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LOOKING TO THE NEXT DECADE

Strengthening Asian American and Native American Pacific Islander Serving Institutions through Policy and Practice





INTRODUCTION

Established in 2007, Asian American and Native American Pacific Islander Serving Institutions (AANAPISI) have worked to improve the availability and quality of higher education for Asian Pacific Islander Desi American (APIDA) college students across the United States. Through culturally-relevant curriculum and services, AANAPISIs promote and strengthen APIDA student engagement and civic participation while increasing their academic achievement and success.

As the fastest growing population in the nation, APIDAs are expected to attend college in greater numbers, with the likelihood of enrolling at an AANAPISI. Thus, greater attention towards AANAPISIs is necessary to ensure that equitable access and educational opportunity exists for APIDA college students.

Toward that effort, the purpose of this brief is to provide the most current data on AANAPISIs, with specific attention towards federal funding, institutional and student characteristics, and student success initiatives.

Additionally, recommendations and implications are offered for policy, practice, and research, in order to improve the operations and delivery of AANAPISIs.

BECOMING AN AANAPISI

The AANAPISI program, housed in the U.S. Department of Education, is a competitive grant that provides federal funding for colleges and universities to serve APIDA populations. There are two primary eligibility requirements that institutions must meet in order to become an AANAPISI:

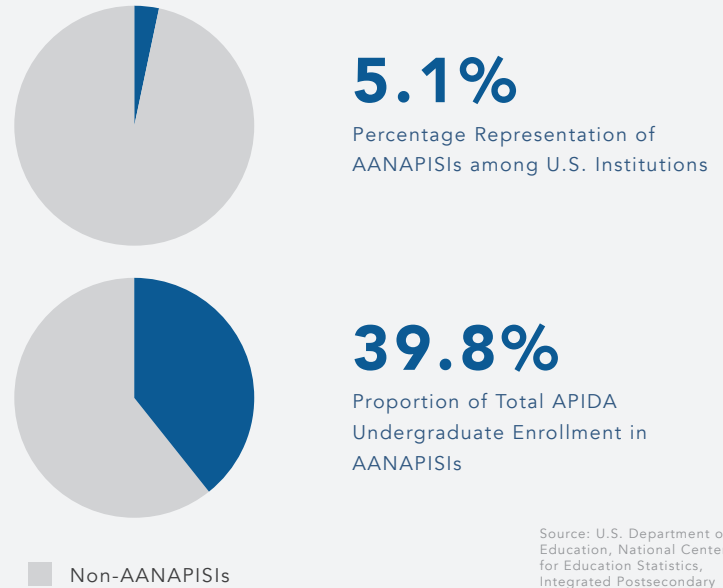
1. The institution must maintain a 10% APIDA undergraduate population.
2. The institution must meet Section 312(b) of Higher Education Act's basic eligibility criteria of Title III and V programs.

Each year, the U.S. Department of Education produces a **matrix** that details which institutions meet eligibility requirements to become an AANAPISI. Once a college or university satisfies these requirements, that institution can apply for federal funding through the AANAPISI grant.

TREMENDOUS GROWTH IN AANAPISI - SERVED POPULATION

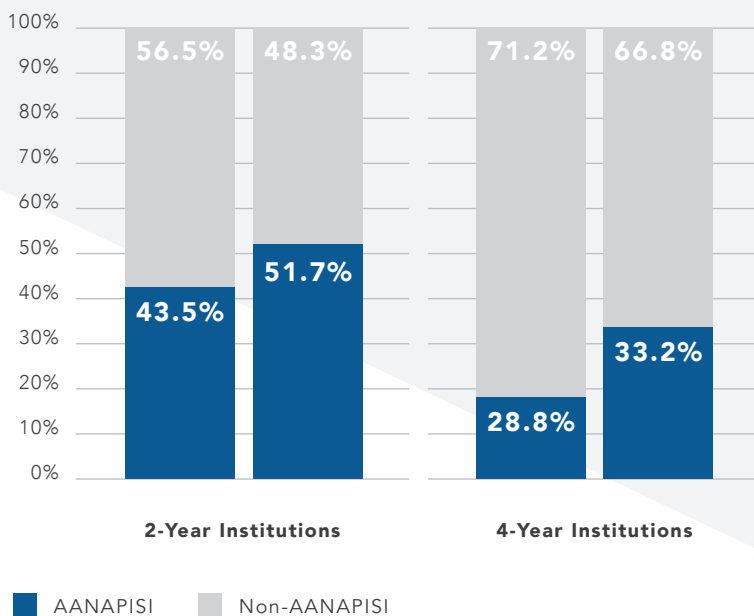
The number of institutions that meet AANAPISI eligibility requirements has increased over time. To date, over 217 colleges and universities have been identified as eligible AANAPISIs since the program was created.¹ Of these colleges and universities, 39 have been funded and are located across the United States and Pacific Islands.² AANAPISIs continue to serve a large and growing proportion of all APIDA college students. In fall 2018, for example, over one million APIDA undergraduates were enrolled at two-year and four-year institutions across the country. While AANAPISIs comprised only 5.1% of the over 4,000 colleges and universities in the United States, they enroll nearly 40% of all APIDA undergraduates in the nation (Figure 1).

