth, meaningful cross-cultural engagement involves students' level of participation in discussions about solving real social and political problems with peers from diverse backgrounds. Finally, culturally validating environments refers to the extent to which campuses value students' cultural knowledge, backgrounds, and identities (Maseus et al., p 469, 2018).

In the study conducted by Maseus et al., (2018), The CECE college survey was emailed to 13,682 undergraduate students at the university. There was a 7% survey response rate, which was a total of 1,005 students who completed the survey. In this particular study, Asian American students represented 19% of the survey respondents, while Pacific Islander was less than 1%. The results indicate that students of color value culturally engaging campus environments. Additionally, culturally engaging campus environments are salient influences of belonging for students of color, under which Asian American and Pacific Islanders are classified.

Profile of Asian Pacific Islander Students at ARC

As mentioned previously, the Asian Pacific Islander category includes a wide variety of ethnicities which may not be obvious when a reader considers combined API data. Data collection practices often lack specificity on API ethnicities and data reporting frequently aggregates these limited data even further. For reference, the ethnicities which are frequently associated with API and may be represented within this profile include:

Asian	**Pacific Islander**
Afghan	Chamorro
Bangladeshi	Fijian
Burmese/Myanmar	Guamanian
Cambodian	Native Hawaiian
Chinese	Samoan
Filipino	Tongan
Hmong	Other Pacific Islander
Indian	
Indonesian	
Japanese	
Korean	
Laotian	
Pakistani	
Sri Lankan	
Taiwanese	
Thai	
Vietnamese	
Other Asian	

Source: CCCApply Standard and Noncredit Application Data Dictionary, November 16, 2020 (Pilot v.2020.2)

API STUDENT DEMOGRAPHICS: FALL SNAPSHOT

Using fall semester for comparison purposes, the following data provides a general profile of the API student population at American River College. The data was extracted from the ARC Data on Demand system on November 17, 2020.

Enrollment

The API enrollment trend has been steadily increasing. The composition of the API population at ARC has exhibited a percentage increase in Asian students while the percentage of Filipino and Pacific Islander students decreased.

	Fall 2017	**Fall 2018**	**Fall 2019**
Headcount	3,650	3,800	3,952
Asian	76%	77%	78%
Filipino	17%	17%	16%
Pacific Islander	6%	6%	5%

Enrollment Status

Approximately half of API students in fall semester are continuing from prior terms at ARC. Special admit (K-12) students appear to be increasing as a percentage of the overall population.

	Fall 2017	Fall 2018	Fall 2019
Continuing Student	52%	48%	51%
First Time Student (New)	14%	15%	13%
First Time Transfer Student	17%	18%	17%
Returning Student	16%	16%	15%
Special Admit (K-12)	2%	3%	4%

Unit Load

The majority of API students attended part-time during the fall semester. Less than 25% were in full-time status.

	Fall 2017	Fall 2018	Fall 2019
6-11.9 units	38%	37%	38%
Less than 6 units	39%	40%	38%
12+ units (FT)	23%	23%	24%

Educational Goal

The majority of API students are seeking to transfer to a four-year university and many are also seeking an associate degree.

	Fall 2017	Fall 2018	Fall 2019
Transfer to 4-Year after AA/AS	48%	49%	53%
Earn AA/AS Degree – no Transfer	15%	15%	16%
Transfer to 4-Year without AA/AS	18%	17%	14%
Earn a Certificate	5%	5%	5%
Undecided	4%	4%	3%
Acquire Job Skills Only	2%	2%	2%
Educational Development	2%	3%	2%
4-year Student (Meeting 4-Year Requirements)	2%	2%	2%
Complete High School/GED	0%	0%	1%
Discover Career Interests	1%	1%	1%
Improve Basic Skills	1%	1%	1%
Update Job Skills only	2%	1%	1%
Maintain Certificate or License	1%	1%	0%
Move from non-credit to credit	0%	0%	0%

Primary Language

Most API students identify English as their primary language. Among those who identified another primary language, the most commonly spoken languages in Fall 2019 were Farsi (Persian) - 8%; Chinese (Mandarin) - 2%; and Vietnamese - 2%.   Arabic, Chinese (Cantonese), Hindi, Hmong, Korean, Tagalog (Philippines), and Urdu (Pakistan) were represented at 1% each.

	Fall 2017	Fall 2018	Fall 2019
English	78%	79%	79%
Not English	22%	21%	21%

First Generation Status and Income Levels

Roughly one-third of API students are considered to be first-generation. Over 60% were considered low-income in each fall term and many were living below poverty level.

	Fall 2017	Fall 2018	Fall 2019
First Generation	32%	32%	32%
Below Poverty Level	39%	38%	36%
Low, but Above Poverty Level	27%	26%	27%

Support Services

There is minimal participation of API students in the support services below. Active participation in Achieve doubled as this recently implemented program for new students was brought to scale.

	Fall 2017	Fall 2018	Fall 2019
EOPS Participation	3%	3%	3%
CalWORKs Participation	4%	4%	5%
Achieve – Active	0%	4%	8%
MESA Participation	1%	1%	1%

HomeBase

Although the HomeBase pathway communities were not launched until Fall 2020, data from Fall 2019 indicates that API students were most likely to be associated with the STEM HomeBase (27%), followed by Business (16%); and Health and Service (12%). Many API students (28%) were undecided in Fall 2019 which is roughly equivalent to the number associated to STEM. The trend for HomeBase will need to be revisited once data for Fall 2020 and beyond is available.

Units Completed

Most API students have completed less than 30 units. Part-time enrollment may be a contributing factor.

	Fall 2017	Fall 2018	Fall 2019
0 - 14.99	45%	48%	47%
15.0 - 29.99	19%	18%	20%
30.0 - 44.99	13%	11%	12%
45.0 - 59.99	9%	8%	8%
60.0 - 74.99	6%	7%	6%
75.0 - 89.99	4%	4%	4%
90.0 or above	5%	4%	4%

Gender

There are more API students who identify as female than other genders.

	Fall 2017	Fall 2018	Fall 2019
Female	53%	52%	51%
Male	46%	46%	47%
Unknown	2%	2%	2%

Age

Most API students are older than the traditional 18-24 age bracket that is often associated with college students.

	Fall 2017	Fall 2018	Fall 2019
18 - 20	2%	3%	4%
21 - 24	24%	25%	24%
25 - 29	28%	25%	24%
30 - 39	18%	17%	17%
40 - 49	18%	20%	21%
50+	7%	7%	7%
Under 18	4%	4%	3%

EVIDENCE OF DISPROPORTIONATE IMPACT

During Fall 2020, analysis was conducted to explore American River College's degree, certificate, and transfer ready rates by ethnicity. This analysis reflects total starting cohorts in Fall 2014, Fall 2015, Fall 2016, and Fall 2017 (each given three years to complete an award; cohorts were combined to increase cell size and statistical reliability).

Degree Rate (Duplicated)

The average duplicated degree rate was determined to be 6.05% using this unusual methodology involving duplicated headcount, duplicated degree earners, and duplicated degree rate. As shown in the Degree Rate (duplicated) column of the table below, many of the API ethnicity groups were amongst the highest performing groups (Asian Indian was the highest, followed by Vietnamese, Korean, Filipino, and Japanese). According to the proportionality index methodology, disproportionate Impact (DI) is present when the outcome proportion (e.g., degree proportion) for an ethnicity group is below 85% of its cohort proportion (e.g., headcount proportion). **By this criterion, DI was observed for the Laotian, Guamanian, Hawaiian, and Samoan API ethnicity groups for degrees (duplicated).**

All disproportionately impacted groups are denoted in red font in the table below with those in API ethnicity groups further identified by bold text.

Ethnicity	Headcount (duplicated)	Degree Earners within 3 years (duplicated)	Degree Rate (duplicated)	Headcount Proportion (duplicated)	Degree Proportion (duplicated)	Proportionality Index (< 85% = DI)
AM_INDIAN	658	31	4.71%	3.64%	2.83%	77.84%
BLACK	2247	95	4.23%	12.42%	8.68%	69.85%
ASIAN_INDIAN	382	40	10.47%	2.11%	3.65%	173.01%
CAMBODIAN	32	2	6.25%	0.18%	0.18%	103.26%
CHINESE	187	12	6.42%	1.03%	1.10%	106.03%
FILIPINO	567	53	9.35%	3.13%	4.84%	154.44%
KOREAN	112	11	9.82%	0.62%	1.00%	162.27%
LAOTIAN	**76**	**1**	**1.32%**	**0.42%**	**0.09%**	**21.74%**
JAPANESE	151	14	9.27%	0.83%	1.28%	153.19%
VIETNAMESE	157	16	10.19%	0.87%	1.46%	168.38%
OTHER_ASIAN	775	42	5.42%	4.28%	3.84%	89.54%
CENTRAL_AMERICAN	219	10	4.57%	1.21%	0.91%	75.44%
SOUTH_AMERICAN	108	6	5.56%	0.60%	0.55%	91.79%
MEXICAN_MEX_AMER_CHICANO	2941	138	4.69%	16.26%	12.60%	77.53%
OTHER_HISPANIC	801	35	4.37%	4.43%	3.20%	72.20%
GUAMANIAN	**40**	**1**	**2.50%**	**0.22%**	**0.09%**	**41.31%**
HAWAIIAN	**101**	**3**	**2.97%**	**0.56%**	**0.27%**	**49.08%**
SAMOAN	**82**	**1**	**1.22%**	**0.45%**	**0.09%**	**20.15%**
OTHER_PACIFIC_ISLANDER	185	12	6.49%	1.02%	1.10%	107.17%
WHITE	8224	572	6.96%	45.46%	52.24%	114.92%
OTHER_NON_WHITE	14	0	0.00%	0.08%	0.00%	0.00%
UNKNOWN	33	0	0.00%	0.18%	0.00%	0.00%
Duplicated Totals and Average Degree Rate	18092	1095	6.05%			

Source: ARC Office of Institutional Research, 10/16/2020

Note: These Rates Are NOT Directly Comparable to ARC and District Rates (unduplicated headcount-based). There is duplication in the counts above due to students being able to select multiple races within the same term. The same student could be counted in the headcount or as a degree earner in several ethnicity categories.

Certificate Rate (Duplicated)

Using this unusual methodology of duplicated headcount, duplicated certificate earners, and duplicated certificate rate, the average duplicated certificate rate was 5.96%. As shown in the Certificate Rate (duplicated) column of the table below, many of the API ethnicity groups were amongst the highest performing groups (Korean was the highest, followed by Vietnamese, Asian Indian, Cambodian, and Japanese). In addition, many of the API ethnicity groups were above the average certificate rate (Chinese, Filipino, Other Asian, Guamanian, and Hawaiian). Three API groups were below the average (Laotian, Samoan, and Other Pacific Islander). Of these groups, according to the proportionality index methodology, **DI was observed for the Samoan and Other Pacific Islander API ethnicity groups for certificates (duplicated).**

All disproportionately impacted groups are denoted in red font in the table below with those in API ethnicity groups further identified by bold text.

Ethnicity	Headcount (duplicated)	Certificate Earners within 3 years (duplicated)	Certificate Rate (duplicated)	Headcount Proportion (duplicated)	Certificate Proportion (duplicated)	Proportionality Index (< 85% = DI)
AM_INDIAN	658	23	3.50%	3.64%	2.13%	58.66%
BLACK	2247	70	3.12%	12.42%	6.49%	52.28%
ASIAN_INDIAN	382	42	10.99%	2.11%	3.90%	184.52%
CAMBODIAN	32	3	9.38%	0.18%	0.28%	157.34%
CHINESE	187	14	7.49%	1.03%	1.30%	125.65%
FILIPINO	567	40	7.05%	3.13%	3.71%	118.40%
KOREAN	112	16	14.29%	0.62%	1.48%	239.76%
LAOTIAN	76	4	5.26%	0.42%	0.37%	88.33%
JAPANESE	151	13	8.61%	0.83%	1.21%	144.49%
VIETNAMESE	157	22	14.01%	0.87%	2.04%	235.17%
OTHER_ASIAN	775	54	6.97%	4.28%	5.01%	116.94%
CENTRAL_AMERICAN	219	13	5.94%	1.21%	1.21%	99.62%
SOUTH_AMERICAN	108	9	8.33%	0.60%	0.83%	139.86%
MEXICAN_MEX_AMER_CHICANO	2941	145	4.93%	16.26%	13.45%	82.74%
OTHER_HISPANIC	801	39	4.87%	4.43%	3.62%	81.71%
GUAMANIAN	40	3	7.50%	0.22%	0.28%	125.87%
HAWAIIAN	101	8	7.92%	0.56%	0.74%	132.93%
SAMOAN	**82**	**3**	**3.66%**	**0.45%**	**0.28%**	**61.40%**
OTHER_PACIFIC_ISLANDER	**185**	**9**	**4.86%**	**1.02%**	**0.83%**	**81.65%**
WHITE	8224	547	6.65%	45.46%	50.74%	111.63%
OTHER_NON_WHITE	14	0	0.00%	0.08%	0.00%	0.00%
UNKNOWN	33	1	3.03%	0.18%	0.09%	50.86%
Duplicated Totals and Average Certificate Rate	18092	1078	5.96%			

Source: ARC Office of Institutional Research, 10/16/2020

Note: There is duplication in the counts above due to students being able to select multiple races within the same term. The same student could be counted in the headcount or as a certificate earner in several ethnicity categories.

Transfer Ready Rate (Duplicated)

Transfer Ready is a proxy for transfer and indicates a student who has successfully completed 60+ transferable units with a cumulative GPA of 2.00+, and has successfully completed transfer-level math and English.

