



Celebrating 15 years of Asian American and Native American Pacific Islander-Serving Institutions

Exploring how colleges & universities
become AANAPISIs; serve Asian American,
Native Hawaiian, & Pacific Islander students;
& institutionalize their initiatives



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INTRODUCTION

Established by Congress in 2007 when the College Cost Reduction and Access Act was signed into law, 2022 marks a major milestone for Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI). Over the past 15 years, AANAPISIs across the United States (U.S.) and U.S. Affiliated Pacific Islands have steadily grown in numbers, with the specific purpose of enhancing the accessibility and quality of higher education for Asian American, Native Hawaiian, and Pacific Islander (AA&NHPI) college students. Through innovative and culturally-relevant academic and student support services, co-curricular programming, and research and scholarship, AANAPISIs foster and bolster AA&NHPI student academic success and achievement, while strengthening students' civic and campus engagement, sense of belonging, among many other critical outcomes.

AA&NHPIs are the fastest growing racial groups in the U.S. and U.S. Affiliated Pacific Islands. The U.S. Census Bureau projects that the AA&NHPI population will increase to nearly 40 million people by 2060, which is a 100% growth for Asian Americans and a nearly 50% increase for Native Hawaiians and Pacific Islanders.² This significant and celebrated rise in population is expected to correspond with AA&NHPI student enrollments in higher education. Indeed, the U.S. Department of Education estimates that AA&NHPI postsecondary enrollment will grow by 12% over the next four years.³ Given this major increase in population and college attendance, AA&NHPI students are more likely to attend an AANAPISI. Thus, heightened attention towards AANAPISIs is essential to ensure that equitable access to educational opportunity and success exists for the increasing number of AA&NHPI students that are expected to enroll in postsecondary education.

Toward that effort, this research report aims to showcase the critical and innovative work happening at AANAPISIs across the U.S. and U.S. Affiliated Pacific Islands. In doing so, we have partnered with AANAPISIs in the East Coast, Midwest, West Coast, and Pacific to identify how colleges and universities develop and implement promising practices and targeted interventions in order to successfully become AANAPISIs, serve AA&NHPI students, and institutionalize their initiatives on campus—all with the goal of enhancing the educational experiences and outcomes of AA&NHPI college students.

The Purpose of the Report

The purpose of this report is threefold. First, we begin by providing the national context of AANAPISIs, with specific attention towards the longitudinal growth of AANAPISIs over the past 15 years. This includes key data points on the number of eligible and funded AANAPISIs over time, as well as their enrollment and completion rates. Additionally, we provide an analysis of federal funding for AANAPISIs, with specific attention to how funding has evolved since the designation was established.

Second, we provide the principal findings from our research study and partnership with 25 AANAPISIs across the U.S. and U.S. Affiliated Pacific Islands. More specifically, our national study explored three areas of critical importance to AANAPISIs:

- (1) *Becoming AANAPISIs*
- (2) *Serving AA&NHPI students at AANAPISIs*
- (3) *Institutionalizing programmatic efforts at AANAPISIs*

Finally, the third section of the research report looks to the next 15 years of AANAPISIs and offers recommendations for federal policymakers, leaders and practitioners at AANAPISIs, and underscores critical areas of investigation for researchers.

Our findings document the unique and high impact approaches of AANAPISIs, as well as the challenges that they have encountered in conducting these efforts, with the ultimate goal of serving AA&NHPI students and enhancing their educational experiences and outcomes. *We illuminate considerations that prospective AANAPISI grantees should be aware of, provide examples of ways current grantees can use their funds and institutionalize their efforts, and offer recommendations to support these critical interventions.* While this research report celebrates the past 15 years of achievement made by AANAPISIs, we also look forward to the next 15 years to ensure and build upon the unique and critical work of AANAPISIs for future generations of AA&NHPI students.

AANAPISIs: A NATIONAL PROFILE AND CONTEXT

Federal Requirements

Housed at the U.S. Department of Education, the AANAPISi program is a competitive federal grant that provides funding for colleges and universities to increase, improve, and enhance the academic outcomes and educational experiences of AA&NHPI college students. To apply for AANAPISi grant funding, an institution must meet two primary federal eligibility requirements. First, the institution must enroll and maintain at least a 10% AA&NHPI undergraduate population. Second, the institution must meet Section 312(b) of the Higher Education Act’s (HEA) basic eligibility criteria, which is typically understood as enrolling a significant proportion of students from low socioeconomic backgrounds and maintaining lower than average educational and general expenditures, among other requirements. The U.S. Department of Education relies on data from the Integrated Postsecondary Education Data System (IPEDS) to determine if an institution meets these requirements. If an institution does not meet all the requirements in Section 312(b) of the HEA, it can apply for a waiver of these eligibility requirements through a formal application process. In fact, a growing number of institutions are becoming eligible AANAPISIs through the

annual waiver process. Given dynamic enrollment patterns and shifts in institutional expenditures, colleges and universities may fall in and out of AANAPISi eligibility status, which may impact if they qualify for federal funding in a particular year.

Significant Growth in AA&NHPI Populations Served at AANAPISIs

Corresponding to AA&NHPI college student growth, institutions eligible for the AANAPISi grant have also increased over the past 15 years. Since 2007, over 250 colleges and universities across the U.S. and U.S. Affiliated Pacific Islands have been identified as eligible AANAPISIs (Figure 1). Among all colleges and universities, 50 different institutions have been funded over the last 15 years, where 30 are current grantees (Figure 1).⁴

There has also been a dramatic growth in colleges and universities that are currently eligible to receive an AANAPISi grant—from 110 in 2018 to 199 in 2022, an 81% growth in just the past four years (Figure 2). Despite this growth, the number of funded AANAPISIs continues to remain relatively flat (Figure 2).⁵

Figure 1 Number of AANAPISIs

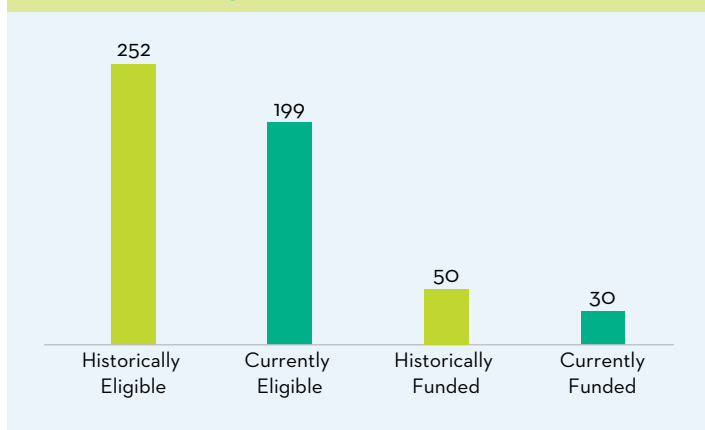
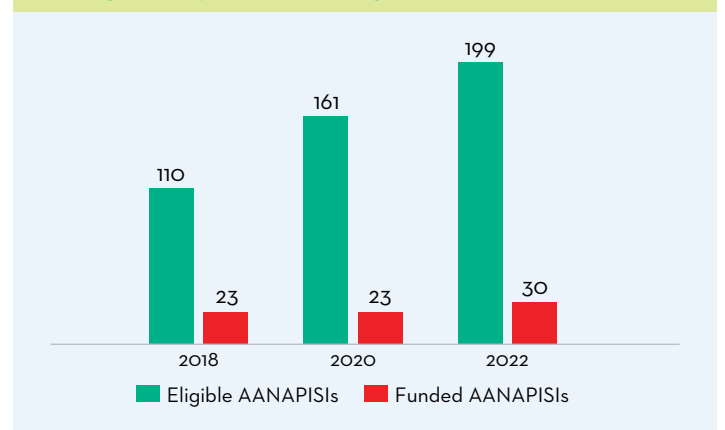
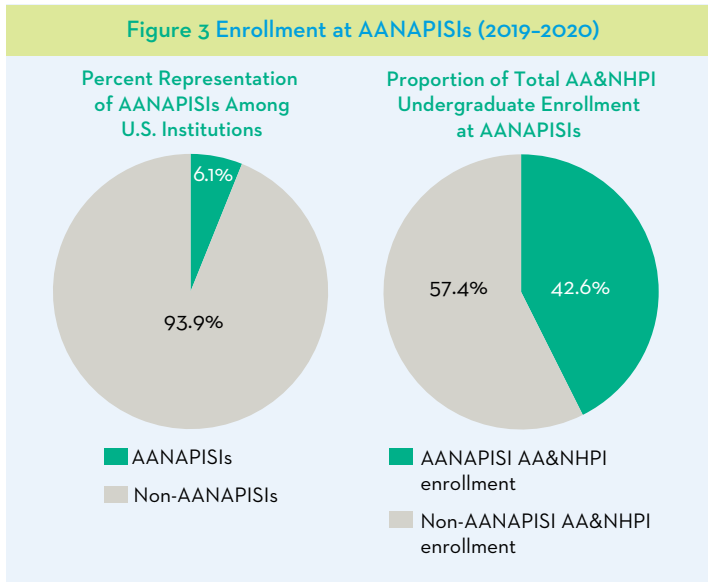