Figure 1
Distribution of AANAPISI and APIDA Undergraduate Enrollment



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System

Figure 2
Growth of APIDA Students Enrolled at AANAPISIs



Source: U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System

With regards to institutional type, two-year AANAPISIs enroll the majority of APIDA college students compared to four-year institutions. However, over the past decade, the proportion of APIDA undergraduate enrollment at four-year AANAPISIs has steadily grown from 28.8% in 2013 to 33.2% in 2018. More specifically, one out of every three APIDA students attending a four-year institution is doing so at an AANAPISI. At two-year AANAPISIs, over half, or 51.7%, of all APIDA community college students are enrolled at these institutions in 2018, compared to 43.5% in 2013.

In other words, an outsized proportion of APIDA college students are attending one of the few AANAPISIs in the country (Figure 2).



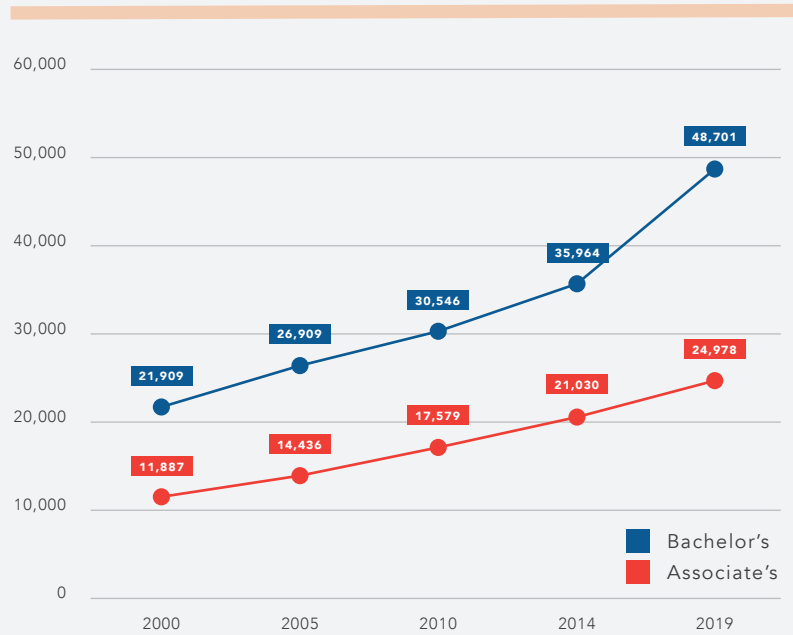
¹ Given dynamic enrollment patterns, some of these institutions no longer satisfy all AANAPISI eligibility requirements.
² A complete list of funded and eligible AANAPISIs can be found at: <http://portfolio.du.edu/AANAPISI>.

Additionally, AANAPISIs have played an increasingly large role in conferring degrees for APIDA students (Figure 3). 47.5% of all associate's degrees that were conferred to APIDA college students were at an AANAPISI. In other words, nearly half of all the associate's degrees that were awarded for APIDAs nationwide were at an AANAPISI.

Similarly, for four-year institutions, 29.4% of all baccalaureate degrees conferred for APIDAs were at eligible or funded AANAPISIs. Thus, AANAPISIs are of critical importance to APIDA students in higher education as they are enrolling and graduating large proportions of APIDA college students - where the majority are overwhelmingly low-income and first-generation.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System

Figure 3
Distribution of AANAPISI and APIDA Undergraduate Enrollment



DRASTIC UNDERFUNDING OF AANAPISIS

Since their founding, approximately \$102 million has been appropriated to AANAPISIs, averaging a combined \$7.8 million in discretionary (Part A) and mandatory (Part F) funding per year.ⁱⁱⁱ This annual amount is divided among the funded AANAPISIs, with each institution receiving roughly \$350,000 annually for a five-year period. Given the drastic underfunding of the AANAPISI program, only 39 institutions have been funded.^{iv}

Although AANAPISIs maintain some of the highest amounts of eligible institutions and continue to make a powerful impact on APIDA students, these institutions are among the least funded compared to other Minority Serving Institutions (MSIs). Per capita, AANAPISIs receive the least amount of federal funding compared to other MSIs, and APIDA students are served by the fewest types of MSIs (Figure 4). Additionally, from 2013 to 2020, funding for AANAPISIs increased a mere \$1.4 million, while overall appropriations for Hispanic Serving Institutions, for example, increased by over \$40 million, in the same timeframe.^v

Importantly, these statistics are not presented in order to create a competition among different MSIs; instead, they simply represent the limited funding that AANAPISIs have and continue to receive, and should only be interpreted as such. Indeed, any increase in funding for AANAPISIs should not be at the expense of other MSI grant programs, as all MSIs must advocate for one-another collectively.