Using this unusual methodology of duplicated headcount, duplicated Transfer Ready, and duplicated Transfer Ready rate, the average duplicated Transfer Ready rate was 7.46%. As shown in the Transfer Ready Rate (duplicated) column of the table below, many of the API ethnicity groups were amongst the highest performing groups (Korean was the highest, followed by Vietnamese, Asian Indian, Chinese, and Filipino). In addition, many of the API ethnicity groups were above the average Transfer Ready rate (Cambodian, Japanese, Other Asian, and Guamanian). Four API groups were below the average (Laotian, Hawaiian, Samoan, and Other Pacific Islander). Of these groups, according to the proportionality index methodology, **DI was observed for the Laotian, Hawaiian, and Samoan API ethnicity groups for Transfer Ready Rate** (duplicated).

All disproportionately impacted groups are denoted in red font in the table below with those in API ethnicity groups further identified by bold text.

Ethnicity	Headcount (duplicated)	Transfer Ready within 3 years (duplicated)	Transfer Ready Rate (duplicated)	Headcount Proportion (duplicated)	Transfer Ready Proportion (duplicated)	Proportionality Index (< 85% = DI)
AM_INDIAN	658	35	5.32%	3.64%	2.59%	71.28%
BLACK	2247	76	3.38%	12.42%	5.63%	45.33%
ASIAN_INDIAN	382	60	15.71%	2.11%	4.44%	210.49%
CAMBODIAN	32	3	9.38%	0.18%	0.22%	125.64%
CHINESE	187	26	13.90%	1.03%	1.93%	186.33%
FILIPINO	567	64	11.29%	3.13%	4.74%	151.27%
KOREAN	112	20	17.86%	0.62%	1.48%	239.31%
LAOTIAN	**76**	**3**	**3.95%**	**0.42%**	**0.22%**	**52.90%**
JAPANESE	151	13	8.61%	0.83%	0.96%	115.38%
VIETNAMESE	157	28	17.83%	0.87%	2.07%	239.01%
OTHER_ASIAN	775	75	9.68%	4.28%	5.56%	129.69%
CENTRAL_AMERICAN	219	13	5.94%	1.21%	0.96%	79.55%
SOUTH_AMERICAN	108	12	11.11%	0.60%	0.89%	148.91%
MEXICAN_MEX_AMER_CHICANO	2941	150	5.10%	16.26%	11.11%	68.35%
OTHER_HISPANIC	801	42	5.24%	4.43%	3.11%	70.27%
GUAMANIAN	40	3	7.50%	0.22%	0.22%	100.51%
HAWAIIAN	**101**	**3**	**2.97%**	**0.56%**	**0.22%**	**39.81%**
SAMOAN	**82**	**0**	**0.00%**	**0.45%**	**0.00%**	**0.00%**
OTHER_PACIFIC_ISLANDER	185	12	6.49%	1.02%	0.89%	86.93%
WHITE	8224	710	8.63%	45.46%	52.59%	115.70%
OTHER_NON_WHITE	14	0	0.00%	0.08%	0.00%	0.00%
UNKNOWN	33	2	6.06%	0.18%	0.15%	81.22%
Duplicated Totals and Average Transfer Ready Rate	**18092**	**1350**	**7.46%**			

Source: ARC Office of Institutional Research, 10/16/2020

Note: There is duplication in the counts above due to students being able to select multiple races within the same term. The same student could be counted in the headcount or as Transfer Ready in several ethnicity categories.

Highlights of the Student Experience Survey

Our research primarily consisted of a Student Experience Survey

A survey of API experiences and perceptions was conducted over a three-week period during the Fall 2020 semester by ARC's Institutional Research Office. It was distributed to over 5,300 students who were previously identified as API based on their responses to demographic questions on their admission application. A total of 459 students participated for a response rate of 8.6%. Among these students, 63.2% were continuing students, 19.9% were first-time college students, 12.6% were returning students, and 4.3% were first-time transfer students (new to Los Rios, but not new to college).

While this survey was distributed broadly to API students, it was designed to enable disaggregation by API subgroup in order to delve into how DI and non-DI students within the API population are relating to ARC's current practice. One important limitation of this study is that it was conducted within the restrictive environment of the COVID-19 pandemic when almost all college instruction and services were provided remotely. The first-time new and transfer students (approximately 24% of respondents) are unlikely to have experienced any on-campus engagement with ARC. For a more thorough discussion of the survey and preliminary analysis, please see Appendix A.

Disproportionate Impact: Course Success

For the purpose of this study, the DI status was calculated based on five years of course success data from 2015-2020. Four different methodologies were used in the analysis (80%, PI, PPG, and PPG-1 with MOE). Five API subgroups were identified as disproportionately impacted by one or more of the methods applied:

- Guamanian
- Hawaiian
- Laotian
- Samoan
- Other Pacific Islander

The remaining subgroups (Asian Indian, Cambodian, Chinese, Filipino, Korean, Japanese, Vietnamese, and Other Asian) were classified as non-DI because no disproportionate impact was discerned based on course success. For more details, see Appendix B.

Key Findings: Experiences and Perceptions

Overall, most API students indicate positive experiences and perceptions of ARC. The chart below highlights some of the more general questions that gauged API students' level of agreement on a likert scale.

Student Perceptions: General

| | 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |

I see myself as part of the college community.
33% | 42% | 18% | 6% | 1%

I feel confident that I will complete my educational goal (e.g., certificate, associate's degree, transfer to 4-year, etc.)
52% | 33% | 12% | 2% | 1%

The college is committed to fostering an environment in which students of color can be successful.
35% | 40% | 21% | 3% | 1%

■ Strongly Agree ■ Agree ■ Neither ■ Disagree ■ Strongly Disagree

API students expressed similar perceptions related to classroom experiences and academic support.

Student Perceptions: Academics
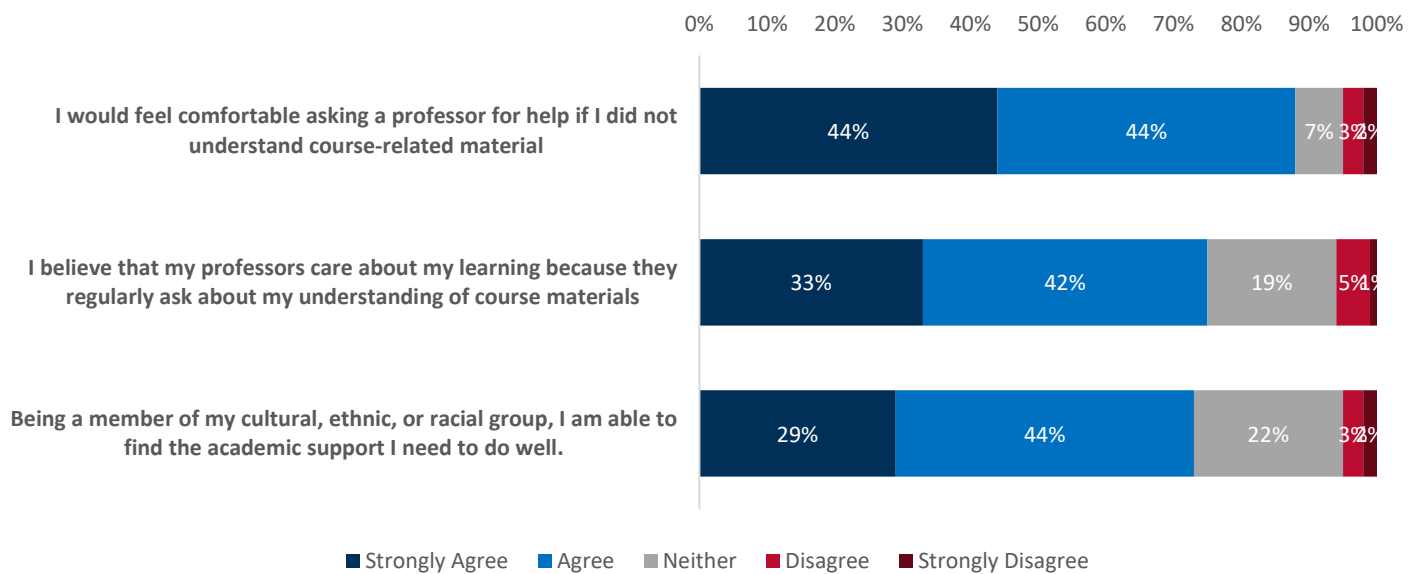
| | 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |

I would feel comfortable asking a professor for help if I did not understand course-related material
44% | 44% | 7% | 3% | 2%

I believe that my professors care about my learning because they regularly ask about my understanding of course materials
33% | 42% | 19% | 5% | 1%

Being a member of my cultural, ethnic, or racial group, I am able to find the academic support I need to do well.
29% | 44% | 22% | 3% | 2%

■ Strongly Agree ■ Agree ■ Neither ■ Disagree ■ Strongly Disagree
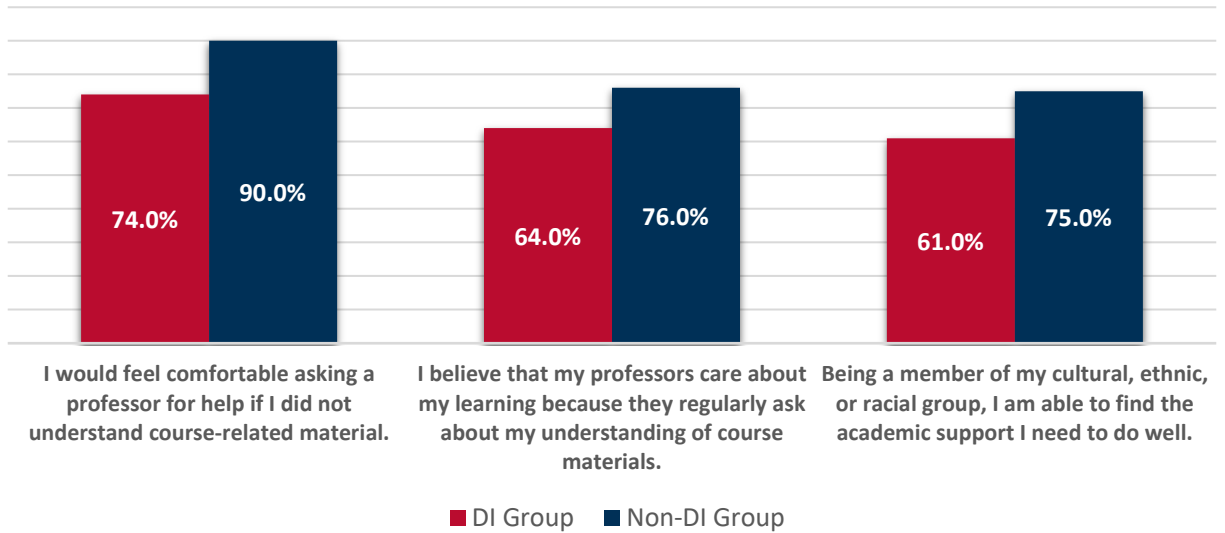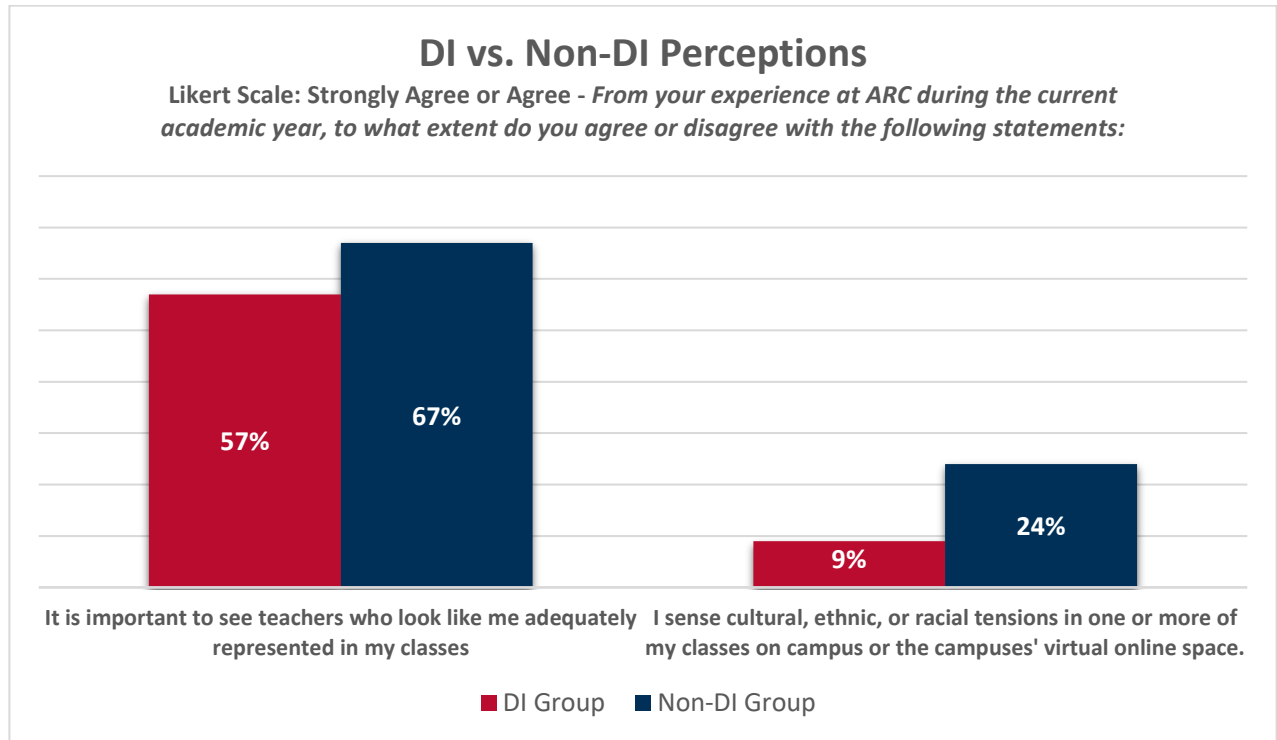
However, the aforementioned statistics conceal distinct differences in the responses of the DI and non-DI groups that become apparent once disaggregation occurs. DI API students generally have a **less positive** experience at ARC and are **less likely** to agree that beneficial conditions exist at ARC to support their academic success.