Figure 2 Rapid Growth of Eligible vs. Funded AANAPISIs

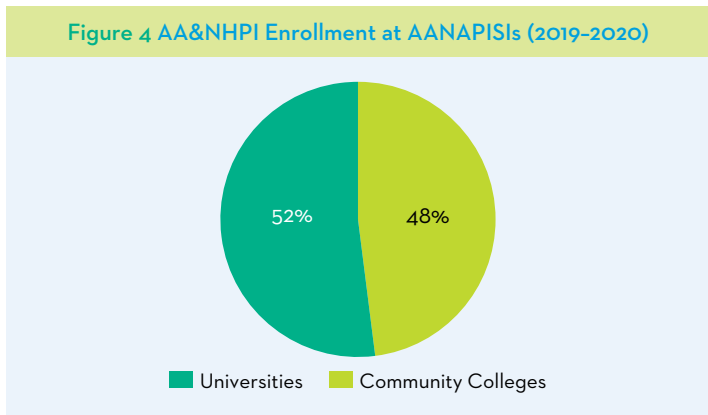


AANAPISIs: A National Profile and Context (Continued)

Notably, while historically eligible AANAPISIs comprise only 6.1% of the over 4,000 Title IV, degree-granting colleges and universities in the country, they continue to serve and enroll over 40% of *all* AA&NHPI undergraduates in the nation (Figure 3). For example, in the 2019–2020 academic year, over 600,000 AA&NHPI undergraduates, or 42.6%, were enrolled at an AANAPISI (Figure 3).

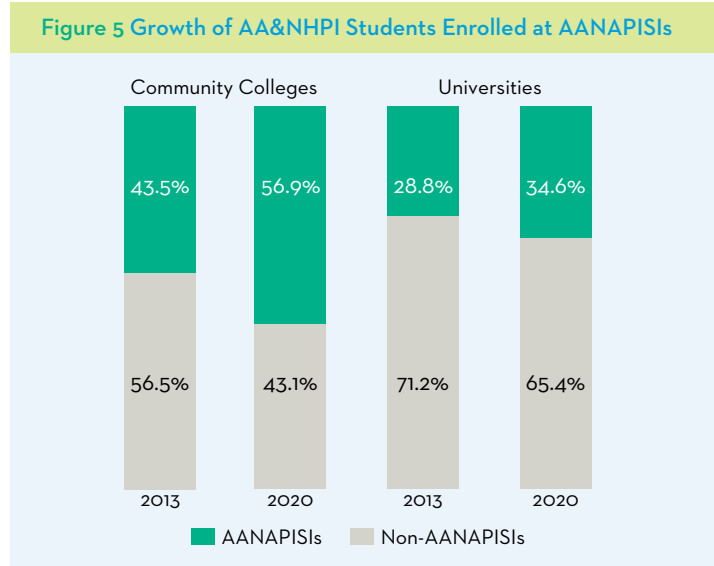


In terms of institutional type, there is nearly an even split between AA&NHPI undergraduates that are enrolled at two-year and four-year AANAPISIs (Figure 4).

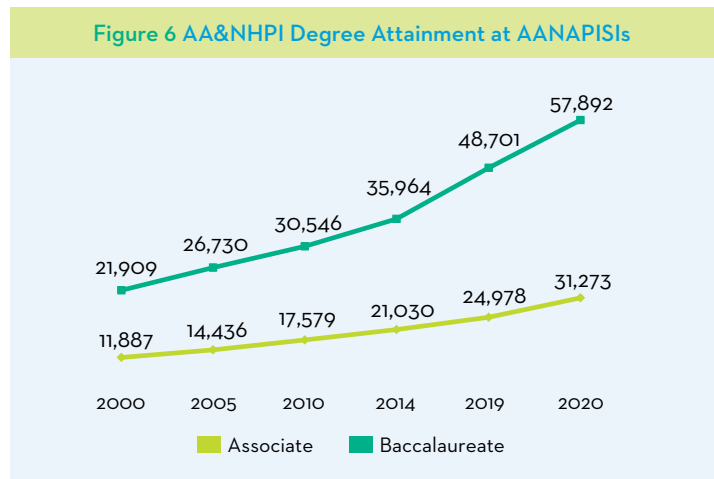


AA&NHPI undergraduate enrollment at four-year AANAPISIs has steadily grown over the past decade. In fact, one out of every three AA&NHPI students enrolled at a four-year institution is doing so at an AANAPISI (Figure 5). At two-year AANAPISIs, more than half, or 56.9%, of all AA&NHPI community college students are enrolled at these institutions today, compared to 43.5% in 2013 (Figure 5). This means a greater proportion of AA&NHPI college students

are enrolled in one of the few two-year AANAPISIs in the country, compared to non-AANAPISIs.



AANAPISIs play an increasingly significant role for AA&NHPI student success. For example, in 2020, nearly half, or 49.4%, of all associate degrees earned by AA&NHPI college students were at an AANAPISI. At four-year institutions, 37.1% of all baccalaureate degrees earned by AA&NHPI students were also at an eligible AANAPISI. This has been a steady upward trend over the past 15 years (Figure 6).



Considering how few AANAPISIs there are within the entire postsecondary educational sector (6.1%), AANAPISIs are sites of critical importance to the rapidly growing AA&NHPI community, as they enroll and graduate large proportions of AA&NHPI college students from low-income backgrounds, many of whom tend to be the first in their families to attend college.

AANAPISIs: A National Profile and Context (Continued)

Inequitable Funding of AANAPISIs

In total, AANAPISIs have received approximately \$128 million since they were first established in 2007. This averages to a combined \$8.5 million per year, for both discretionary (Part A) and mandatory (Part F) funding over the past 15 years. Based on current funding levels, if divided among all currently eligible institutions, each AANAPISI would only receive \$78,648 annually for a five-year period (Figure 7). Due to this drastic underfunding of the AANAPISI program, only 15% or 30 of the 199 eligible AANAPISIs are currently funded.

Despite AANAPISIs maintaining the second highest number of eligible institutions, they continue to be the least funded Minority-Serving Institution (MSI) designation (Figure 8). As a result, AA&NHPI students continue to be significantly underserved. Over the past decade, AANAPISIs received a total appropriation increase of \$7.5 million (Figure 9), while overall appropriations for other MSIs have increased at a much greater rate. For example, within the same timeframe, overall funding for Hispanic-Serving Institutions (HSI)⁶ increased by over \$87.4 million.