Figure 4
FY2020 Appropriations for Minority-Serving Institutions

Program	Discretionary Funding (Part A)	Mandatory Funding (Part F)	Total Funding	No. of Currently Eligible Institutions	Funding per Capita
Asian American & Native American Pacific Islander-Serving Institutions (AANAPISIs)	\$4,444,000	\$4,705,000	\$9,149,000	160	\$57,181
Alaska Native & Native Hawaiian Institutions (ANNHIs)	\$18,320,000	\$14,115,000	\$32,435,000	16	\$2,027,188
Tribally Controlled Colleges & Universities (TCCUs)	\$36,633,000	\$28,230,000	\$64,863,000	25	\$2,594,520
Native American-Serving, Nontribal Institutions (NASNTIs)	\$4,444,000	\$4,705,000	\$9,149,000	29	\$315,483
Historically Black Colleges & Universities (HBCUs)	\$324,792,000	\$79,985,000	\$404,777,000	96	\$4,216,427
Historically Black Graduate Institutions (HBGIs)	\$83,995,000	N/A	\$83,995,000	24	\$3,499,792
HBCU Masters Program	\$9,956,000	N/A	\$9,956,000	18	\$553,111
Predominantly Black Institutions (PBIs)	\$13,197,000	\$14,115,000	\$27,312,000	80	\$341,400
Hispanic-Serving Institutions (HSIs)	\$143,081,000	N/A	\$143,081,000	419	\$341,482
HSI Science, Technology, Engineering, & Math (STEM) & Articulation	N/A	\$94,100,000	\$94,100,000	446	\$210,987
Promoting Postbaccalaureate Opps for Hispanic Americans (PPOHA)	\$12,838,000	N/A	\$12,838,000	183	\$70,153

Source: U.S. Department of Education FY2020 Congressional Action Budget



ⁱⁱⁱ Total based on Department of Education figures from 2008 - 2020. Mandatory (Part F) funding for AANAPISIs is secured in perpetuity through the FUTURE Act. Discretionary (Part A) funding requires annual appropriations.

^{iv} In 2020, there were 11 institutions funded with Part A and 14 institutions funded with Part F, two of which are funded by both Parts simultaneously.

^v Amounts can be found on Department of Education budget documents: <https://www2.ed.gov/about/overview/budget/news.html>

AANAPISI PROGRAMMING AND ON-CAMPUS INITIATIVES

Colleges and universities that are funded as AANAPISIs often create programs on their campuses to support and enhance APIDA student achievement and success. Research has shown that these programs improve several important college outcomes such as retention, transfer, graduation, and civic engagement to name a few. In order to realize these positive benefits, AANAPISI programs typically provide: (1) academic and student support services; (2) leadership, mentorship, and community-based opportunities; and (3) research and resource development for APIDA students, faculty, staff, and administrators.¹



ACADEMIC AND STUDENT SUPPORT SERVICES

Common strategies incorporated in AANAPISI-funded academic and student support services include: critically and culturally relevant and responsive curriculum, academic counseling, career development, leadership development, learning communities, peer mentorship, and peer tutoring.² For example, many AANAPISIs develop new courses that weave culturally-relevant curriculum into writing and literature courses, as well as in STEM classes. In doing so, AANAPISI programs invite students to critically reimagine history through Asian American Studies, a discipline they may not have been exposed to prior to college. These AANAPISI-funded strategies yield positive academic outcomes (e.g., degree attainment, persistence, retention, transfer, transition from basic skills or developmental to college-level courses) and psychosocial outcomes (e.g., facilitating self-concept, fostering engagement on campus, increasing sense of belonging). As a result, students at AANAPISI programs have higher retention and degree attainment rates relative to their non-participant peers.³



LEADERSHIP, MENTORSHIP, AND COMMUNITY-BASED OPPORTUNITIES

AANAPISIs are natural bridges to APIDA communities. That is, they provide students with multiple opportunities for leadership and mentorship development, as well as with community-based engagement. For example, these initiatives support students through internship placements in the offices of elected officials, local non-profits, and national advocacy organizations - all of which focus on advancing APIDA priorities. Additionally, AANAPISI programs develop and implement college access and outreach programs at local high schools in order to demystify the college application process for underserved APIDA students. These co-curricular programs not only increase academic, social, and civic engagement among APIDA students but also improves their academic and career trajectories.⁴