DI vs. Non-DI Perceptions

Likert Scale: Strongly Agree or Agree - *From your experience at ARC during the current academic year, to what extent do you agree or disagree with the following statements:*

	DI Group	Non-DI Group
I would feel comfortable asking a professor for help if I did not understand course-related material.	74.0%	90.0%
I believe that my professors care about my learning because they regularly ask about my understanding of course materials.	64.0%	76.0%
Being a member of my cultural, ethnic, or racial group, I am able to find the academic support I need to do well.	61.0%	75.0%

■ DI Group ■ Non-DI Group

While a majority of both groups indicated that seeing teachers who look like them is important, the DI group did not agree as strongly as the non-DI group (57% vs. 67%). The DI group also had a lower level of agreement related to whether they sense cultural, ethnic, or racial tensions in their classes (9% vs. 24%). These results could be viewed as contrary to the assumption that DI students place greater importance on having faculty of similar appearance and that they sense more tensions than their non-DI peers.

DI vs. Non-DI Perceptions

Likert Scale: Strongly Agree or Agree - *From your experience at ARC during the current academic year, to what extent do you agree or disagree with the following statements:*

- It is important to see teachers who look like me adequately represented in my classes: DI Group 57%, Non-DI Group 67%
- I sense cultural, ethnic, or racial tensions in one or more of my classes on campus or the campuses' virtual online space: DI Group 9%, Non-DI Group 24%

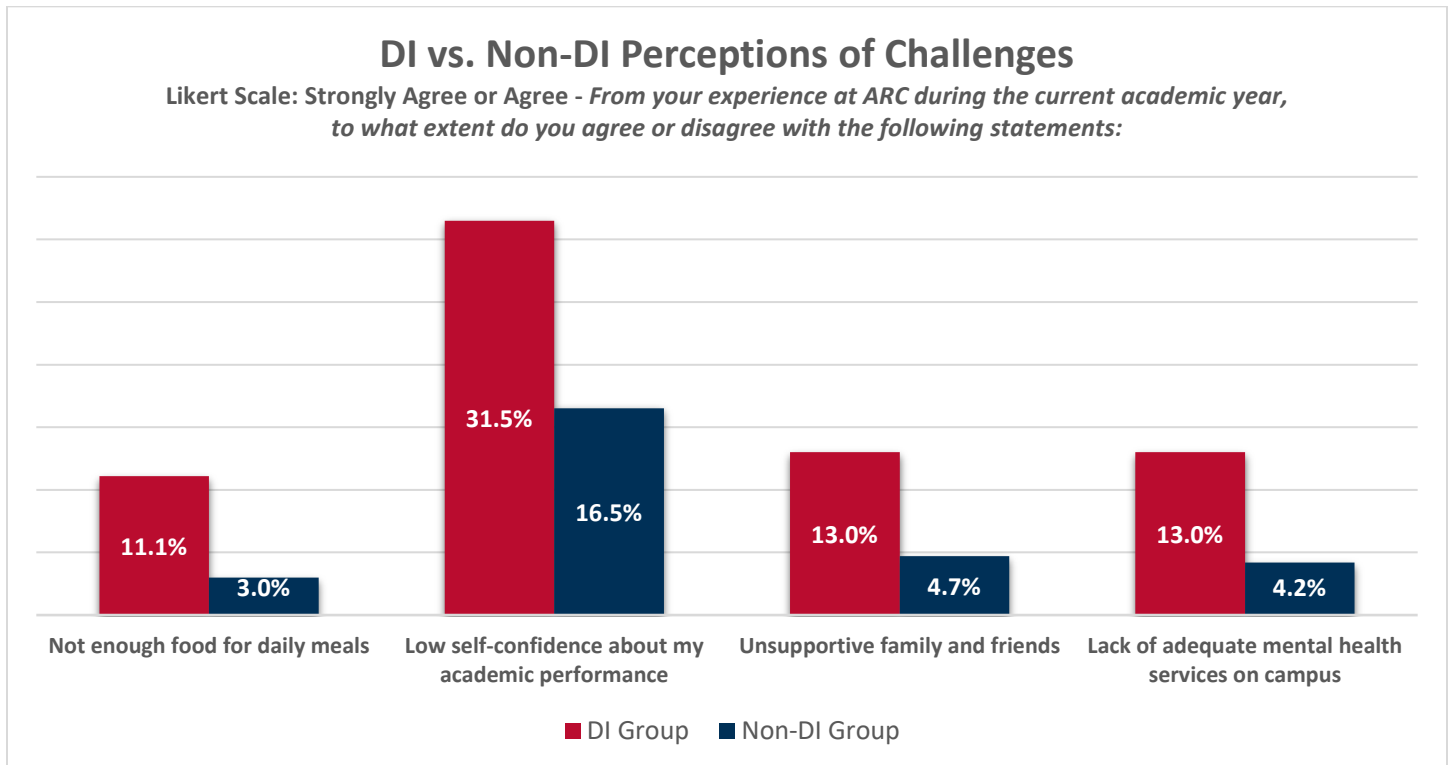Legend: ■ DI Group ■ Non-DI Group

Key Findings: Challenges to Completion

Many API students are facing substantial challenges that inhibit their educational attainment. Overall, the most frequent challenge to completion among all API students was COVID-19 related challenges (32%) revealing the level at which current events are impacting the API community.

Overall, API students often struggle with resource insufficiencies and the constraints associated with juggling multiple responsibilities. When asked "As an ARC student, have any of the following challenges made it hard for you to finish your degree, certificate, or transfer to a university":

- 24.8% of API students indicated difficulty balancing work and family demands;
- 20% reported insufficient money to cover general living costs;
- 19% were looking for work;
- 18.5% indicated that financial aid was insufficient to cover college costs (books, tuition, fees, etc.); and
- 18.5% reported that they were caring for family members (e.g., children, parents, elders).

Once again, significant differences were noted among a comparison of the DI group and non-DI group regarding the challenges they encounter. The DI group was **more likely** to be impacted by food insufficiency, low self-confidence, a lack of external support, and concerns about the adequacy of campus mental health services.

DI vs. Non-DI Perceptions of Challenges

Likert Scale: Strongly Agree or Agree - *From your experience at ARC during the current academic year, to what extent do you agree or disagree with the following statements:*

- Not enough food for daily meals: DI Group 11.1%, Non-DI Group 3.0%
- Low self-confidence about my academic performance: DI Group 31.5%, Non-DI Group 16.5%
- Unsupportive family and friends: DI Group 13.0%, Non-DI Group 4.7%
- Lack of adequate mental health services on campus: DI Group 13.0%, Non-DI Group 4.2%

■ DI Group ■ Non-DI Group

Other Findings: Barriers and Motivators

The study also delved into barriers that API students experience as well as influences that motivate them to attend college and work towards achieving their goals. Please see the remaining sections of this document (Institutional Barriers and De-Motivators at ARC and Motivators and High-Impact Practice Models) for these survey findings.

Further Research

While the preliminary analysis confirms that the perceptions and experiences differ among API subgroups, there remain many areas of inquiry to explore. There is an interest in comparing the survey data to course success data for Fall 2020 once available in order to gain a deeper understanding of the DI population and how student responses correlate to outcomes.

Comparison to data from other colleges might also offer interesting insights. During project team dialogue, an intriguing question surfaced as to what might be contributing to the success of Vietnamese students at ARC which is a group that is consider to be disproportionately impacted at some other institutions but was the highest performing group in the calculation of DI based on course success. By examining this question, it may be possible to identify promising ARC practices or community influences that might be leveraged to mitigate disproportionate impact for other subgroups.

Institutional Barriers at ARC

A first step towards eliminating disproportionate impact among API students is to identify the institutional barriers that are contributing to a less than ideal educational experience at ARC so that these barriers can be addressed.

SES Survey Findings

The recent API survey identified multiple barriers that impact API students, many of which appear to weigh more heavily upon the disproportionately impacted group (i.e., Guamanian, Hawaiian, Laotian, Samoan, and Other Pacific Islander respondents). First, over half of the API students who responded to the survey report being employed while also being enrolled at ARC. The DI group was significantly:

- **more likely** to be employed while attending college (66% employed vs 54.6% for the non-DI group) and
- **more likely** to report working in excess of 30 hours per week (32% report working 31 hours or more vs. 17.3% for the non-DI group).

These results suggest that the DI group has substantially less time to focus on their studies which could have a detrimental influence on achievement of educational goals. Another key finding was that the DI Group was **less likely** to be affiliated with available ARC support services that offer assistance including:

- Tutoring at the Learning Resource Center (7.4% DI vs. 19.5% non-DI);
- Career and Pathway Services (0% DI vs. 7.7% non-DI);
- CalWORKs (0% DI vs. 7.2% non-DI); and
- EOP&S (0% DI vs. 13.3% non-DI).

Overall, API students report low levels of mistreatment and negative encounters. However, analysis revealed that DI students were **more likely** to report higher rates of mistreatment and more negative encounters with employees.

Experiences and Perceptions During Experience at ARC	DI	Non-DI
Felt mistreated by staff based on racial identity	9.3%	3.0%
Felt mistreated by professors based on racial identity	9.3%	1.2%
Reported negative encounters with professors and/or staff	37.5%	14.6%

Among all API students, language was the most frequently indicated reason for mistreatment by staff and professors at 5.0% and 3.1% respectively. Negative encounters with professors and staff were most frequently attributed to the causes of "unresponsive to my requests", "provided inaccurate information", and "unavailable to meet with me".

Taken in combination, the responses to these factors (employment, support services, mistreatment, and negative encounters) confirm that the DI group is experiencing more barriers to academic success and may have less support in navigating these barriers than the non-DI group.

Additionally, students who indicated they were not planning to return to ARC in the spring were asked to select the reason(s) that were influencing their decision. In this case, there was no significant difference between the DI and non-DI groups. The top responses for abandoning ARC (or perhaps all educational pursuits) were:

- Covid-19 related challenges: 6.8%
- Not enough money to cover general costs: 5.4%
- Not enough financial aid to cover school fees: 5%
- Difficulty balancing work and school demands: 4.6%

- Taking care of family members: 3.9%.

Other Potential Barriers

The survey findings prompted a number of additional questions. One of these was whether API students are missing the eligibility threshold of various programs and supports because of living arrangements that involve an extended family rather than a traditional nuclear family. It is unknown whether the applications and/or eligibility criteria for various programs at ARC provide sufficient guidance or options in extended family circumstances to equitably gauge financial need.

Another area that was discussed was how language is a barrier and how discrimination based on language might occur. It is believed that at ARC, the issue is associated with lack of language fluency rather than resulting from regional dialect.

Identity-related issues are also suspected as a barrier due to the common practice of amalgamating Asian Americans and Pacific Islanders into a single group.

Los Rios API Scholars Rising Ceremony 2019 (Pacific Islander Dancers)

Motivators and High-Impact Practice Models

In order to develop a scalable model, ARC must contemplate not only what hinders students but what helps them. Two aspects to consider are discerning what motivates API students and exploring promising practices used in higher education that might foster API student success.

SES SURVEY FINDINGS

Analysis of the recent survey responses can provide insight into what drives and influences API students. Among all API respondents, 68.8% indicated that their primary motivation to attend college was to get a good paying job to help themselves or their family. However, this reason for attending college was much higher among the DI Group at 85.2%. Below is a comparison between the DI group and non-DI group for various motivators that influenced their decision to attend college.
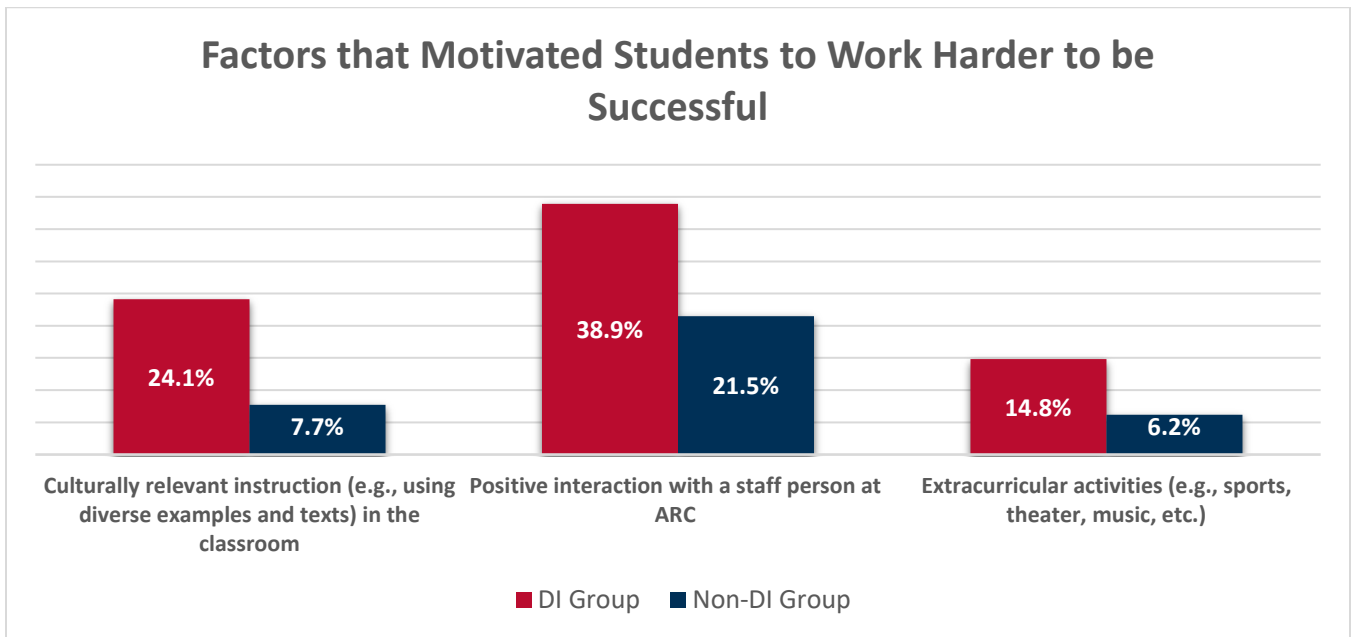