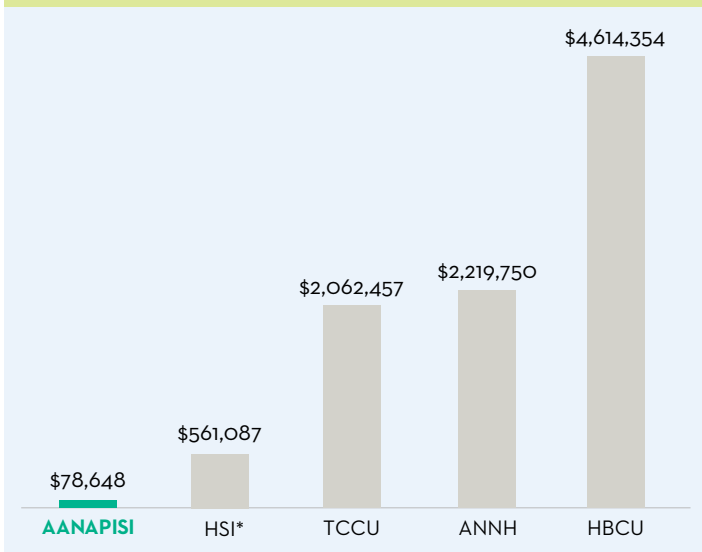
These comparisons are presented not to promote competition or invalidate necessary funding among MSIs. Rather, they are intended to demonstrate the limited funding AANAPISIs have and continue to receive. It is critical to note, any increase in AANAPISI funding should not come at the expense of other MSIs' current or potential federal financial support, as we believe that all MSIs must collectively advocate and support one another to ensure the success and prosperity of underserved minoritized student populations and the MSIs that serve them.

In order to address the funding gap for AANAPISIs, federal appropriations should be increased to \$100 million annually to fund all currently eligible AANAPISIs at the same amount as the 30 AANAPISIs that are currently funded.⁷ This would ensure that every eligible AANAPISI is able to access federal funding to serve their AA&NHPI students, while also conservatively accounting for the projected, yet rapid, growth of currently eligible AANAPISIs over the next 15 years.

Figure 7 FY2022 MSI Appropriations

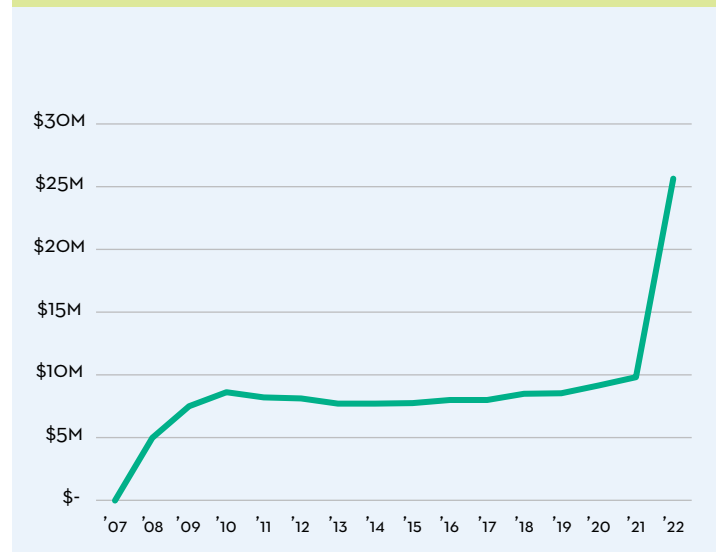
MINORITY SERVING INSTITUTION	Discretionary Funding (Part A/B)	Mandatory Funding (Part F)	Total Funding	% of Total Funding	Number of Currently Eligible Institutions	Calculated Funding per Eligible Institutions
Asian American and Native American Pacific Islander-Serving Institutions	\$10,936,000	\$4,715,000	\$15,651,000	1.54%	199	\$78,648
Alaska Native- and Native Hawaiian-Serving Institutions	\$21,371,000	\$14,145,000	\$35,516,000	3.28%	16	\$2,074,313
Historically Black Colleges and Universities	\$362,823,000	\$80,155,000	\$442,978,000	43.72%	96	\$4,614,354
HBCU Masters Program	\$14,834,000	\$0	\$14,834,000	1.46%	18	\$824,111
Historically Black Graduate Institutions	\$93,129,000	\$0	\$93,129,000	9.19%	24	\$3,880,375
Predominantly Black Institutions	\$17,708,000	\$14,145,000	\$31,853,000	3.14%	64	\$497,703
Hispanic-Serving Institutions	\$182,854,000	\$0	\$182,854,000	18.05%	529	\$345,660
HSI Science, Technology, Engineering, and Math and Articulation	\$0	\$94,300,000	\$94,300,000	9.31%	529	\$178,261
Promoting Postbaccalaureate Opportunities for Hispanic Americans	\$19,661,000	\$0	\$19,661,000	1.94%	237	\$82,958
Tribally Controlled Colleges and Universities	\$43,896,000	\$28,290,000	\$72,186,000	7.12%	35	\$2,062,457
Native American-Serving Nontribal Institutions	\$7,834,000	\$4,715,000	\$12,549,000	1.24%	30	\$418,300

Figure 8 FY2022 MSI Calculated Funding per Eligible Institutions



*HSI funding levels include all three HSI designations (i.e., HSI, PPOHA, HSI STEM)

Figure 9 AANAPISI Appropriations (2007–2022)



BECOMING, SERVING, AND INSTITUTIONALIZING: FINDINGS FROM A NATIONAL AANAPISI STUDY

In celebration of the AANAPISI designation’s 15th year anniversary, our research team partnered with institutional agents—campus administrators, faculty, and staff—at 25 of the 50 historically and currently funded AANAPISIs across the U.S. and U.S. Affiliated Pacific Islands to explore their efforts towards supporting AA&NHPI students on their campus (Figure 10).

More specifically, we explored three broad areas as they relate to AANAPISIs:

1. Motivations and mechanisms that prompt an institution to apply for the AANAPISI grant (*Becoming*)
2. Examples of how AANAPISIs have used their funding to support the AA&NHPI students on their campus (*Serving*)
3. Programs and services that AANAPISIs have continued even after the federal grant has ended (*Institutionalizing*)

Our findings and implications will provide greater context on the impact of AANAPISI programs on institutional-wide transformation, illuminate the success and challenges faced at AANAPISIs, and increase the knowledge base on targeted interventions to serve and support AA&NHPI students. Through our findings, we illuminate consider-

ations that prospective AANAPISI grantees should be aware of, provide examples of ways current grantees can use their funds and institutionalize their efforts, and offer recommendations for policymakers to support these critical interventions.

BECOMING AANAPISIS

Understanding AANAPISIs requires attention beyond meeting the minimum federal eligibility criteria. It is important that we start with how institutions *become* AANAPISIs. In exploring the process, opportunities, and constraints of *becoming* an AANAPISI, we trace the origins of what led institutions to pursue AANAPISI grants and challenges that they faced, highlighting how AANAPISI programs often blazed a path to center AA&NHPI students when spaces did not otherwise exist.

1. Successful Strategies for Strengthening AANAPISI Capacity and Impact

The AANAPISI designation provided much needed resources for colleges and universities to serve their AA&NHPI students. Intentional motivations to seek funding from the federal government was an opportunity for specific and dedicated resources to support AA&NHPI students, offered a mechanism to address student needs identified by data, and provided capital for institutional infrastructure.

FIGURE 10 HISTORICALLY AND CURRENTLY FUNDED AANAPISIS

(Institutions that participated in the study are highlighted in blue)



becoming, Serving, and Institutionalizing: Findings from a National AANAPISI Study (Continued)

a. Dedicated Resources for AA&NHPI Students

One of the primary reasons why institutional agents purposefully sought the AANAPISI grant was the opportunity for dedicated funding for AA&NHPI students. For some institutions, including California State University (CSU), East Bay and CSU Sacramento (Sacramento State), AANAPISI funded efforts were often the first or only campus resources dedicated to serving AA&NHPI students. At Sacramento State, Dr. Timothy Fong, Professor and Director of the Full Circle Project, shared, “for many years, [AA&NHPI] populations [had] been ignored... there’s absolutely nothing for Asian Americans, let alone Pacific Islanders.” By securing federal funding to establish their AANAPISI program, AA&NHPIs have been more visible on campus and are seen as integral to the campus community. In fact, Sacramento State is currently in the process of creating an AA&NHPI student center, an additional resource hub that will be funded by the university and co-exist with the AANAPISI grant-funded Full Circle Project. Echoing the importance of creating AANAPISI programs on campus, Dr. Arlene Sudaria Daus-Magbual, Professor and former AANAPISI Program Director at San Francisco State University, asserted:

“We’ve built such a great community...and students are still so supportive of what we do. Faculty love it, our staff know about it, and we’re a resource to them as much as they are a resource to us. I think we’ve built something really beautiful that’s going to be here for a long time.”