RESEARCH AND RESOURCE DEVELOPMENT

In addition to academic and co-curricular programming, AANAPISIs are engaged in the development of new research and resources that explore innovative methods to better support student success in higher education. By centering APIDA communities and experiences in these efforts, AANAPISI programs provide students, faculty, and staff with greater opportunities to advance cutting-edge knowledge, scholarship, and interventions that critically examine the ways in which institutions are able to strengthen their commitment to serving APIDA students.⁵ For example, AANAPISI programs conduct research and advocate for the use of disaggregated data, in order to develop a more comprehensive understanding of the diverse experiences and needs of the different subgroups within the larger APIDA racial category. Through this work, AANAPISIs are more intentional in their delivery of services and programs for a growing, diverse, and underserved APIDA population.



¹ Teranishi, R. T. (2011). Asian American and Native American Pacific Islander-serving institutions: Areas of growth, innovation, and collaboration. *AAPI Nexus: Policy, Practice and Community*, 9(1-2), 151-155.

² Maramba, D. C., & Fong, T. P. (Eds.) (2020). *Transformative practices for minority student success: Accomplishments of Asian American and Native American Pacific Islander-Serving Institutions*. Stylus Publishing.

Looking to the Next Decade

Given their integral role in educating a large proportion of APIDA students, Asian American and Native American Pacific Islander Serving Institutions are the backbone of the U.S. postsecondary education system. As more colleges and universities become AANAPISIs, it is incumbent upon policymakers, practitioners, and researchers to recommit their efforts to strengthen this critical program for the next generation of APIDA students. Toward that endeavor, a summary of recommendations and practices is offered to enhance the important work of AANAPISIs.



INCREASE RESOURCES FOR AANAPISIs

FOR POLICY MAKERS

- Congress should appropriate at least \$30 million in funding (both Part A & F) for AANAPISIs annually
- The U.S. Department of Education should update and restore previously accessible AANAPISI data, documents, and other resources (e.g., program abstracts, funding amounts by year, etc.) on their webpage

FOR PRACTITIONERS

- APIDA educational organizations and associations should develop a clearinghouse with application guides, programmatic/curricular documents, relevant research, and other educational materials for AANAPISIs to share and implement successful initiatives
- APIDA educational organizations and associations should continue and expand their national and regional AANAPISI networks, conferences, workshops, and webinars to promote sharing of practices, resources, and technical assistance

FOR RESEARCHERS

- Researchers should develop studies that critically highlight the role of AANAPISIs in serving the diverse educational needs and experiences of APIDA students for policymakers and practitioners
- Researchers should coordinate research agendas to support the needs of policymakers and practitioners

BUILD AND EXPAND APIDA-FOCUSED PRACTICES

FOR POLICY MAKERS

- Congress and the U.S. Department of Education should incentivize AANAPISIs to disaggregate their data
- The U.S. Department of Education should train AANAPISI application reviewers with research that discusses the diverse educational needs and experiences of APIDA students, and the critical interventions that best support them

FOR PRACTITIONERS

- Institutions should use their AANAPISI funds to intentionally serve APIDA students through the establishment or strengthening of Asian American and/or Pacific Islander Studies programs, APIDA student success centers, and APIDA research centers
- Institutions that seek AANAPISI funding should be knowledgeable about the mission of AANAPISIs and the diverse educational needs and experiences of APIDA students

FOR RESEARCHERS

- Institutions should ensure AANAPISI programs maintain research initiatives for faculty, staff, and students to generate new knowledge focused on the APIDA experience
- Researchers should continue and expand efforts to share findings and interventions with practitioners and policymakers



³ Museus, S., Wright-Mair, R., & Mac, J. (2018). *How Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs) are creating the conditions for students to thrive*. Philadelphia, PA: University of Pennsylvania Center for Minority Serving Institutions; National Commission on Asian American and Pacific Islander Research in Education. (2014). *Measuring the impact of MSI-funded programs on student success: Findings from the evaluation of Asian American and Native American Pacific Islander-Serving Institutions*. Los Angeles, CA: Author; Teranishi, R.T., Alcantar, C.M., Martin, M., & Nguyen, B.M.D. (2015). *The return on investment for an AANAPISI-funded program: Outcomes for Asian American and Pacific Islander community college students*. Paper presented at the National MSI Return on Investment Convening, Princeton, NJ.

⁴ Nguyen, M. H. (2019). *Building Capacity at Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs): Cultivating Leaders and Civic Engagement through Federal Policy*. [Doctoral Dissertation]. University of California, Los Angeles.

⁵ Ibid.