Primary Motivations to Attend College
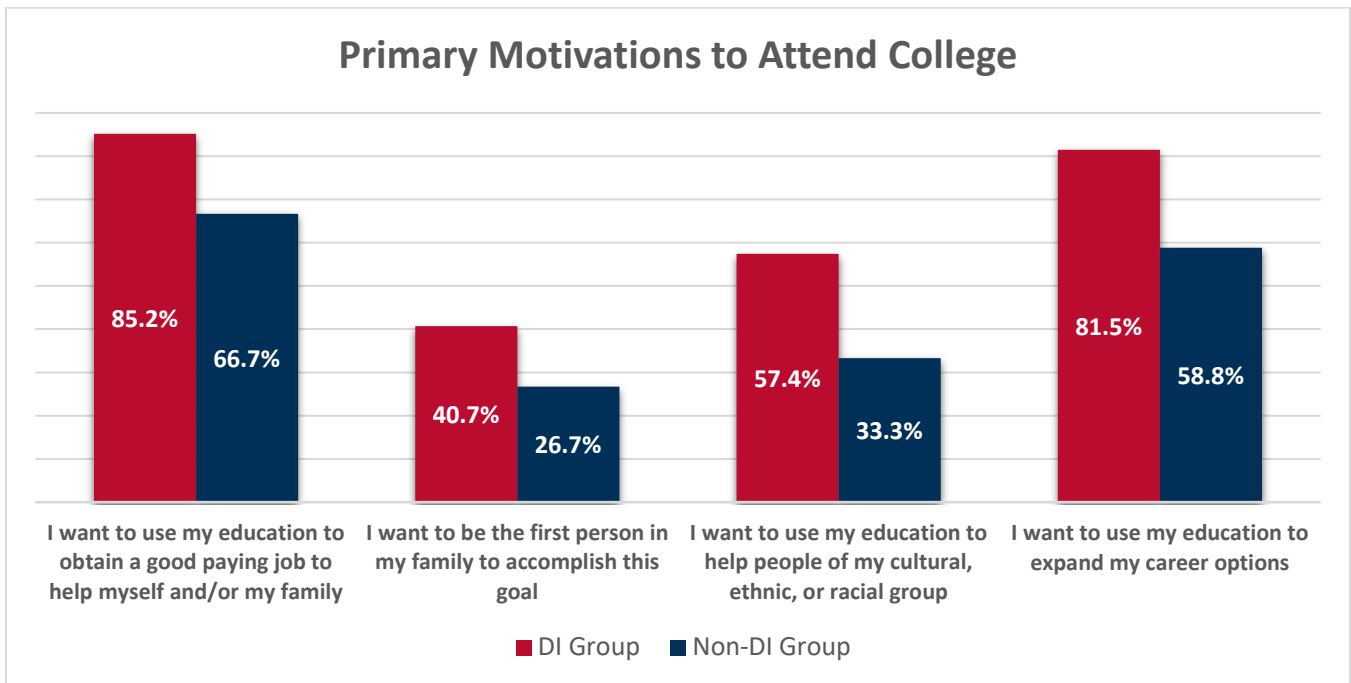
Turning to academics, API students most frequently indicated that their success in future classes would be helped by the following methods.

Method	All API
Clear explanations on what is required to be successful on assignments and exams	66.4%
Regular feedback from professor(s) about my academic performance	63.6%
Classroom environments where I feel safe to ask questions without fear of judgement	46.4%
Different ways to learn course content (e.g., small group work, writing reflections, interactive demonstrations)	45.3%
Opportunities to work with my classmates on assignments	36.6%
Relevant content (e.g., discussions, texts, and examples) that reflects my cultural, ethnic, or racial experiences	36.4%

However, varying levels of agreement surfaced between the DI and non-DI groups for several of the response options as shown in the table below.

Method	DI	Non-DI
Classroom environments where I feel safe to ask questions without fear of judgement	61.1%	44.4%
Different ways to learn course content (e.g., small group work, writing reflections, interactive demonstrations)	59.3%	43.5%
Relevant content (e.g., discussions, texts, and examples) that reflects my cultural ethnic or racial experiences	59.3%	33.3%

Substantial differences were also observed among motivators that encourage students to work harder to achieve success. The DI group was significantly **more likely** to be influenced by culturally-relevant instruction, positive interaction with staff, and extracurricular activities.

Factors that Motivated Students to Work Harder to be Successful

Factor	DI Group	Non-DI Group
Culturally relevant instruction (e.g., using diverse examples and texts) in the classroom	24.1%	7.7%
Positive interaction with a staff person at ARC	38.9%	21.5%
Extracurricular activities (e.g., sports, theater, music, etc.)	14.8%	6.2%

Other Motivators

In addition to the survey findings, the team identified other motivators that are believed to contribute to API student success. One factor is the benefit of API role models. Students can be positively influenced when they interact with people of their own ethnicity and background among ARC employees. A second motivator identified is a designated space for API students to gather, communicate, and support one another.

FOCUS GROUPS PROCESS AND FINDINGS

To further identify and better understand the needs of API students, the API team opted to conduct focus groups during Spring 2021. The list of API DI and API non-DI students were provided to the team from the Research office. The team emailed over 6,000 students and received confirmation from 20 students interested in participating. Of the 20 students, only five students attended the focus groups. The focus groups were offered during the week of March 29th. Due to the time frame, this might have impacted the students' availability to participate. While the input from focus groups were very limited and are not generalizable, we will share the feedback received for information purposes.

In general, the five students that were interviewed felt safe whether they were on campus physically (when classes were in-person) or online. Developing respectful relationships with counselors and teaching faculty were rated as most important among the five students. Students appreciate faculty members that create inclusive classroom environments. Specifically, students expressed that faculty who encourage students to participate, "don't put students down, when wrong answers are given," and make their presence known online, as well as being available to meet students are important.

They reported that factors helping their success include faculty creating opportunities for students to engage with other students, whether it is synchronous or asynchronous. Students also find that faculty who provide resources to support students in their assignments and exams are helpful. Responsive faculty members are also needed for student success. Additionally, students have felt that the curriculum in their classes currently do not reflect their race, ethnicity, or culture. For one particular student, they made an effort to connect the texts and the curriculum introduced to them relevant to their ethnic and cultural background. Other students did not express the same, but did mention that having curriculum and texts that reflect their experiences are important.

Lastly, students were asked to provide suggestions so that ARC can better support them. These were suggestions from the students:

- Faculty should not play favoritism
- Create an environment that allows everyone to participate
- Create engaging discussions whether the class is asynchronous or synchronous
- Provide constructive feedback on students' work and progress
- Get to know the students
- Be aware of who's in the class
- Faculty sharing resources available via Canvas
- Utilize Canvas to post information applicable to students such as Beaver Bites and other resources/announcements
- Being flexible with student needs (such as deadlines)

Finally, with increasing incidents on anti-Asian, the students interviewed were feeling overwhelmed and disheartened. Students need support. They are dealing with this issue in their workplace and in the community. They would like to see specific services and resources available to them for this issue specifically. Even though staff interviewing the students shared some resources with the students, they are still not getting this information directly from ARC news.

HIGH-IMPACT PRACTICE MODELS

To summarize, below are the most prominent themes gleaned from our literature review and SES findings:

Lit Review Themes	SES: Barriers	SES: Motivators
Disaggregation of data **Cultural validation** **Sense of belonging**	**Financial need** DI API students more likely to report working in excess of 30 hours per week **Accessing support** Possible under-utilization or challenges accessing available ARC support services **Additional potential barriers (needs further research)** ● Language, language fluency and discrimination on the basis of language ● Identity-related issues due to the common practice of lumping APIs into a single group	**Need for good paying job** to help themselves or their family **Need for expanded career options** **Classroom environmental factors:** ● Safe to ask questions without fear of judgement ● Different ways to learn course content ● Relevant content that reflect students' cultural ethnic or racial experiences **Need for feeling valued/encouraged/engaged** ● Positive interactions with staff ● Extracurricular activities ● API role models ● Designated space

In researching high-impact practices that have the potential to address these themes and needs, we examined a few AANAPISI programs, including ARC's PRISE Program, for insights into potential promising and scalable practices for supporting the success of DI API students. We also reviewed two resources on high-impact practices specific to AANAPISI or Minority-Serving Institutions.

ARC PRISE Program

High-impact practices: Academic and social API student gatherings/engagement; dedicated counselors and peer mentors; API student identity development; learning community; culturally relevant curriculum

The PRISE (Pacific Islander Asian American Resilience Integrity & Self Determination through Education) program, is a learning community that was developed in Fall 2017 and launched in Spring 2018. PRISE supports Asian Pacific Islander students at American River College (ARC). The development of this program resulted from ARC receiving the AANAPISI (Asian American Native American Pacific Islander Serving Institution) grant. "This AANAPISI designation emerged in 2008 as part of a national movement to better serve Asian American and Pacific Islander (AAPI) college students" (Mac et al., 2019).

Funding from the grant enabled staff in the PRISE program to create programming to support student success. Some of the programming includes Falefonos, which are community gatherings for students to come together to build community and leadership skills. The term Falefono (fah-leh-foe-no) originated from the Samoan culture. In addition to Falefonos, students also have "study halls." Prior to the pandemic, PRISE students were able to gather at the HUB and study together. Two PRISE counselors are also available to assist students with course selections and answer questions students might have about their program. Lastly, there are three peer mentors that provide direct supports to all PRISE students from progress reports, listen to student concerns, and provide community resources to students.

Overall, PRISE is still thriving in this pandemic. The counselors and peer mentors are continuing to communicate and create spaces of belonging for students on Zoom. For instance, students are attending Falefonos on Zoom. For the 2020-21 academic year, there are first-year Falefonos focused on community building and leadership skills, while second-year students attend Falefonos that are focused on the history of the Asian Pacific Islander populations and identity development. In addition to the Falefonos, PRISE students can also choose to take a set of courses together and move along in their academic program as a cohort. Taking classes together as a cohort allows students to build community and support each other throughout their educational experiences at ARC. All PRISE courses are taught using texts by authors of the API communities and the curriculum also reflects the experiences of API populations.

In Spring 2020, a program evaluation survey was conducted. In this survey, students were asked about their experiences in the program that included Falefonos, classes, field trips, and receiving support and guidance from staff and faculty.

The results indicated that all of the students appreciated the Falefonos. The Falefonos helped connect students with specific skills that they could use in the classroom and in their community. Students also appreciate the college visit field trips. These field trips made a difference in their decision of choosing 4-year colleges and also influenced their decision to continue their education.

Overall, PRISE has helped students feel a sense of belonging, created a space for API students to connect with other API students, and receive academic, social, and emotional support.

Sacramento State Full Circle Project

High-impact practices: API student identity and leadership development; Ethnic Studies education paired with service-learning; integration of academic support, internships, and career guidance; learning community; culturally relevant curriculum

Sacramento State received two consecutive five-year AANAPISI grants (2011 and 2016). The 2016 project abstract describes the intent of recent efforts (source: https://www.aanapisi.net/):

> The Full Circle Project...aims to increase graduation rates for low-income and first-generation Asian American and Pacific Islander and other high- need students transferring from community college to Sacramento State. It is built on a solid cohort-based learning community and other high-impact education practices that have worked to retain and graduate underrepresented and low-income students.

Using a cohort-based model, FCP combines learning community programming and cultural enrichment with an infrastructure that closely integrates academic support, internships, and career guidance. Graduating high school seniors who are interested in the program are encouraged to complete an application by early February in order to be selected for the upcoming academic year. The program is heavily grounded in Ethnic Studies education and focuses on three key components: exploring ethnic and racial identities; sharing stories of activism and leadership of racialized individuals and groups; and opportunities to think critically. In the fall, the students engage in a first-year seminar course and an introductory Asian American studies course. In the

spring, the cohort enrolls in a social change course which encourages students to view their learning throughout college as closely linked to activism and community organizing, and also become involved in campus and community-based service-learning projects through the Sacramento State Leadership Initiative.

In addition to the structured curriculum of the learning community, FCP students receive access to scholarship opportunities, peer mentoring, registration assistance, FCP-specific new student orientation, career counseling, community-building events, and other services. The program's staffing includes a director, pathways coordinator, administrative support coordinator, program coordinator, and counselor. The program uses its website, social media, brochures, and other marketing materials to promote itself to students and partner organizations.

The AANAPISI program at Sacramento State University was one of several highlighted in a 2018 Research Brief entitled "How Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs) Are Creating the Conditions for Students to Thrive". Among the results cited, the authors comment "…although Full Circle Project students were more likely to come from low-income and first-generation backgrounds than non-participants, they exhibited substantially higher one-year persistence rates compared to non-participants (approximately 92% and 82%, respectively) and higher grade-point averages than non-participants (3.27 and 2.76, respectively)."

The Full Circle Project (FCP) was also showcased in a 2015 What Works Now brief from the Campaign for College Opportunity. It provides the following comparison for Spring 2014 between those involved in FCP and Asian American/Pacific Islander students that were not served by FCP:

- Higher student retention rates (94.4% compared to 85.7%);
- Significantly higher rates of Good Academic Standing, meaning students maintained a GPA of 2.0 or higher and avoided academic probation or dismissal (97.2% compared to 81.8%); and
- Higher mean overall Grade Point Averages (3.15 compared to 2.77 on a 4.0 scale).