AANAPISI funding has created opportunities for not just supporting AA&NHPIs more intentionally, but also meaningful community spaces for students to thrive.

b. Enhance Alignment to AANAPISI Mission

For institutions in the Pacific, institutional agents reported how pursuing AANAPISI funding aligned with their mission of serving students, many of whom identify as AA&NHPI. For example, Palau Community College (PCC) recognized that they had already embraced the mission of the AANAPISI federal grant program because they have historically enrolled and served a predominantly NHPI student population on campus. As a result, applying for the AANAPISI grant would secure additional funding to

continue and enhance the programs and services offered at PCC that already target AA&NHPI students. These sentiments were echoed by other AANAPISIs in the Pacific including Guam Community College, Northern Marianas College (NMC), University of Hawai’i (UH) at Hilo, and UH Mānoa. Given the larger AA&NHPI student enrollments at the AANAPISIs in the Pacific, it may be less cumbersome to embrace the mission of the AANAPISI federal grant program.

c. Data Driven Practices

Data on AA&NHPI students is a critical component in the pursuit of AANAPISI grants as it informs the focus and structure of AANAPISI programs. For example, understanding how Asian and Asian American students represented nearly one-third of Laney College’s enrollment and also the majority of the institution’s English-language learner population shaped the focus of their AANAPISI program to establish English language programming and curriculum. In another AANAPISI pursuit, reviewing institutional data on the persistent underrepresentation of Filipinx and Pacific Islander students, specifically Micronesians, at UH Mānoa led to their two-part AANAPISI program structure: 1) to partner with local high schools on O’ahu with the highest number of Filipinx and Pacific Islander students, and 2) to create a university bridge support for when students enroll at UH Mānoa.

d. Building Critical Infrastructure

For institutions like Guam Community College (GCC), applying for AANAPISI funding was a strategic way to weave financial sources together to create a dedicated, central facility on campus for students. Highlighting the economic conditions of the island, GCC President, Dr. Mary Okada, spoke about how being an AANAPISI is “dependent upon how the infrastructure here on Guam is.” Dr. Okada shared how “a lot of [their] needs in terms of services has a bigger reflection on the needs and services, not just for the institution, but for the island as a whole.” Applying for and receiving AANAPISI funding was critical not only for diversifying the funding streams GCC was supported with, but GCC was also able to leverage funding towards increasing physical space on campus and other student support programs and services.

Becoming, Serving, and Institutionalizing: Findings from a National AANAPISI Study (Continued)

2. Overcoming Challenges to Becoming an AANAPISI

There are multiple structural challenges that can complicate or even prevent whether and how an institution becomes an AANAPISI. These include encountering resistance on campus, navigating multiple MSI eligibility criteria, and a lack of understanding beyond the bounds of the AANAPISI program. The colleges and universities in our study shared how they overcame these challenges in order to serve their AA&NHPI students.

a. Data Disaggregation

Collecting and utilizing disaggregated data to advocate for the targeted support of AA&NHPI students is critical. This is especially important in light of the model minority myth, a claim that Asian Americans, and by panethnic association, Native Hawaiians and Pacific Islanders, are universally successful and is rooted in discrediting other racially minoritized groups.⁸ Far from innocuous, this harmful perception muddles concerning realities of Asian Americans and continues to be a “chronic burden” for scholars and advocates in challenging these myths to address the educational realities of students.⁹ As such, some AANAPISI institutional agents reported experiencing a degree of resistance from campus colleagues, including questions about why institutions should focus on AA&NHPIs or provide them with resources. However, using disaggregated data illuminates inequities faced by AA&NHPIs students and offers an avenue for students’ diverse histories and lived experiences to be fully recognized. AANAPISI programs play a significant role in how AA&NHPI students are understood beyond being inaccurately portrayed as the highly problematic and stereotypical “monolithic monotone.”¹⁰

For example, preparing to apply for the AANAPISI grant facilitated a learning opportunity for administrators at Bunker Hill Community College (BHCC) to examine the diversity of their AA&NHPI students. While they had an idea “of who an Asian student was,” the former Associate Provost at BHCC, Clea Andreadis, shared that they recognized how their initial perceptions of Asian American students “fell into a bit of the model minority mythology.” Dr. Maria Puente, the AANAPISI Faculty Project Director at BHCC, recalled collaborating with their Office of Institutional Research and Assessment to examine disaggregated student demographics, which led them to learn that their Asian American students primarily identified as Chinese

American, Taiwanese American, Nepalese American, and Vietnamese American—each with their own unique educational experiences. Collecting and accessing disaggregated data on AA&NHPI populations has been a longstanding and persistent challenge across higher education, including at AANAPISIs.¹¹ Despite this difficulty, several AANAPISI programs in our study took the initiative to collect and utilize disaggregated data. For example, Mt. San Antonio College used their first AANAPISI grant to collect disaggregated data on AA&NHPI students at the college. In all, while resistance was a documented challenge, AANAPISI programs paved the way for helping their institutions learn more about the heterogeneity of their AA&NHPI students.

b. Multiple Eligibility & Reframing Challenges

Meeting multiple federal eligibility criteria for other MSI designations, specifically Hispanic-Serving Institution (HSI) or Alaska Native- and Native Hawaiian-Serving Institution (ANNH), in addition to the AANAPISI designation presents a dilemma for institutions.¹² Some AANAPISI faculty and staff noted how this multiple eligibility phenomenon mediates which grant competition an institution can apply to, or which grant to accept. In other words, federal statute prevents an institution from accessing federal funding under more than one designation.¹³ Additionally, other MSI designations are often funded at significantly larger amounts than AANAPISIs, thus limiting the number of institutions that ultimately pursue an AANAPISI grant. Former member of Congress and former President of the University of Guam, Dr. Robert Underwood shared:

“It’s like, ‘Do you want to be an HSI or do you want to be an AANAPISI?’ Well, I’m going to go for HSI because there’s more money. There’s the whole network. It’s the same choice that the Hawaiians have in Hawai’i. Do I want to apply for money under Native Hawaiian-Serving [Institutions] or do I want to apply under AANAPISI?”

Dr. Farrah-Marie Gomes, the Vice Chancellor for Student Affairs at UH Hilo, echoed similar sentiments for the ANNH and AANAPISI grant competitions and posits that perhaps “the AANAPISI identity is hard to hold” because of the dilemma presented by meeting multiple MSI designations. As such, this challenge presents an opportunity for institutions to examine the extent of *being* an AANAPISI, and how it does not have to singularly and strictly be associated with AANAPISI funding.

becoming, Serving, and Institutionalizing: Findings from a National AANAPISI Study (Continued)

c. Equity-Minded Framework

Finally, intentionally pursuing an AANAPISI grant creates opportunities for institutions to bring AA&NHPI students into broader conversations focused on equity. With AANAPISI funds, institutions can draw attention to and strengthen their capacity to serve AA&NHPI students who have historically been ignored. However, capacity building must also expand beyond AANAPISI program efforts and eventually be embraced by institutions. When asked about how their institutions at-large ascribed to being AANAPISIs, some AANAPISI program staff detailed how colleagues outside the funded program may not realize that their campuses are AANAPISIs or simply limit the AANAPISI identity as a bounded grant-funded program. For example, Kare’l Lokeni, the former Educational Advisor at Mt. San Antonio College’s AANAPISI program, shared how being an AANAPISI should not be “just this one program that exists in student equity.” While institutional agents described a general lack of awareness that the institution is viewed as an AANAPISI beyond the scope of their AANAPISI programs, their campuses turned to AANAPISI programs for expertise and became referral points for AA&NHPI student support, suggesting that institutions are moving in the right direction of adopting an AANAPISI identity due to the dedicated work of institutional agents and students. For example, Dr. Daus-Magbual, shared how her colleagues at San Francisco State University turned to their unit to navigate how to address rising anti-Asian violence. Similarly, many AANAPISIs, like Laney College’s Asian Pacific American Student Success (APASS) program, stand as the sole hub for AA&NHPI student services and host events and festivals that help generate greater awareness of AA&NHPI communities.