Case Study

In Spring 2018, FPC was examined in a case study published in the Review of Higher Education. The authors (Nguyen, Nguyen, et al.) commented:

Institutions traditionally approach students with a one-size fits all strategy to student learning and socialization. The FCP at Sac State operates differently; it addresses student needs, acknowledges challenges faced by students, and works with students to navigate the rocky terrain that is college for low SES students of color. The approach used by FCP has deep implications for other institutions…Centering students in the heart of the curriculum and co-curricular programming and giving them and opportunity to explore aspects of their history helps them feel less excluded and more central to the college experience (pp. 356-357).

The findings of the study emphasize the use of culturally relevant curriculum as a key element contributing to student success in the FCP program. The authors also point to the centralized "hub" approach of FCP which gathers resources together for the population it serves and directly addresses barriers associated with adjustment to college.

North Seattle Community College Northstar Peer Navigation Program

High-impact practices: Co-location and integration of services and resources; "peer navigators" focused on providing individualized support, building relationships and sharing information with students

In 2013, in an effort to serve a highly diverse student population (70% students of color) and also a population with a large number of working students, North Seattle Community College set out to restructure the college around diversity, community partnerships, and new pathways to transfer and work. Their AANAPISI program, called the Northstar Peer Navigation Program, focused on helping students navigate pathways to self-sufficiency. Key features of the program included the co-location and integration of services and resources (employment services, human services, education, and workforce development), a focus on guiding students toward their goals versus providing access to a single resource, and a mix of students and college staff and representatives from community-based organizations who serve as peer navigators and provide individualized support. Navigators had a three-fold goal of talking with students, staff, and faculty about what college means to their students, walking students to the resources they need to get started on their education, and having straightforward conversations with students about what they need to succeed in college. Relationships and information were focal points in the program. In its first year, the program served over 37,000 students and helped them access over 20 different social, educational, and employment services (Conrad & Gasman, 2015).

Educating a Diverse Nation: Lessons from Minority-Serving Institutions by Conrad, C. & Gasman, M. (2015)

- "Walk each student into campus" by meeting students where they are at and providing them with opportunities to begin the work of college students before they begin their college education.
- Guide individual students through the college and chart a pathway to their futures
- Provide diverse learning opportunities outside of the traditional classroom
- Infuse culturally relevant learning opportunities into the college experience
- Immerse students in collaboration
- Gather and use information on the learning and progress of students

Measuring the Impact of MSI-Funded Programs on Student Success: Findings from the Evaluation of Asian American and Native American Pacific Islander-Serving Institutions by Teranishi, Martin, Pazich, Alcantar, and Nguyen (2014)

Implications for Practitioners

- These interventions were successful because they were designed in response to a specific need or challenge. Programmatic goals were narrow and targeted, and the activities were all tied to maximizing the potential of the intervention.
- Establishing a culture of inquiry is critical for capacity-building efforts. This includes having institutional researchers as a part of the campus leadership team collaborating with faculty, staff, and administrators.
- Evidence of success should drive efforts to replicate and scale up programs. These findings should also be shared with a broader audience outside of the institution.
- The findings from assessment should be discussed widely between different constituents on campus to generate strategic and thoughtful ways to address broader institutional objectives.

Implications for Policymakers

- Money matters for MSIs – targeted investments can drive innovation, support institutional change, and help raise degree attainment rates.
- Policymakers should consider ways to incentivize the scaling up of programs for which there is a measurable impact of the MSI-funded interventions.
- In order for MSIs to reach their full potential they need support with assessment so they can better understand and refine efforts to improve institutional performance.
- Government and foundations should invest in partnerships that generate innovative and effective practices; there is a critical opportunity to do this with MSIs.

Recommendations for Action

Based on the research and the dialogue of the project team, the following recommendations are offered as a path forward by which ARC can equitize education and better support API students.

RECOMMENDATIONS	COMMENTS AND SUGGESTED STRATEGIES
Continue to support practices of disaggregating data on API ethnicities and push for further disaggregating the "Other Asian" category	The historical practice of reporting the various API ethnicities as a single, monolithic group in college data is a major concern because it suppresses valuable information and lacks sufficient detail for data-informed decision-making. The State is working to expand API ethnicities in CCC Apply. ARC should continue the practice of disaggregating data for API ethnicities and strive to further break down the "Other Asian" category in institutional research and data analyses. ARC should also advocate for increased data collection that enables further data disaggregation at the district and state levels.
Build upon promising practices within PRISE to deepen the sense of belonging at ARC and support student identity development	In response to both the literature review and survey results, there is an ongoing need to strengthen API students' sense of belonging and connect them with other members of ARC's API community (employees and students). The college should institutionalize the features that research has shown to be effective and/or that students have affirmed as helpful or valuable to them, such as offering courses API students can take together (learning community), including courses that integrate API perspectives, counseling, peer mentoring, cultural enrichment, study groups, and book assistance. The college should also consider conducting a formal evaluation of the PRISE Program so as to document evidence of effective practices.
Extend culturally responsive teaching and culturally-relevant instruction to improve outcomes for DI-API students	Based on the API survey data, the DI group more frequently indicated culturally relevant instruction as a motivator to work harder to achieve success (24.7% vs. 7.7%). Given this fact, and that culturally responsive & culturally relevant curriculum are both identified high-impact practices, ARC should provide learning opportunities and other resources that support faculty in their efforts to offer culturally responsive and relevant instruction.
Develop outreach and support strategies focused on guiding DI-API students to support services, financial aid, and career resources	Research indicated that API students from disproportionately impacted ethnicities are less likely to be affiliated with support services such as CalWORKs, EOP&S, LRC Tutoring, as well as Career and Pathway Services. We recommend a two-pronged strategy: (a) Increase communication to ensure all students are aware of these services and how to access their support; and (b) develop and implement proactive outreach strategies to API students to increase their understanding of these services, while also discerning any barriers to usage among DI-API students. The Home Bases can play a role in both coordinating information about different programs and resources available to students, and in delivering the direct help and guidance to students and forming relationships with them. The Home Bases might also consider eventually increasing collaboration with community-based organizations who provide support and workforce services.
Conduct further analysis of the API Student Experience Survey and additional research	Analysis of the survey was completed in Fall 2020, and additional insights were provided by the Research Office regarding student success (grade) data for the fall semester, as well as a very limited number of focus group interviews. More research is needed to better understand the experiences of ARC's DI API students. Once available, the Student Success Council (and/or other groups) should discuss the insights and determine whether additional recommendations would be beneficial. The college should consider a longitudinal study that tracks API students from the time they enter ARC to leaving ARC would also be beneficial. The information gleaned from this type of study could inform us about the student experience over time and enable us to further understand gaps in our programs, outreach, and student classroom experiences.

Form an API-focused group to support the recruitment and retention of employees	Since more than half of the API students surveyed indicated that it was important to have instructors who look like them, efforts are needed to recruit and retain API employees. A suggested method is to form a group for existing staff, faculty, and administrators to join together in activities that are intended to attract and maintain employees from the Asian American and Pacific Islander communities.
Support API Students during rise in anti-Asian hate crimes	The college should design ongoing programming in support of API students, either online or in-person, that creates space for students to process, reflect, and connect students who have experienced hate crimes or struggling with this mentally or emotionally to resources. Secondly, training should be provided to students on how to respond and how to support other students, when crises such as hate crimes take place. Additionally, bystander training should be offered, so that staff and faculty can support students in meaningful ways.

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Los Rios API Scholars Rising Ceremony 2019 (Thai Dancer)

Appendix A: IR Report: Key Findings and Analysis, Fall 2020 API Survey

The following images display the summary report of survey findings that was considered by the project team. For alternate formats or additional information, please contact the Institutional Research Office.

INSTITUTIONAL RESEARCH
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Fall 2020 Student Experience Survey for ARC's Asian Pacific Islander (API) Disproportionately Impacted (DI) Students: Key Findings and Analyses

Key Findings

Most API students had positive experiences and perceptions at ARC. However, **API DI students (Laotian, Guamanian, Samoan, Hawaiian, and Other Pacific Islander) had worse (i.e., less positive) experiences and perceptions at ARC than API Non-DI students (Asian Indian, Cambodian, Chinese, Filipino, Korean, Japanese, Vietnamese, and Other Asian).** Specifically, statistical analyses revealed that:

- API DI students were *less likely to agree that they are comfortable asking a professor for help, to be invested in course materials because they can relate to them, to believe that their professors care about their learning, and to report being able to find the academic support they need to do well*, compared to API Non-DI students
- API DI students reported *higher rates of mistreatment by staff due to their Racial Identity*, compared to API Non-DI students
- API DI students reported *higher rates of mistreatment by professors due to their Racial Identity*, compared to API Non-DI students
- API DI students reported *more negative encounters with professors or staff that made them doubt their belonging at ARC*, compared to API Non-DI students
- API DI students were *more likely to report as challenges to completion*:
  - *not enough food for daily meals*
  - *low self-confidence about their academic performance*
  - *unsupportive family and friends*
  - *lack of adequate mental health support services on campus*
- API DI students were *more likely to report as factors likely to contribute to success in the classroom*:
  - *classroom environments where I feel safe to ask questions without fear of judgement*
  - *different ways to learn course content (e.g. small group work, writing reflections, interactive demonstrations, etc.)*
  - *relevant content (e.g. discussions, texts, and examples) that reflects my cultural, ethnic, or racial experiences*
- API DI students were *more likely to report as primary motivations to attend college*:
  - *I want to be the first person in my family to accomplish this goal*
  - *I want to use my education to help people of my cultural, ethnic, or racial group*
  - *I want to use my education to help people with my same sexual orientation*
  - *I want to be a role model*
  - *I want to use my education to obtain a good paying job to help myself and/or family*
  - *I want to use my education to expand my career options*
- API DI students were *more likely to report as factors that motivated them to work harder to be successful at ARC*:
  - *culturally relevant instruction (e.g. using diverse examples and texts) in the classroom*

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- o *positive interaction with a staff person at ARC*
  - o *extracurricular activities (e.g. sports, theater, music, etc.),*
- API DI students were *less likely to be affiliated with the following ARC support services*:
  - o Tutoring at the Learning Resource Center
  - o Career and pathways support services
  - o CalWorks (California Work Opportunity and Responsibility to Kids)
  - o EOP&S (Extended Opportunity Program and Services)
- API DI students were *more likely to be employed and more likely to report working 31 or more hours per week,* compared to API Non-DI students.

Data Collection

An email invitation to participate in the API Student Experience Survey was sent to 5310 API students. Survey responses were collected from October 26th to November 16th, 2020. Incentives for completing the survey included a chance to win one of three $50 Amazon gift cards. The survey was also advertised on the PRISE Instagram account and participation was encouraged by PRISE peer mentors. The survey was administered online using Class Climate survey software.

Demographic Characteristics of Survey Respondents

- 459 students responded to the survey, an 8.6% return rate.
- 63.8% identified as female, 30. 5% identified as male. 0.9% identified as transgender/non-binary
- 67.8% identified as heterosexual or straight, 10.7% identified as gay, lesbian, bisexual, asexual, pansexual or fluid, or queer, 19.6% declined to answer, 1.9% indicated other
- 51.3% indicated that either one or both of their parents attended college or technical training school (beyond high school), 40.2% did not, 8.5% declined to answer
- 63.2% were continuing students, 19.9% were first time college students, 12.6% were returning students, and 4.3% were first time transfer students (new to Los Rios, but not new to college)
- 64.1% indicated Transfer as their education goal, followed by Degree at 52.5%, Certificate at 22%, Improve basic skills at 12.9%, Update, upgrade or maintain job skills or license at 10.5%, Undecided at 2.4%, and Other at 1.1% (students could select more than one educational goal)
- Ethnicity data are shown in Figure 1 below. The specific ethnicity categories (e.g., "Other Asian", "Black", "Other Pacific Islander") matched the categories available on the CCC apply application. Other Asian was the most frequent response at 30.7%, followed by Filipino at 19.4%. White was 3rd at 14.4%, indicating that a fair number of respondents were biracial or mixed race. Chinese at 11.3%, Vietnamese at 10.5%, and Asian Indian at 10%, were the other categories to reach double-digit responses.
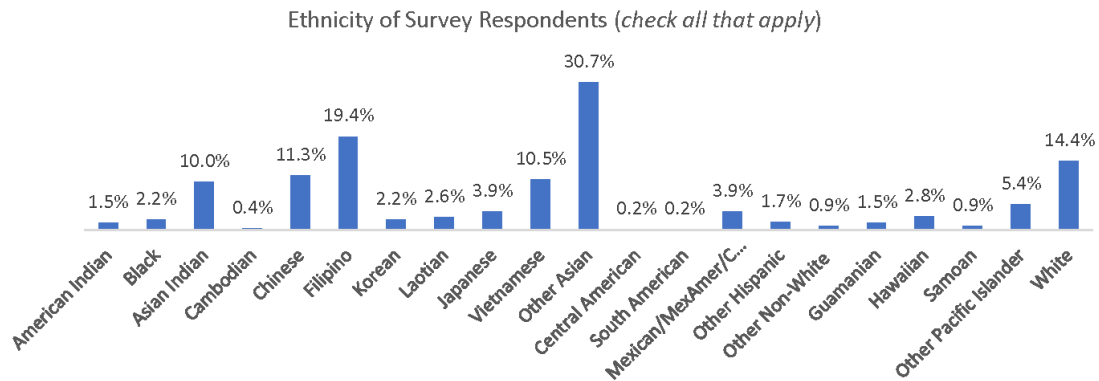
Ethnicity of Survey Respondents (*check all that apply*)

Figure 1. Ethnicity of survey respondents (respondents could select more than one category).

- 405 survey respondents (88.2%) were identified as belonging to one of the 8 API Non-DI Groups (Asian Indian, Cambodian, Chinese, Filipino, Korean, Japanese, Vietnamese, and Other Asian.), 54 survey respondents (11.8%) were identified as belonging to one of the 5 API DI Groups (Laotian, Guamanian, Samoan, Hawaiian, and Other Pacific Islander)[1]

Student Experience Survey Instrument

The API Student Experience Survey was developed by the API Disproportionate Impact Team with support from the Office of Institutional Research. The survey drew from earlier survey instruments administered at ARC (the Spring 2020 African American, Latinx, and Native American Student Experience Survey and the Fall 2019 Institutional Campus Climate Survey) and was customized for ARC's API student population.

The survey included 19 Likert-Scale questions about student experiences and perceptions, followed by 20 single or multiple selection questions about a number of topics, including interactions with faculty and staff, challenges to completion, motivations to succeed, use of support resources, and demographics, and 3 opened-ended questions regarding country of origin, parent's country of origin, and primary language spoken.

Likert-Scale Section Survey Results: Experiences and Perceptions at ARC

The first section of the Student Experience Survey asked ARC's Asian Pacific Islander (API) students various Likert-scale questions (strongly agree to strongly disagree) about their experiences and perceptions at ARC, including questions about their sense of belonging, the feeling that professors care, the college's commitment to students of color, and whether they feel that in consideration of their cultural, ethnic, racial identity, they feel safe, socially accepted, and academically supported. **Overall, the results revealed that most API students had positive experiences and perceptions at ARC.**

As shown in Figure 2 below, most API students strongly agreed or agreed that "I see myself as a part of the college community" (75.4%), that "I would feel comfortable asking a professor for help if I did not understand course-related material" (88.0%), that "I have at least one professor who cares about my academic success at ARC" (78.2%), that "I feel comfortable contributing to class discussions" (82.1%), that "I am invested in course materials because I can relate them to my real-life experiences" (75.5%), that "I believe that my professors care about my learning because they regularly ask about my understanding of course materials" (74.8%), and that "I am able to understand course materials because my professors use different teaching tools to help me learn" (80.3%).

When asked about the importance of various topics, most API students strongly agreed or agreed, but at a slightly lower rate. Most API students strongly agreed or agreed that "It is important to see teachers who look like me adequately represented in my classes" (65.7%), that "It is important to see other students with the same cultural, ethnic, or racial background in my classes" (63.2%), and that "It is important to have a space at ARC (on campus or virtually) where I can go to feel 'at home' where students of my same identity value me" (71.9%).

Most API students strongly agreed or agreed that "This college is committed to fostering an environment in which students of color can be successful" (74.9%). By contrast, for questions worded such that agreement reflected a more

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[1] Based on a review of 5 years of course success data at ARC (2015-2020), 5 API populations were identified as being disproportionately impacted: Laotian, Guamanian, Samoan, Hawaiian, and Other Pacific Islander[1]. These 5 API populations combined represent the API DI group in this report. By contrast, 8 API populations were identified as not being disproportionately impacted: Asian Indian, Cambodian, Chinese, Filipino, Korean, Japanese, Vietnamese, Other Asian. These 8 API populations combined represent the API Non-DI group in this report.

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negative campus climate (i.e., reverse-coded), only about 1 in 4 API students strongly agreed or agreed. Specifically, a minority of API students strongly agreed or agreed that "People of my cultural, ethnic, or racial group are more likely to experience discrimination at ARC (on campus or virtually) than others" (26.7%), that "I sense cultural, ethnic, or racial tensions in one or more of my classes on campus or the campuses' virtual online space" (22.1%), and that "I feel awkward in situations at ARC (on campus or virtually) in which I am the only person of my cultural, ethnic, or racial group" (25.7%).
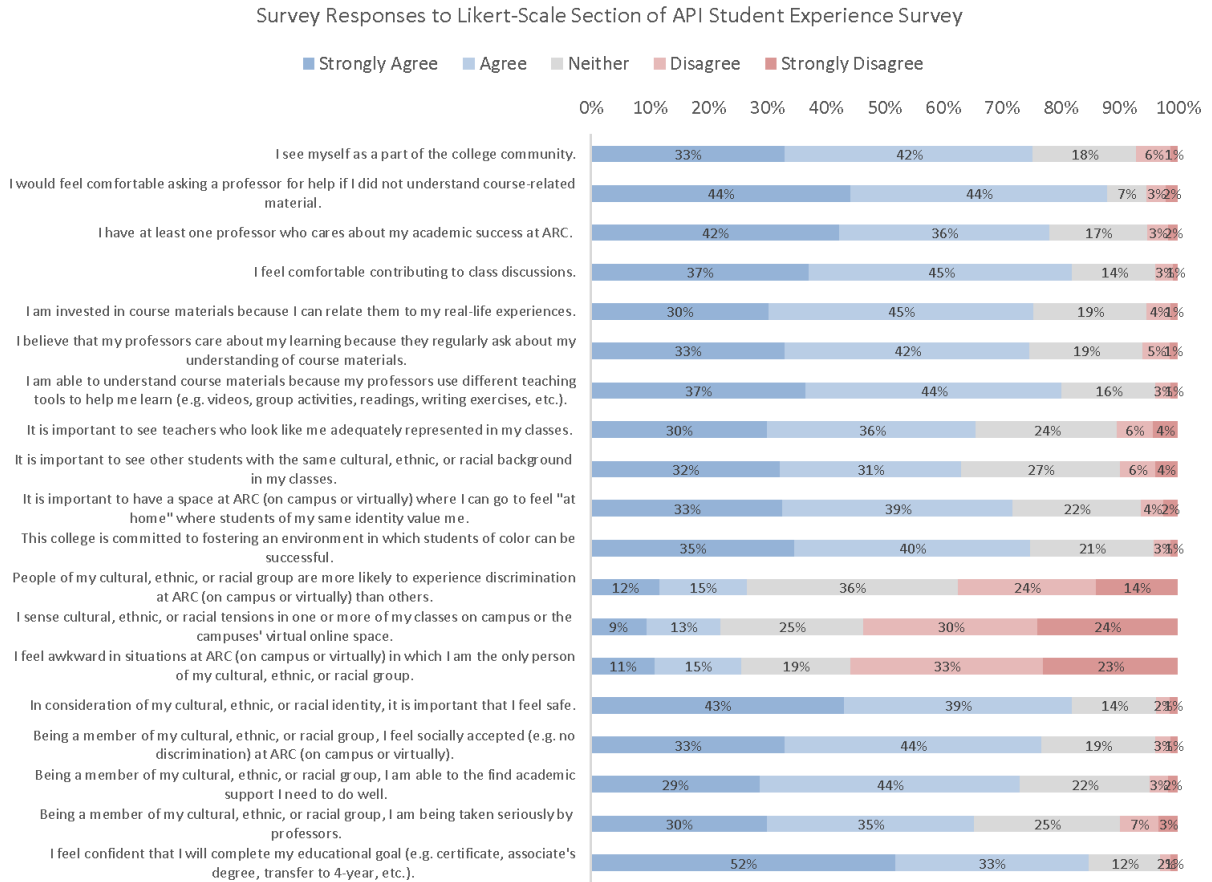
Figure 2. Survey Responses to Likert-Scale Section of API Student Experience Survey

Regarding questions related to the students' cultural, ethnic, or racial identity, most API students reported positive experiences and perceptions. Specifically, most API students strongly agreed or agreed that "In consideration of my cultural, ethnic, or racial identity, it is important that I feel safe" (82.1%), that "Being a member of my cultural, ethnic, or racial group, I feel socially accepted (e.g. no discrimination) at ARC (on campus or virtually)" (76.9%), and that "Being a member of my cultural, ethnic, or racial group, I am able to the find academic support I need to do well" (73.2%). A slightly smaller majority of API students strongly agreed or agreed that "Being a member of my cultural, ethnic, or racial group, I am being taken seriously by professors" (65.4%).

Most API students strongly agreed or agreed that "I feel confident that I will complete my educational goal (e.g. certificate, associate's degree, transfer to 4-year, etc.)" (84.9%).

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API DI Group vs. API Non-DI Group Analyses

Comparisons between ARC's API DI group vs API Non-DI Group revealed significant differences in their experiences and perceptions, as measured by the Likert-Scale section of the survey[2]. As shown in Figure 3 below, **the API DI group was less likely than the API Non-DI Group to strongly agree or agree that "I would feel comfortable asking a professor for help if I did not understand course-related material" (74% vs 90%), that "I am invested in course materials because I can relate them to my real-life experiences" (61% vs 77%), that "I believe that my professors care about my learning because they regularly ask about my understanding of course materials" (64% vs 76%), and that "Being a member of my cultural, ethnic, or racial group, I am able to the find academic support I need to do well" (61% vs 75%).**

Strongly Agree or Agree Responses to the Likert-Scale Section of the
API Student Experience Survey

■ API DI Group   ■ API Non-DI Group

	I would feel comfortable asking a professor for help if I did not understand course-related material	I am invested in course materials because I can relate them to my real-life experiences	I believe that my professors care about my learning because they regularly ask about my understanding of course materials	Being a member of my cultural, ethnic, or racial group, I am able to the find academic support I need to do well	It is important to see teachers who look like me adequately represented in my classes	I sense cultural, ethnic, or racial tensions in one or more of my classes on campus or the campuses' virtual online space
API DI Group	74.0%	61.0%	64.0%	61.0%	57.0%	9.0%
API Non-DI Group	90.0%	77.0%	76.0%	75.0%	67.0%	24.0%

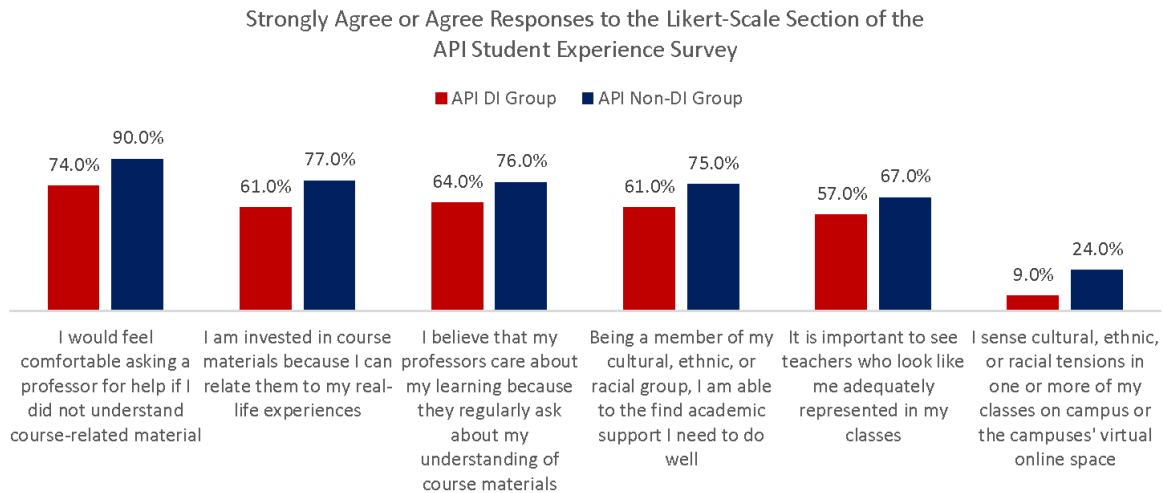**Figure 3.** Strongly agree or agree survey responses to Likert-Scale Section of API Student Experience Survey, API DI Group vs API Non-DI Group

The API DI group was also less likely than the API Non-DI Group to strongly agree or agree that "It is important to see teachers who look like me adequately represented in my classes" (57% vs 67%) and that "I sense cultural, ethnic, or racial tensions in one or more of my classes on campus or the campuses' virtual online space" (9% vs 24%). These results could be considered contrary to the idea that it is more important for the API DI group, relative to the API Non-DI group, to see teachers who look like them adequately represented in their classes and that they sense more cultural, ethnic, or racial tensions in one or more of their classes on campus or the campuses' virtual online space. No other significant differences emerged between the API DI group and the API Non-DI Group for the first section (the Likert-Scale section) of the survey.

Employed while being a student at ARC

Overall, a slight majority of API students reported being employed (on or off campus) while being a student at ARC (56% employed vs 44% not employed). 19% of API students reported being employed for 31 or more hours per week.

The API DI group was significantly more likely to be employed than the API Non-DI group (66% employed vs 54.6% employed) and was significantly more likely to report working 31 or more hours per week (32% vs 17.3%).

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[2] All differences significant at the $p < .05$ level.

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Likelihood of returning to ARC next semester

85.5% of API students reported that "I will return" or "I will likely return" to ARC next semester. No significant differences emerged between the API DI group and the API Non-DI Group (85.2% vs 85.6%).

Reasons for not returning to ARC next semester

No specific reason among those listed on the survey garnered a double-digit percentage of responses. The reasons that received the most responses were "Covid-19 related challenges" (6.8%), "Not enough money to cover general costs" (5.4%), "Not enough financial aid to cover school fees" (5%), "Difficulty balancing work and family demands" (4.6%), and "Taking care of family members" (3.9%). No significant differences emerged between the API DI group and the API Non-DI Group for this question.

Mistreated by Staff at ARC

Students were asked, "During your experience at ARC, if applicable, please indicate whether you have felt that you have been mistreated by staff at ARC because of your (check all that apply)."

No specific cause for mistreatment by staff at ARC among those listed on the survey garnered a double-digit percentage of responses. The causes for mistreatment that received the most responses were "Language" (5%), "Racial Identity" (3.7%), and "Culture or Cultural Identity" (2.7%).