Nonetheless, there is a need for institutions at-large to understand what AANAPISIs are and the diversity and complexity of their AA&NHPI student populations. The federal government can play a larger role by increasing financial support and communicating the importance of AANAPISIs. Dr. Underwood emphasized how this responsibility lies in critical self-reflection and leadership both on campus and with policymakers. He shared:

“Institutions have to understand their responsibility to all their students. So beyond just saying, ‘Oh, we’re a diverse institution.’ That’s a leadership issue. So, leadership is, first of all, fomented by whether they’re aware of who they are. So right now, that’s a function. Now let’s shift it back to the U.S. Department of Education. What is the

U.S. Department of Education doing in explaining AANAPISIs and AANAPISI’s standing to all institutions?”

Indeed, motivations for becoming an AANAPISI must be grounded in recognizing the history, role, and purpose of AANAPISIs, as well as the complexity and diversity of AA&NHPI students to truly reflect a commitment to educational equity.

SERVING AA&NHPI STUDENTS

Given that most AANAPISIs are historically and predominantly white institutions that have seen a growth in AA&NHPI undergraduate enrollment over time, there is a need to underscore the intentionality in how AANAPISIs serve and support their AA&NHPI students. We share these successful strategies for strengthening the capacity and impact of AANAPISIs, as well as how AANAPISIs overcome challenges in this work. In this section, not only do we highlight the intentional and meaningful work taking place at AANAPISI across the nation, we also offer insights for prospective AANAPISI grantees around the ways federal funds can be used to advance the academic success and overall college experience of their AA&NHPI students.

1. Successful Strategies for Strengthening AANAPISI Capacity and Impact

Across the 25 institutions in this study, we found that AANAPISI programs developed successful strategies to serve students by implementing innovative initiatives through: enhancing academic and student support services; culturally relevant and community-based co-curricular programming; and expanding research capacity and knowledge production.¹⁴ We detail the specific approaches and strategies that strengthen the capacity and impact of AANAPISIs.

a. Developing Asian American and/or Pacific Islander Studies Curriculum

One of the primary functions for AANAPISIs is to enhance student success and expand academic capacity. Nearly all the AANAPISIs in this study strengthened their current courses or developed entirely new classes where culturally-relevant and responsive curriculum was embedded. More specifically, AANAPISI faculty and staff drew from the field of Asian American and Pacific Islander Studies, both as curriculum for classes as well as the pedagogical practices associated with the discipline. This included reframing existing courses to incorporate AA&NHPI stories, lived experiences, and histories with readings, assignments, and

Becoming, Serving, and Institutionalizing: Findings from a National AANAPISI Study (Continued)

lectures, or to develop and offer new classes that focused on specific AA&NHPI communities or issues.

AANAPISI funding allowed institutions, such as the University of Maryland, College Park (UMD), one of the first universities to receive an AANAPISI grant, to expand their ability to offer diverse courses within their Asian American Studies program. Dr. Janelle Wong, Professor of Asian American Studies and Program Director of UMD's AANAPISI program, shared:

"We were able to go beyond the Introduction to Asian American Studies [class] and offer courses on identity groups that were less likely to have curriculum. Those students probably hadn't had a course offered on Pacific Islanders...we added maybe five or six courses, at least... [these] courses were not there before the AANAPISI, [and] are now hard coded and offered regularly."

Dr. Wong continued on to share:

"I really thought it was a unique opportunity...to try to make sure that grant was put to good use...making clear to the institution, this is a population that we can do better by, and some of the most marginalized in this group could fall through the cracks because of the dominance of the model minority stereotype and lack of understanding of the community itself."

The AANAPISI grant allowed for the design and offering of completely new courses focused on topics, issues, and specific communities within the Asian American Studies program. These types of classes are highly beneficial toward the success of many first-generation AA&NHPI college students and enhance key academic outcomes including retention, persistence, sense of belonging, and civic engagement.¹⁵

b. Peer Mentoring

AANAPISIs enhanced student support services through a wide range of initiatives that are unique to the needs of AA&NHPI students on their campus. For example, AANAPISIs, including the University of Massachusetts Boston, Northern Virginia Community College, Sacramento State, Palau Community College, University of Massachusetts Lowell, and the University of Illinois Chicago, among many others, established peer mentoring programs, where student mentors, many of whom matriculated through the AANAPISI program,¹⁶ connect mentees to essential campus

resources. These practices often increase student retention and academic success, while also providing student engagement experiences; community building and lasting friendships; a sense of belonging and identity development; and support networks for both the mentee and mentor.¹⁷ The AANAPISIs in our study also reported their intentionality in connecting these different types of student support services and campus resources to courses that focused on the AA&NHPI experience. Indeed, the goal was to combine academic curriculum with student services to create wraparound services, which would ensure that students were learning in the classroom, receiving the necessary assistance when they needed it, and ultimately persist to earn their degree.

c. Learning Communities

Other AANAPISIs bridged student services and academic curriculum through learning communities. For example, at De Anza College (DAC), one of the first community colleges to receive an AANAPISI grant, established learning communities for literature and writing courses paired with academic counselors to support students with wraparound services. As Dr. Mae Lee, the AANAPISI Program Director and a tenured faculty member at DAC, shared, the learning communities were "cohort-based programs where you have multiple classes combined together [with] embedded counseling [which was] integrated with Asian American Studies." In order to identify which courses and culturally relevant curriculum to include, DAC conducted a disaggregated analysis of AA&NHPI student data to identify gaps in Southeast Asian American, Filipinx American, and Native Hawaiian and Pacific Islander students' success and course completion, and then "create[d] courses that...would enhance that piece, through counselor support, culturally relevant pedagogy, [and] culturally relevant curriculum."

It is important to note that prior to receiving AANAPISI funding, DAC, like most under-resourced community colleges, maintained limited capacity to conduct this type of disaggregated analysis and intentional data-informed design of courses specifically for AA&NHPI students. As Dr. Lee states:

"It was genuine in terms of doing a needs assessment, and then formulating the programs directly based on what we found in the needs assessment. And then being creative in designing things, but also strategic enough that it wouldn't take a long time to get everything set up."

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d. College and Career Success

AANAPISIs throughout the U.S. and U.S. Affiliated Pacific Islands provided a wide range of co-curricular programming to support AA&NHPI students in ways that connect to the communities in which students are from. All of the AANAPISIs in our study provided a wide range of co-curricular programming to engage and serve students outside of the classroom. These activities range from college access and outreach programs at local high schools for underserved students and their families to collaborations with community-based organizations, local non-profits, national advocacy organizations, and industry in the private sector for students to gain professional experiences, while also serving and prioritizing the needs of their families and communities. The decision as to what types of activities, services, resources is often rooted in several factors, one of which is to address the specific needs of the unique AA&NHPI student population for that particular campus.

At the University of Illinois Chicago (UIC), AANAPISI faculty and staff developed and offered a course focused on AA&NHPI student success. Here students learned about the social, cultural, political, and historical challenges facing AA&NHPI communities in education systems. The course also includes navigational and college knowledge for students to access resources across campus, including course modules that connect students with career services where students are provided resume reviews, cover letter support, and job search strategies to prepare them for internships and careers after they graduate. After students complete the course, they have the opportunity to be placed directly into an on-campus internship throughout the university, including with the AANAPISI Initiative, the Global Asian Studies program, the Asian American Resource and Cultural Center, and a range of other university offices.