Several significant differences emerged between the API DI group and the API Non-DI Group regarding mistreatment by staff at ARC. As shown in Figure 4 below (left two bars), **the API DI group was significantly more likely to report "Racial Identity" (9.3% vs 3%) as a cause for mistreatment by staff at ARC as compared to the API Non-DI group. Differences were also observed for "Socioeconomic Class" (5.6% vs 0.7%), "Age" (5.6% vs. 1.5%), and "Body size" (3.7% vs 0.5%)[3].**

Mistreatment Because of Racial Identity

■ API DI Group   ■ API Non-DI Group

9.3%

3.0%

9.3%

1.2%

Mistreated by staff at ARC because of your Racial Identity   Mistreated by professors at ARC because of your Racial Identity
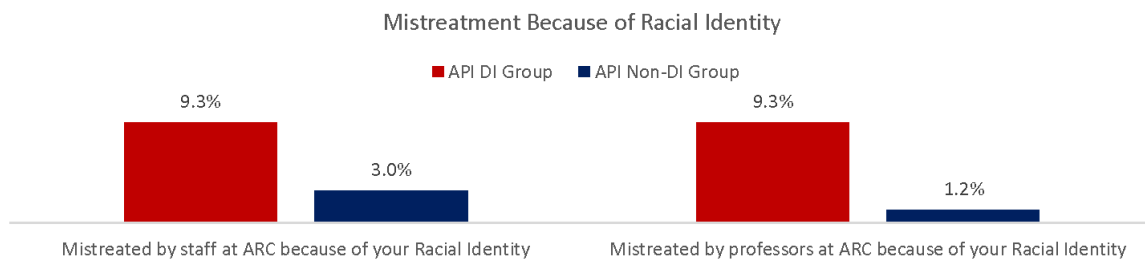
Figure 4. API survey respondents indicating mistreatment by staff (left two bars) and professors (right two bars) because of Racial Identity, API DI Group vs API Non-DI Group

Mistreated by Professors at ARC

Students were asked, "During your experience at ARC, if applicable, please indicate whether you have felt that you have been mistreated by professor(s) at ARC because of your (check all that apply)."

As was the case for mistreatment by staff, no specific cause for mistreatment by professors at ARC among those listed on the survey garnered a double-digit percentage of responses. Similarly, the causes for mistreatment that received the most responses were "Language" (3.1%), "Culture or Cultural Identity" (2.4%), and "Racial Identity" (2.2%).

Several significant differences emerged between the API DI group and the API Non-DI Group regarding mistreatment by professors at ARC. As shown in Figure 4 above (right two bars), **the API DI group was significantly more likely to report**

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[3] As the actual counts for the comparisons involving Socioeconomic class, Age, and Body size were all less than 5 per positive response, these results should be interpreted with caution. For example, for Body size, the comparison is between 2 positive responses (out of 54) for the API DI group vs 2 positive responses (out of 405) for the API Non-DI group.

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"Racial Identity" (9.3% vs 1.2%), as a cause for mistreatment by <u>professors</u> at ARC as compared to the API Non-DI group. Differences were also observed for "Socioeconomic Class" (1.9% vs 0%), and "Body size" (1.9% vs 0%)[4].

Negative encounters with Professors or Staff at ARC that made you doubt your belonging at ARC

Students were asked, "During your experience at ARC, if applicable, how many negative encounters have you had with any professor or staff person that made you doubt your belonging at ARC?"

Overall, 82.6% of API students reported that "I have had no negative encounters with a professor or staff person". By contrast, 17.4% of API students reported 1 or more negative encounters with a professor or staff person.

As shown in Figure 5 below, **the API DI group was significantly more likely to report 1 or more negative encounters with a professor or staff person that made them doubt their belonging at ARC. (37.5% vs 14.6%).**
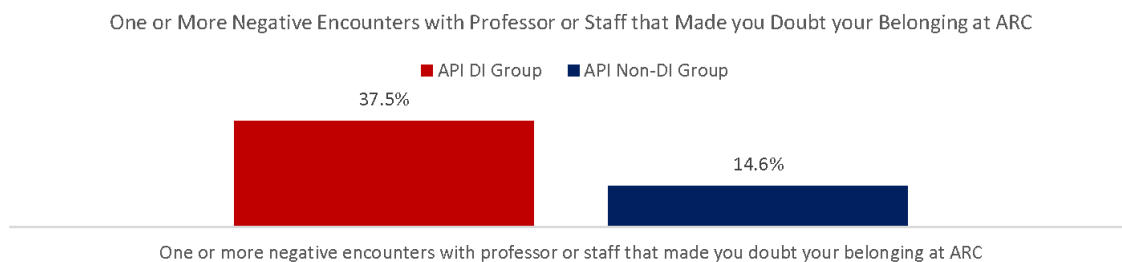
One or More Negative Encounters with Professor or Staff that Made you Doubt your Belonging at ARC

■ API DI Group ■ API Non-DI Group

One or more negative encounters with professor or staff that made you doubt your belonging at ARC

Figure 5. API survey respondents indicating one or more negative encounters with professor or staff that made them doubt their belonging at ARC, API DI Group vs API Non-DI Group

Reasons for negative encounters with Professors at ARC

Students were asked, "If you have experienced at least one negative encounter with any <u>professor</u> which made you feel like you did not belong at ARC, please indicate how this person negatively influenced your experience? Check all that apply."

No specific cause for a negative encounter with any professor at ARC among those listed on the survey garnered a double-digit percentage of responses. The causes for a negative encounter that received the most responses were "Unresponsive to my requests" (7.8%), "Provided inaccurate information" (4.8%), and "Unavailable to meet with me" (2.4%).

Significant differences emerged between the API DI group and the API Non-DI Group regarding the causes for negative encounters with professors at ARC. **The API DI group was significantly more likely to report "Unresponsive to my requests" (20.4% vs 6.2%), and "Provided inaccurate information" (13% vs 3.7%) as causes of negative encounters with <u>professors</u> at ARC as compared to the API Non-DI group.**

Reasons for negative encounters with Staff at ARC

Students were asked, "If you have experienced at least one negative encounter with any <u>staff person</u> which made you feel like you did not belong at ARC, please indicate how this person negatively influenced your experience? Check all that apply."

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[4] As the actual counts for the comparisons involving Socioeconomic class and Body size were all less than 5 per positive response, these results should be interpreted with caution. Specifically, for both Socioeconomic class and Body size, the comparison is between 1 positive response (out of 54) for the API DI group vs 0 positive responses (out of 405) for the API Non-DI group.

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As was the case for professors, no specific cause for a negative encounter with any staff person at ARC among those listed on the survey garnered a double-digit percentage of responses. Similarly, the causes for a negative encounter that received the most responses were "Unresponsive to my requests" (6.8%), "Provided inaccurate information" (5.4%), and "Unavailable to meet with me" (2%).

As was the case for professors, significant differences emerged between the API DI group and the API Non-DI Group regarding the causes for negative encounters with any staff person at ARC. **The API DI group was significantly more likely to report "Unresponsive to my requests" (22.2% vs 4.7%), and "Provided inaccurate information" (14.8% vs 4.2%) as causes of negative encounters with any <u>staff person</u> at ARC as compared to the API Non-DI group.**

Challenges to completion

Students were asked, "As an ARC student, have any of the following challenges made it hard for you to finish your degree, certificate, or transfer to a university? Check all that apply."

The challenges to completion that received the most responses were "Covid-19 related challenges" (32%), "Difficulty balancing work and family demands" (24.8%), "Not enough money to cover general living costs" (20%), "Looking for work" (19%), "Not enough financial aid to cover school fees" (18.5%), "Taking care of family members" (18.5%), and "Low self-confidence about my academic performance" (18.3%). All other challenges received less than 10.2% each.

Significant differences emerged between the API DI group and the API Non-DI Group regarding challenges to completion. As shown in Figure 6 below, **the API DI group was significantly more likely to report "Not enough food for daily meals" (11.1% vs 3%), "Low self-confidence about my academic performance" (31.5% vs 16.5%), "Unsupportive family and friends", (13% vs 4.7%), and "Lack of adequate mental health support services on campus" (13% vs 4.2%) as challenges to completion as compared to the API Non-DI group.**
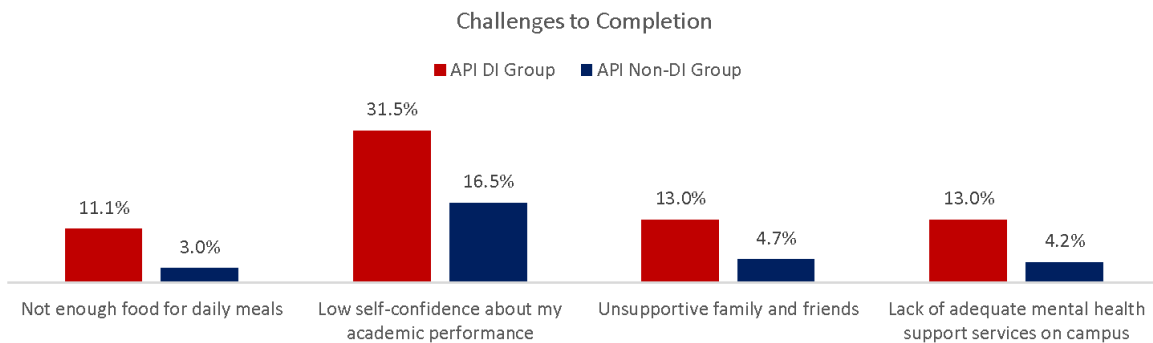

Challenges to Completion

■ API DI Group ■ API Non-DI Group

	Not enough food for daily meals	Low self-confidence about my academic performance	Unsupportive family and friends	Lack of adequate mental health support services on campus
API DI Group	11.1%	31.5%	13.0%	13.0%
API Non-DI Group	3.0%	16.5%	4.7%	4.2%

Figure 6. API survey respondents indicating challenges to completion, API DI Group vs API Non-DI Group

Factors likely to contribute to success in the classroom

Students were asked, "Thinking about your courses at ARC, what do you think will likely contribute to your success in future classes? Check all that apply"

The factors to success that received the most responses were "Clear explanations on what is required to be successful on assignments and/or exams" (66.4%), "Regular feedback from professor(s) about my academic performance" (63.6%), "Classroom environments where I feel safe to ask questions without fear of judgement" (46.4%), "Different ways to learn course content (e.g. small group work, writing reflections, interactive demonstrations, etc.)" (45.3%), "Opportunities to work with my classmates on assignments" (36.6%), and "Relevant content (e.g. discussions, texts, and examples) that reflects my cultural, ethnic, or racial experiences" (36.4%).

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Significant differences emerged between the API DI group and the API Non-DI Group. As shown in Figure 7 below, **the API DI group was significantly more likely to report "Classroom environments where I feel safe to ask questions without fear of judgement", (61.1% vs 44.4%), "Different ways to learn course content (e.g. small group work, writing reflections, interactive demonstrations, etc.)" (59.3% vs 43.5%), and "Relevant content (e.g. discussions, texts, and examples) that reflects my cultural, ethnic, or racial experiences" (59.3% vs 33.3%), as factors likely to contribute to success in the classroom as compared to the API Non-DI group.**
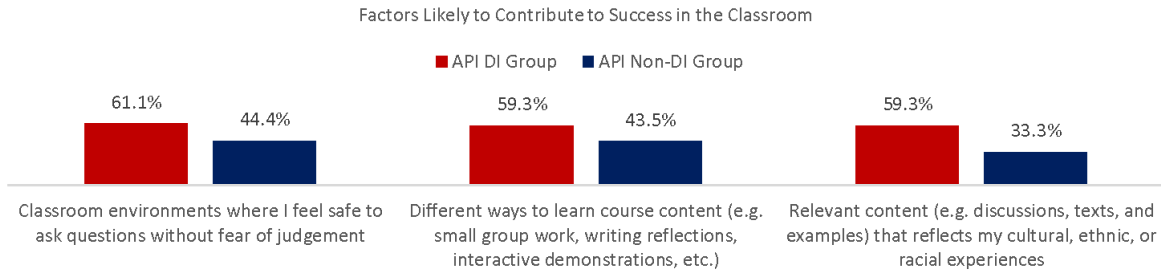
Factors Likely to Contribute to Success in the Classroom

■ API DI Group ■ API Non-DI Group

| 61.1% | 44.4% | 59.3% | 43.5% | 59.3% | 33.3% |

Classroom environments where I feel safe to ask questions without fear of judgement | Different ways to learn course content (e.g. small group work, writing reflections, interactive demonstrations, etc.) | Relevant content (e.g. discussions, texts, and examples) that reflects my cultural, ethnic, or racial experiences

Figure 7. API survey respondents indicating factors likely to contribute to success in the classroom, API DI Group vs API Non-DI Group

Primary motivation to attend college

Students were asked, "What is the primary motivation that influenced your decision to attend college? Check all that apply."

The primary motivations to attend college that received the most responses were "I want to use my education to obtain a good paying job to help myself and/or family" (68.8%), "I want to use my education to help my family, community, and society" (65.6%), "I want to use my education to expand my career options" (61.4%), "I want to use my education to help people of my cultural, ethnic, or racial group" (36.2%), "I want to be a role model" (35.1%), and "My parent(s), guardian(s), or family encouraged me to attend college." (32.9%).

Significant differences emerged between the API DI group and the API Non-DI Group. As shown in Figure 8 below, **the API DI group was significantly more likely to report "I want to be the first person in my family to accomplish this goal" (40.7% vs 26.7%), "I want to use my education to help people of my cultural, ethnic, or racial group" (57.4% vs 33.3%), "I want to use my education to help people with my same sexual orientation" (18.5% vs 9.4%), "I want to be a role model" (57.4% vs 32.1%), "I want to use my education to obtain a good paying job to help myself and/or family"**

Primary Motivation to Attend College

■ API DI Group ■ API Non-DI Group

| 40.7% | 26.7% | 57.4% | 33.3% | 18.5% | 9.4% | 57.4% | 32.1% | 85.2% | 66.7% | 81.5% | 58.8% |

I want to be the first person in my family to accomplish this goal | I want to use my education to help people of my cultural, ethnic, or racial group | I want to use my education to help people with my same sexual orientation | I want to be a role model | I want to use my education to obtain a good paying job to help myself and/or family | I want to use my education to expand my career options
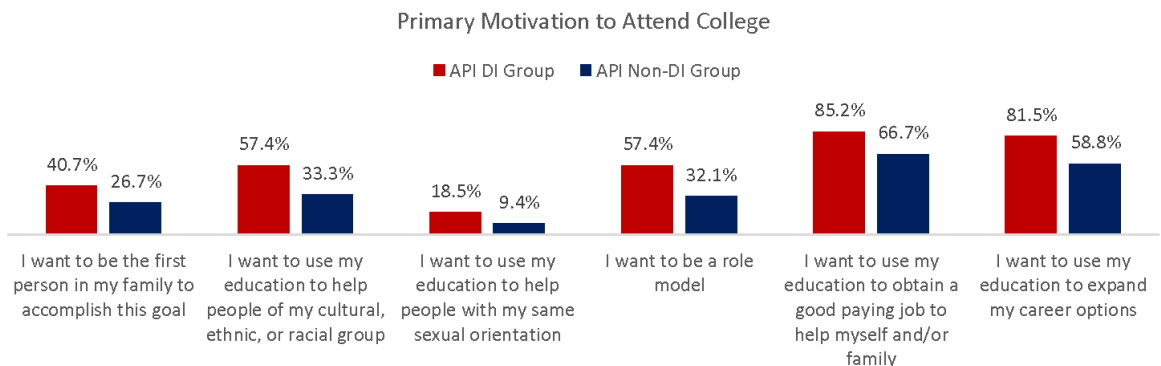
Figure 8. API survey respondents indicating primary motivation to attend college, API DI Group vs API Non-DI Group

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(85.2% vs 66.7%), and "I want to use my education to expand my career options" (81.5% vs 58.8%), as primary motivations to attend college as compared to the API Non-DI group.

Factors that motivated you to work harder

Students were asked, "During your experience at ARC, have any of the following factors motivated you to work harder to be successful at ARC? Check all that apply."

The factors that motivated students to work harder to be successful that received the most responses were "Financial aid to pay for school fees and textbooks" (47.7%), "Positive interaction with a professor at ARC" (42%), "Family support for my education" (38.1%), "Working with a counselor" (28.3%), and "Positive interaction with a staff person at ARC" (23.5%)

Significant differences emerged between the API DI group and the API Non-DI Group regarding factors that motivated students to work harder to be successful. As shown in Figure 9 below, **the API DI group was significantly more likely to report "Culturally relevant instruction (e.g. using diverse examples and texts) in the classroom" (24.1% vs 7.7%), "Positive interaction with a staff person at ARC" (38.9% vs 21.5%), and "Extracurricular activities (e.g. sports, theater, music, etc.)" (14.8% vs 6.2%), as factors that motivated them to work harder to be successful as compared to the API Non-DI group.**
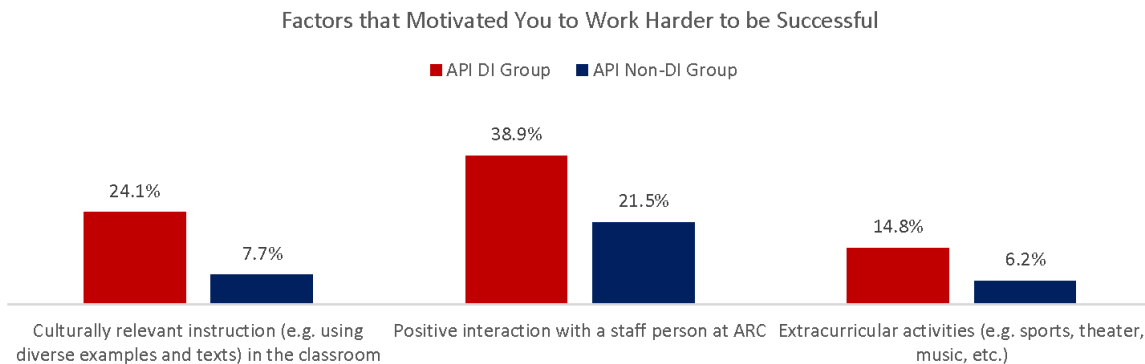
Factors that Motivated You to Work Harder to be Successful

Figure 9. API survey respondents indicating factors that motivated them to work harder to be successful at ARC, API DI Group vs API Non-DI Group

Affiliation with support resources

Students were asked, "What support resources are you affiliated with? Check all that apply."

The support resources that received the most responses were "Tutoring at the Learning Resource Center" (18.1%), "ARC General Counseling" (16.8%), "EOP&S (Extended Opportunity Program and Services)" (11.8%), "Transfer Center at ARC" (9.8%), and "Career and Pathways Support Services" (6.8%)

Significant differences emerged between the API DI group and the API Non-DI Group regarding affiliated support resources.

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As shown in Figure 10 below, **the API DI group was significantly <u>less</u> likely to report being affiliated with "Tutoring at the Learning Resource Center" (7.4% vs 19.5%), "Career and Pathways Support Services" (0% vs 7.7%), "CalWorks (California Work Opportunity and Responsibility to Kids)" (0% vs 7.2%), and "EOP&S (Extended Opportunity Program and Services)" (0% vs 13.3%), as compared to the API Non-DI group.**
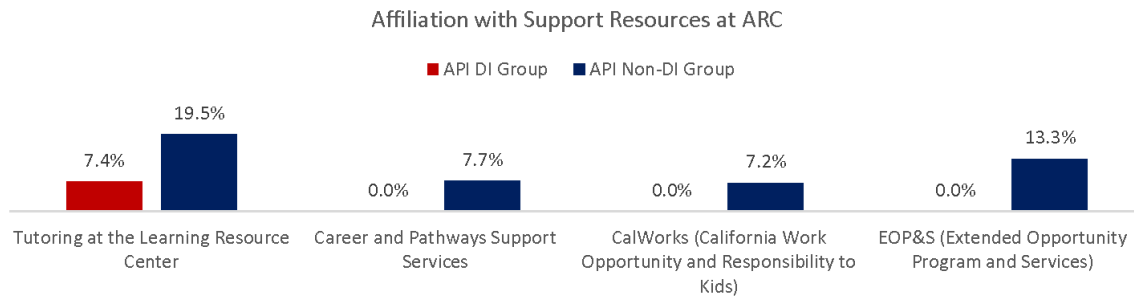
Affiliation with Support Resources at ARC

■ API DI Group ■ API Non-DI Group

Figure 10. API survey respondents indicating affiliation with support resources at ARC, API DI Group vs API Non-DI Group

Regional resources

Students were asked, "As an ARC student, have you used any of the following regional resources (e.g. services or programs offered in Sacramento County)? Check all that apply."

Most students responded that "I have not used any community resources and I am not interested in them" (36.8%) or that "I have not used any community resources but I would likely use them if I had more information" (29.2%).

The regional resource that received the most responses was "Food banks" (7.8%). All other resources received less than 1.4%.

That aside, significant differences emerged between the API DI group and the API Non-DI Group regarding the usage of regional resources. **The API DI group was significantly more likely to report having used "WEAVE or other domestic abuse services/shelters" (5.6% vs 0.5%), and "Community organizations (e.g. La Familia Counseling Center, Greater Sacramento Urban League, and Sacramento Native American Health Center)" (5.6% vs 0.7%), as compared to the API Non-DI group[5].**

Additional demographic analyses

No significant differences emerged between the API DI group and the API Non-DI group for the following demographics:

- Gender (API DI group: Female: 64.8%, Male: 29.6%, Transgender/Non-binary/Non-conforming: 1.9%, Declined to answer: 3.7%), (API Non-DI group: Female: 63.7%, Male: 30.6%, Transgender/Non-binary/Non-conforming: 0.7%, Declined to answer: 4.9%)
- Parents attended college or technical training (API DI group: Attended: 46.2%), (API Non-DI group: Attended: 52%)

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[5] As the actual counts for the comparisons involving WEAVE and Community Organizations were all less than 5 per positive response, these results should be interpreted with caution. Specifically, for WEAVE the comparison is between 3 positive responses (out of 54) for the API DI group vs 2 positive responses (out of 405) for the API Non-DI group. Similarly, for Community Organizations, the comparison is between 3 positive responses (out of 54) for the API DI group vs 3 positive responses (out of 405) positive responses for the API Non-DI group.

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- Sexual orientation (API DI group: Heterosexual or Straight: 83%, Queer Spectrum: 17%), (API Non-DI group: Heterosexual or Straight: 86.9%, Queer Spectrum: 13.1%)[6]
- Enrollment status (API DI group: Continuing student: 64.8%, First time college student: 14.8%, Returning student: 18.5%, First time transfer student: 1.9%), (API Non-DI group: Continuing student: 63%, First time college student: 20.6%, Returning student: 11.7%, First time transfer student: 4.7%)
- Educational goal (API DI group: Transfer: 75.9%, Degree: 61.1%, Certificate: 18.5%, Update, upgrade or maintain job skills or license: 9.3%, Improve basic skills: 13%, Undecided: 3.7%), (API Non-DI group: Transfer: 62.8%, Degree: 51.4%, Certificate: 22.5%, Update, upgrade or maintain job skills or license: 10.6%, Improve basic skills: 12.8%, Undecided: 2.2%)

Conclusion

While most API students had positive experiences and perceptions at ARC, API DI students had significantly worse experiences and perceptions than API Non-DI students, including more reports of mistreatment by staff and professors due to their racial identity, and more negative encounters with professors or staff that made them doubt their belonging at ARC.

Significant differences emerged regarding employment and work hours, challenges to completion, factors likely to contribute to success in the classroom, motivations to attend college, motivations to work harder to be successful at ARC, and affiliation with ARC's support services.

API DI students had significantly worse experiences and perceptions than API Non-DI students, including more reports of mistreatment by staff and professors due to their racial identity, and more negative encounters with professors or staff that made them doubt their belonging at ARC.

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[6] Excludes Other and Decline to State

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Appendix B: DI Calculation Based on Course Success

American River College

CCCCO Disproportionate Impact Methodologies Appled to *Duplicated* Student Race/Ethnicity Selections*
NOTE: These Rates Are NOT Directly Comparable to ARC and District Rates (undup. headcount-based)
Analysis Reflects Total Enrollments Between F15 and S20 (to increase cell size and statitical reliability)

Applying State Chancellor's Office DI methodologies to this source of data shows American Indian, Black, and Samoan (using CCCApply race identifier labels) students as being most disproportionately impacted.

					DI Methodology **			
CCCApply Race Labels	**F15-S20 Headcount**	**F15-S20 Enrollments**	**Successes (A,B,C,Cr,P)**	**Success Rate**	**80%**	**PI**	**PPG**	**PPG-1 w/ MOE**
American Indian	4,428	19,097	12,660	66.3%	Near	DI	DI	DI
Black	14,948	90,913	56,287	61.9%	DI	DI	DI	DI
Asian Indian	2,855	16,771	12,348	73.6%	No	No	No	No
Cambodian	268	1,599	1,180	73.8%	No	No	No	No
Chinese	2,728	13,372	10,768	80.5%	No	Near	No	No
Filipino	4,528	27,508	20,329	73.9%	No	No	No	No
Korean	874	5,934	4,674	78.8%	No	No	No	No
Laotian	577	4,063	2,801	68.9%	No	No	DI	DI
Japanese	1,247	7,476	5,678	75.9%	No	No	No	No
Vietnamese `HPG`	1,836	9,826	8,052	81.9%	No	No	No	No
Other Asian	5,644	38,387	29,720	77.4%	No	No	No	No
Central American	1,544	9,253	6,533	70.6%	No	No	Near	DI
South American	965	6,014	4,440	73.8%	No	No	No	No
Mexican/MexAmer/Chicano	20,762	129,391	93,811	72.5%	No	No	No	DI
Other Hispanic	9,014	50,819	39,223	77.2%	No	No	No	No
Other Non-White	864	4,446	3,237	72.8%	No	DI	No	Near
Guamanian	297	1,944	1,386	71.3%	No	No	No	DI
Hawaiian	618	3,667	2,508	68.4%	No	No	DI	DI
Samoan	354	2,017	1,246	61.8%	DI	DI	DI	DI
Other Pacific Islander	1,271	7,703	5,390	70.0%	No	No	Near	DI
White	62,731	395,418	303,607	76.8%	No	No	No	No
TOTAL (AVG)	**138,353**	**845,618**	**625,878**	**74.0%**				

"Near" means slightly above DI threshold.

* The counts reported here, and the performance statistics derived from them, reflect the multiple race identies that over the years some students have provided on CCCApply's Admissions Application. This means that all of the grades earned between F15 and S20 by a multi-race student who selected on CCCApply, say, five of the racial groups shown above, will influence each of those five racial groups' success rates. This differs from the manner in which grade metrics, by race, are otherwise computed at the four Los Rios colleges. Typically, success rates are calculated for all "multi-race" students as a group, and then separately for the *non-multi-race* groups of students identifying solely as Black / African American, Asian, Latinx, etc. So, the success rate of multi-racial students identifying on CCCApply as, for instance, "American Indian" may differ significantly from the success rate of the *non-multi-race* Native American students the Colleges and the District have historically reported.

** Disproportionate Impact Calculation Methodology Descriptions
There is no single correct or most accurate way to assess DI. Each of the four CCCCO methods described below assesses DI a bit differently, or approaches it from a different perspective. While each is problematic in its own way, the CC Research community generally agrees that the PPG, with or without the '-1' and MOE, is more problematic than the others. Many favor the 80% and Proportionality indexes due to their simplicity, ease of application, and the fact that they're rooted in Federal law.

80% Index:	Federal metric used here to set threshold at 80% of the High Performing Group (HPG).
Proportionality Index (PI):	Federal metric used here to compare the % of a given race to its % of the outcomes. For this analysis, the PI threshold is set at the recommended -0.15.
Percentage Point Gap (PPG):	Similar to the 80% Index but compares to the overall average, rather than the HPG. For this analysis, the PI threshold is set at -5.
PPG-1 with Margin of Error:	The '-1' removes each group from the overall average to which its compared. MOE was added to address cell size issues, setting the thrshold at -3 for cell sizes of 800 or more.

ARC Office of Institutional Research - 9-18-2020