The benefit of these approaches allows for faculty and staff to target their course design, advising, and support services to the specific needs of their students. These practices allowed AA&NHPI students to see themselves in the classroom and also in wraparound services, which as prior research demonstrates, improves their retention, transfer, and college completion, while increasing students' sense of belonging, engagement, and overall college experience.¹⁸

e. Internships

Northern Virginia Community College (NOVA), an institution that was recently awarded AANAPISI funding, is beginning to develop a series of internships with local

Asian American non-profit organizations. This partnership provides students with professional experiences outside of the classroom, while allowing them to contribute to their own communities. Dr. Mei Lan Frame, the AANAPISI Grant Coordinator, explained the rationale and importance of connecting NOVA's AANAPISI program with the local community. She noted that one of their goals is:

“to also bring the community into the school and put the school out into the community...I’ve reached out to organizations here, Asian American focused organizations...that is also a way that we are supporting students, is through internship programs [with local non-profit organizations]...The students are very interested in giving back to the community. And also the fact that they are immigrant children, a lot of them come from immigrant parents, and they want to give back to the community.”

Intentionally developing student programming that connects AA&NHPI students' lived experiences, families, and communities to their college lives has had a profound impact on their college experience. These co-curricular activities embrace AA&NHPI students' families and communities and enhance their academic and professional trajectories, while also increasing their sense of belonging, identity development, and civic engagement.¹⁹ Indeed, empirical research has documented the positive effect from these types of activities in these areas, as well as on academic outcomes, including college retention, persistence, transfer, and completion.²⁰

f. Work-based Learning Experiences

Similar to internship opportunities, some AANAPISIs in our study provided work-based learning experience. At Laney College, over one-third of all their students identify as AA&NHPI and comprise nearly 70% of the entire institution's ESOL students. Given this demographic, Laney's APASS program offers a unique set of activities that establish a career pathway program with a specific focus on career technical education for their immigrant AA&NHPI students. This includes developing and engaging with local industry partnerships to provide work-based learning experiences and post-college competition career opportunities in their chosen fields.

g. Applied Research

AANAPISIs in our study also utilized their federal funding to expand research capacity and knowledge production on AA&NHPIs. In doing so, AANAPISIs provide students, faculty,

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and staff with greater opportunities to conduct research on topics relevant and in service to AA&NHPI communities.

At Hunter College in New York City, Dr. Marcia Liu, the AANAPISI program's Mental Health Specialist, teaches the AANAPISI-based undergraduate research methods course and co-leads the undergraduate research team, which:

“is focused on developing research interests and cultivating curiosity in students—getting them to be more interested in research, especially of their own community, and to think about growing their own identities as researchers. I feel like that’s been a creative way to get them interested in their own ethnic and racial identity development. And curious about themselves, in doing this exploration, by thinking about how they would research other people, as well as how they would research their own community.”

At the University of Massachusetts Boston (UMass Boston), the AANAPISI program supported applied research that informs public policy and institutional practice through their Institute for Asian American Studies. Dr. Paul Watanabe, Professor and Director of the Institute, shared that they funded:

“research by students and for students, with the interest of trying to focus on the fundamental issue [of]...success by all students of Asian American background in college. [Where] success meant the need to focus on a great deal of research on this area, where very little has been taking place on this. Because, of course, the assumption that Asian American students were small in number and fairly successful. And not problematic in terms of their performance.”

At community colleges, engaging in traditional research is less common and often not an expectation of the faculty or staff. However, at some AANAPISI programs, such as De Anza College (DAC) and Mt. San Antonio College, community college faculty and staff did conduct and publish research and scholarship in academic journals and present this work at academic conferences. Their research explored topics concerning the institutionalization of AANAPISI programs or supporting NHPI students with culturally-relevant leadership programming. Additionally, and as previously shared, AANAPISIs like BHCC utilized their institutional research office to examine AA&NHPI student data, which were then used to inform and imple-

ment institutional decisions on identifying AA&NHPI students that required the most critical services and support. At these community colleges, the AANAPISI funds provided the necessary resources for faculty and staff to engage in scholarly activities, as well as expanded their capacities to investigate AA&NHPI students at a more granular level.

h. AA&NHPI Research Pipeline

The importance of research, particularly conducted by AA&NHPI students, is critical to train the next generation of researchers, build a pipeline into graduate education, and to interrogate deep assumptions about AA&NHPI communities. Moreover, these efforts contribute towards filling a major void in the literature, which too often does not focus on AA&NHPI communities. AANAPISIs in our study have expanded knowledge through research, and in some cases established new lines of inquiry, which include exploring pedagogical practices and culturally-relevant curriculum for AA&NHPI students in STEM courses; examining the resiliency of AA&NHPI students and how they persist in higher education; peer mentoring programs; AA&NHPI student veterans; and investigating the impact of the model minority myth, to name a few. This research also has great utility as it provides key data and education about AA&NHPIs to policymakers, service providers, educators and community organizations to advance critical issues for AA&NHPI communities.

2. Overcoming Challenges

Our findings uncovered the unique ways in which AANAPISIs overcame challenges that can complicate and hinder how to serve. These include the perceived requirement to redesign new initiatives for new grant competitions and competitive preference priorities.

a. Redesigning New Initiatives

One challenge is the perceived notion that AANAPISIs must introduce different programs, initiatives, and activities, as they apply for new rounds of funding in subsequent grant competitions. While there appears to be no statute or regulation that prevents AANAPISIs from continuing and extending their promising practices in new grant applications, there was a collective response that doing so would not yield a successful award. This means that after a five-year grant cycle, an AANAPISI must develop and implement new programs and practices to serve AA&NHPI students at their institution, rather than continuing and sharpening ongoing culturally-relevant programming,

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which is often rooted in empirical research. This greatly impacts students as they may be receiving one critical service, in one year, and then no longer having it available in the next year. AANAPISIs in our study overcome this challenge simply by offering new initiatives and programming, while continuing to ground their promising practices based upon empirical research. This included staying current on emerging scholarship focused on the needs of AA&NHPI students to apply new interventions and services. Additionally, institutional agents from different AANAPISIs often shared their newly developed programs and practices with each other at conferences such as Asian Pacific Americans in Higher Education.

b. Competitive Preference Priorities

Our findings also uncovered another important factor that greatly impacts the design and offerings at AANAPISIs. Specifically, each AANAPISI grant competition often includes competitive preference priorities (CPP), where the U.S. Department of Education awards additional “bonus” points if the application proposal includes specific projects designed to meet the CPP’s goals. In 2020, the U.S. Department of Education’s AANAPISI grant competition contained a CPP on “personal financial literacy, knowledge of markets and economics, knowledge of higher education financing and repayment (e.g., college savings and student loans), or other skills aimed at building personal financial understanding and responsibility”.²¹ Nearly all 25 institutions in our study included financial literacy as a component of their AANAPISI program.

For example, the AANAPISI program at Northern Marianas College (NMC), Project PROA (Promotion, Retention, Opportunities, Advancement), developed a highly distinctive financial literacy initiative that not only included students, but extended beyond what is commonly found in campus-based financial literacy programs to incorporate participation from parents and families in off-campus locations. Kyanna Tenorio, a Counselor at NMC’s Project PROA, shared:

“With our current grant...we are trying to provide financial literacy workshops within the community. Not just here at the college, but also to provide it in the villages, so that families and parents could attend and understand scholarships or college loans or how to support their student in becoming an adult, [and] being more knowledgeable on...banking, budgeting, financial literacy in general. So, there’s that goal of doing it in the community.”

The importance of connecting their workshops with families and communities validates the knowledge that students bring with them from their home lives. Understanding that when a student attends college, their families and communities are equally invested and in their own ways are also attending. The role of families and communities cannot be understated for AA&NHPI communities, and developing co-curricular programming that intentionally draws from and includes familial capital bridges students’ home lives with their academic lives.²² While at the practical level NMC’s implementation of the financial literacy CPP works to demystify the highly complex financial aid process that is associated with tuition and loans, particularly for low income first-generation AA&NHPI students, it also extends beyond a student’s individual literacy to include how attending college would impact their family’s overall financial situation and health.

These culturally-relevant financial literacy workshops impacted AA&NHPI students’ knowledge of college costs and the steps required to pay for college. Dr. Sara Boxell Hoang, the University of Massachusetts Boston’s AANAPISI Director, shared:

“We approached our financial literacy workshops in a manner that normalized these topics and made students more comfortable discussing their own finances, and how they could afford college, which included us sharing our own stories of how we navigated paying our college tuition. We saw a real impact on our students’ understanding of the overall cost of attending college and how to make the necessary financial decisions regarding financial aid packages and the various types of loans that can be used.”

Nearly all the AANAPISI programs in our study designed and implemented their financial literacy programs in a culturally responsive manner, to serve their unique AA&NHPI student population while fulfilling the requirements of the U.S. Department of Education’s competitive preference priorities. Indeed, CPPs are able to steer an AANAPISI’s proposal and program in very specific directions, and given that they are determined at the discretion of the U.S. Department of Education, they may not necessarily be designed with the specific educational needs, concerns, and priorities for AA&NHPI students. Nonetheless, AANAPISIs in our study found creative solutions to address the CPP’s requirements while making real impacts for their students.

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INSTITUTIONALIZING AANAPISI PROGRAMS AND SERVICES

Given the integral work of AANAPISIs in enhancing and developing new and better supports for AA&NHPI students on their campus, it is necessary that we discuss the ways in which these institutions continue these efforts beyond the grant's tenure. More specifically, because AANAPISI grants are temporary (i.e., five years of financial support from the federal government), we worked with AANAPISI administrators, faculty, and staff to understand the institutionalization efforts taking place on their campus and its impact on the campus community. In this section, we discuss the ways AANAPISIs have and continue to navigate the process of institutionalization, specifically the strategies that they employed to achieve such a feat as well as the challenges they had to overcome.

1. Successful Strategies for Strengthening AANAPISI Capacity and Impact

In our interviews with the institutional agents from the 25 historically and currently funded AANAPISIs that participated in this study, various themes emerged regarding the strategies needed in order for these colleges and universities to institutionalize aspects of their AANAPISI program on campus. More specifically, these institutional agents highlighted the need to define what institutionalization means and looks like for their campus as well as expand their understanding of institutionalization beyond just a budget allocation within the institution. In addition, institutional agents highlighted the efforts they were successful in institutionalizing, which depended, in large part, on the context and priorities of the institution and AANAPISI program.

a. Defining Institutionalization

Administrators, faculty, and staff at AANAPISIs across the country and Pacific expressed a common definition of institutionalization. That is, many of the institutional agents we interviewed emphasized the importance of their institution funding the initiatives that were formerly supported by the AANAPISI grant. Dr. David Lee, Director of the APASS at Laney College, noted, "institutionalization would mean that the institution would financially support the program. The same services that AANAPISI provides...would be provided a hundred percent by the institution rather than relying on the grant." Thus, institutionalization for AANAPISI administrators, faculty, and staff meant that despite the temporary nature of the federal grant, the institution would find ways to continue these efforts long-term.

b. Expanding Understandings of Institutionalization

Some institutional agents highlighted other ways to think about institutionalization that warrant consideration. May Toy Lukens, former Director of the AANAPISI project at South Seattle College and Highline College, said, "institutionalization to me is making change to the institution's way of doing things, to making sure that it creates a culturally welcoming environment, so students know they belong." In addition, Dr. John J. Chin, Professor and Principal Investigator of the Hunter College AANAPISI Project (HCAP), defined institutionalization as a "way of developing a deeper understanding of the program and weaving it within the formal structure." He continued, "institutionalization to me would be that the institution understands, recognizes... the program, knows what it's about, [and] is thinking about ways to connect the program with the larger structure of the institution." In both of these instances, institutionalization went beyond simply providing a budget to continue funding AANAPISI programs and services; institutionalization is about recognizing the value of these programs and services, as well as the ways they positively transform the institution. It is also about acknowledging that the institutionalization of AANAPISI programs and services has great benefits for the institution in terms of increased enrollment, retention, and graduation rates—all of which can yield greater returns for the institution.

c. Institutionalization of AANAPISI Positions, Programs, and Services

Institutionalization efforts varied depending on the context of the AANAPISI, specifically the need on campus (e.g., staffing versus programs) as well as the priorities of the institution. For example, some institutions prioritized the institutionalization of positions, recognizing that a dedicated staff member was needed in order to continue these types of programs and services beyond the grant's tenure. At Mt. San Antonio College (Mt. Sac), Dr. Aida Cuenza-Uvas shared that although her position as the Director of the Arise Program was initially funded by the AANAPISI grant, by the end of the first grant and moving into the second grant, her position was fully funded by the institution. She said:

"That was intentional because it was one, to say that we're committing these [new AANAPISI grant] resources to establish a program with a director intact. We're going to continue to use these grant funds to support the [other] positions, and the intent was to institutionalize one of the positions and articulate it in the [new] grant itself."

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Thus, by institutionalizing the director position, Mt. Sac could show that it made strides towards institutionalization with the grant money and had intentions of doing more institutionalization as it received more support from the federal government.

At the University of Illinois Chicago (UIC), many aspects of their AANAPISI programs and services have been institutionalized through both unit-specific and campus-wide advocacy efforts. Dr. Karen Su, the Principal Investigator and Project Director of UIC's AANAPISI Initiative, and Dr. Mark Martell, Executive Director of Asian American Resource and Cultural Center (AARCC) and Co-Principal Investigator of the AANAPISI Initiative, shared:

“The First-Year Writing Program in the English Department formalized the curriculum supporting English-language learner students developed by AANAPISI into all of its courses when the benefits to all students became evident. The AARCC and the Global Asian Studies Program, the peer mentoring program, college day program, and the on- and off-campus internship programs have been institutionalized by incorporating them into the ongoing responsibilities of current staff and faculty.”

Overall, the grant programs and advocacy efforts have increased awareness and campus responsiveness to Asian American student needs, including the disaggregation of institutional student data. Furthermore, most recently, the university made a significant commitment to create a new unit focusing on academic support for Asian American students that will be started in partnership with AANAPISI, but sustained by the university after the grant ends.

2. Overcoming Challenges of Institutionalization at AANAPISIs

It is important to recognize that institutionalization is not an easy feat. In fact, some institutional agents shared that the process is often long and met with multiple challenges. One of the main challenges to institutionalization that almost all the participants discussed was around the need for resources. Not only was the funding from the federal grant program insufficient,²³ which speaks to a policy issue regarding a need for increased AANAPISI funding, but also financial support from the institution was difficult to obtain. In this section, we highlight the various challenges that impede institutionalization as well as offer strategies, as

discussed by the institutional agents from the 25 historically and funded AANAPISIs, to overcome these obstacles.

a. Institutional Needs and Priorities

Administrators and staff noted that senior leadership, specifically those that control budgets, have multiple and competing priorities. Moreover, other departments and divisions across the campus are also seeking institutional fiduciary support. Thus, AANAPISI programs and services are but one of many units on campus that need funding to continue to operate. In addition to a need for financial support, there is a high turnover among senior leadership and student affairs professionals across higher education. As a result, AANAPISI administrators, staff, and faculty must continue to (re)educate new members of the campus community about the needs of AA&NHPI students and the significance of being an AANAPISI. Additionally, high turnover rates at colleges and universities means that as administrators, staff, and faculty leave an institution, especially those heavily involved in AANAPISI work or senior leaders who recognize the importance of AANAPISIs, the momentum to continue these initiatives is also at risk.

b. Embed into Existing Structures: Roles, Responsibilities, and Programs

Despite these challenges, strategies and efforts towards institutionalization were occurring across AANAPISI campuses. In order to institutionalize the AANAPISI programs and services at the campus, institutional agents employed a variety of tactics. At UMass Boston, Dr. Watanabe shared how the AANAPISI grant funded programs and services that were woven into existing structures within the campus: advising and student services, Asian American Studies, and the Institute for Asian American Studies. In doing so, Dr. Watanabe noted that regardless of whether the grant ended, these structures would continue to be in place, especially when they already existed prior to receiving the grant.

c. Identifying Institutional Budget Priorities

At South Seattle College, May Toy Lukens discussed the importance of building relationships across campus. She said, “institutionalization requires buy-in from campus stakeholders, which means you need to know their agendas and their priorities.” When she wrote the grant for South Seattle College, she knew the institution was looking to hire additional advisors. Recognizing that the AANAPISI grant could provide seed money to target AA&NHPI

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students, she included these positions within the AANAPISI grant proposal. As a result, she could ensure AA&NHPI representation and cultural competency of these new hires. By knowing the needs of the campus, she was able to gain commitment from the institution to transition these roles under the funds of the college.

Kaelani Demapan, Director of Project PROA at NMC, utilized similar strategies. In order to institutionalize their

services, she is working with other offices on campus to consolidate services, which will allow them to focus their programmatic efforts elsewhere to support the students on campus. Thus, thinking about institutionalization must begin even before an institution is awarded an AANAPISI grant. As these institutional agents discussed, it is important to consider existing structures, needs of the institutions, and the different ways that the AANAPISI funds can be used to support these efforts.

RECOMMENDATIONS

In the past 15 years, we have seen tremendous growth across all dimensions for Asian American and Native American Pacific Islander-Serving Institutions. Greater numbers of colleges and universities have become AANAPISIs and more Asian American, Native Hawaiian, and Pacific Islander students are attending and graduating from them. Indeed, AANAPISIs are sites of great promise and potential—developing innovative and exciting approaches to educate and serve AA&NHPI students across the United States and U.S. Affiliated Pacific Islands. In order to support this critical work, we must work to collectively ensure that AANAPISIs are given the necessary resources to advance their essential and transformative approaches of expanding educational access, opportunity, and success for AA&NHPI students. Toward that endeavor, there are several implications for public policy, institutional practice, and research that would promote and enhance AANAPISIs beyond the next 15 years.

Implications for Policy

- Policymakers should increase their investment in AANAPISIs by appropriating \$100 million annually, through a combination of both mandatory and discretionary spending, to ensure all eligible AANAPISIs receive funding
- Policymakers should remove the multiple designation barrier that prevents AANAPISIs and all other MSIs from accessing funding from multiple MSI designations
- The U.S. Department of Education should clarify and allow for AANAPISIs to continue using empirically demonstrated promising practices in future grant applications, rather than requiring new interventions to seek additional funding
- The U.S. Department of Education should utilize empirical research and consult with the AANAPISI

- community to determine competitive preference priorities that are relevant to AA&NHPI students
- The U.S. Department of Education should add a diverse set of studies focused on promising practices that serve AA&NHPI students, in which AANAPISI applicants can use as references in submitting grant proposals, to the What Works Clearinghouse
- Policymakers should incentivize colleges and universities to develop efforts to institutionalize their AANAPISI programs
- Policymakers should prioritize institutions that demonstrate unique ways they will institutionalize their programs and services within their grant proposal

Implications for Practice

- Institutions seeking AANAPISI funding should be knowledgeable about the mission of AANAPISIs and the diverse educational needs and experiences of AA&NHPI students
- Institutions should utilize horizontal and lateral cross-campus allyships and partnerships so that advocating for AANAPISIs does not fall to the AANAPISI program alone
- Institutions should establish or strengthen their Asian American and/or Pacific Islander Studies programs, and AA&NHPI student success and research centers
- Institutions should collect and disaggregate data within the AANAPISI program and through the institution
- Institutions should ensure that the missions and goals of AANAPISI programs remain consistent during and after institutionalization
- Institutions should invest resources in AANAPISI budgets where each year its fiscal responsibility increases during the lifespan of the five-year federal grant

Recommendations (Continued)

Implications for Research

- Researchers should examine the role of geography and its impact on how colleges and universities seek funding and become AANAPISIs
- Researchers should explore how becoming an AANAPISI impacts institutional identity and student outcomes
- Researchers should document and examine the efficacy of new and groundbreaking interventions and practices and their impact on student outcomes at AANAPISIs
- Researchers should examine the impact of AANAPISI programs on staff, faculty, and administrators
- Researchers should explore the complexity of institutionalization efforts beyond budget allocation, such as shifts in institutional culture and identity
- Researchers should examine what may be potentially lost, including institutional memory and programming, as a result of institutionalization efforts

TECHNICAL APPENDIX

Data shared in this report comes from multiple sources. In order to contextualize AANAPISIs, we drew heavily from the U.S. Department of Education to offer insights about the federal grant program, as well as eligibility for those seeking AANAPISI designation and funding. For the section on AANAPISI growth, enrollment, and completion, data was gathered using the Integrated Postsecondary Education Data System (IPEDS), which is managed by the U.S. Department of Education’s National Center for Education Statistics (NCES). National level datapoints on AANAPISIs is based upon the number of historically eligible AANAPISIs. For data on AANAPISI and MSI funding levels, we utilized publicly available U.S. Department of Education budget documents. These quantitative data were analyzed utilizing descriptive statistics.

For the research study, we used qualitative methods to gather our data. First, we compiled a list of all funded AANAPISIs since the federal grant program’s inception. Once we listed all the institutions, we identified key institutional agents at each AANAPISI who could serve as our point of contact. Drs. Mike Hoa Nguyen and Patricia Neilson have been heavily involved in spaces with AANAPISI

administrators, faculty, and staff (e.g., Asian Pacific Americans in Higher Education; AANAPISI Steering Committee with APIA Scholars); thus, we used their knowledge to identify these key institutional agents.

Each of the authors in the report contacted a select number of schools to begin conducting semi-structured interviews around the three broad areas (i.e., *becoming*, *servicing*, and *institutionalizing*). We started with the main point of contact that we identified and then employed snowball sampling to invite other participants who could share about the AANAPISI programs and services at their respective institutions. All participants were asked to sign a consent form and were also informed that they could remove themselves from the study at any time. Interviews were conducted and recorded via Zoom, and audio files were submitted to a third party organization to produce transcripts. Transcriptions were uploaded to Dedoose, which served as our coding software. Authors used open coding to identify themes within each of the major areas guiding this report. Finally, themes and excerpts of this report were shared with participants for member checking purposes.

ENDNOTES

1 We use the term AA&NHPI to show a distinction between the two racial groups aggregated under this one panethnic label; however, we recognize that these panethnic terms are constantly changing and evolving (see Gogue, D. T.-L., Poon, O. A., Maramba, D. C., & Kanagala, V. (2022). Inclusions and exclusions: Racial categorizations and panethnicities in higher education. *International Journal of Qualitative Studies in Education*, 35(1), 71-89.). In our study, both Asian Americans as well as Native Hawaiian and Pacific Islander students were discussed, resulting in our use of this broader panethnic term.

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3 Hussar, W.J. & Bailey, T.M. (2020). *Projections of Education Statistics to 2026*. Washington, DC: U.S. Department of Education, National Center for Education Statistics, Institute for Educational Sciences.

4 As of September 1, 2022.

5 See Endnote 4

6 Amounts include funding from all three MSI designations that serve Latinx students, which include HSI, HSI STEM, and PPOHA.

7 This amount was calculated by taking the average (\$520,000) FY22 AANAPISI appropriation level (\$15.6 million) for the 30 currently

funded AANAPISIs and applying it for the 199 currently eligible AANAPISIs. In other words, \$100 million \approx (\$15.6 million / 30 currently funded AANAPISIs) x 199 currently eligible AANAPISIs.

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9 Museus, S., & Chang, M. (2009). Rising to the challenge of conducting research on Asian Americans in higher education. *New Directions for Institutional Research*, 142, 95-105.

10 Lee, S. J. (2015). *Unraveling the “model minority” stereotype: Listening to Asian American youth* (2nd ed.). New York: Teachers College Press.

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