

Building Oceans and Creating Movement: Supporting Asian Pacific Islander Student Success



Dr. Cristine Sidela
Dean of Special Programs
Student Equity & Success



Juile Nguyen
Movement API Counselor
Co-Coordinator



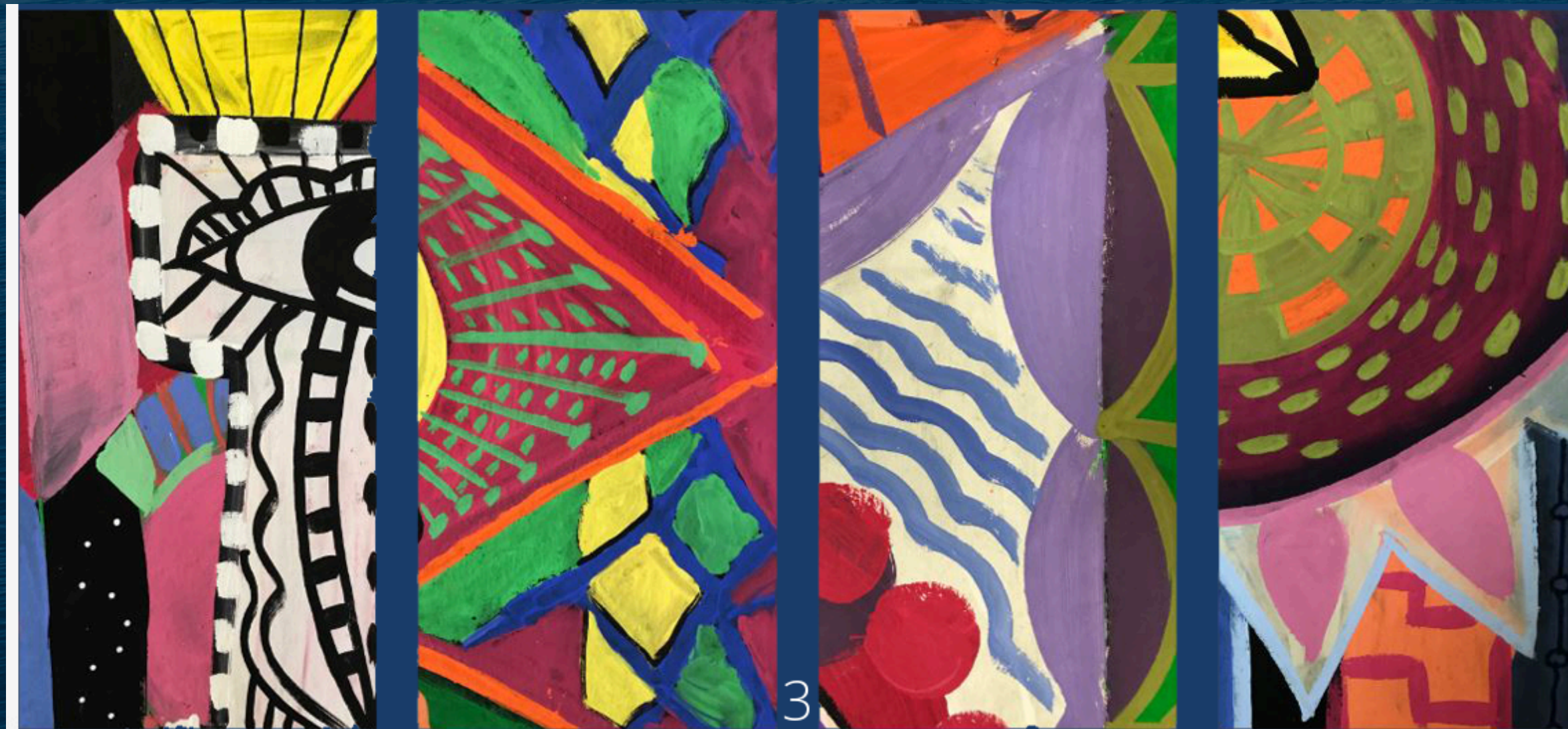
What does AANHPI mean?

Asian American Native Hawaiian Pacific Islander

Pronounced Ah-Na-Pe

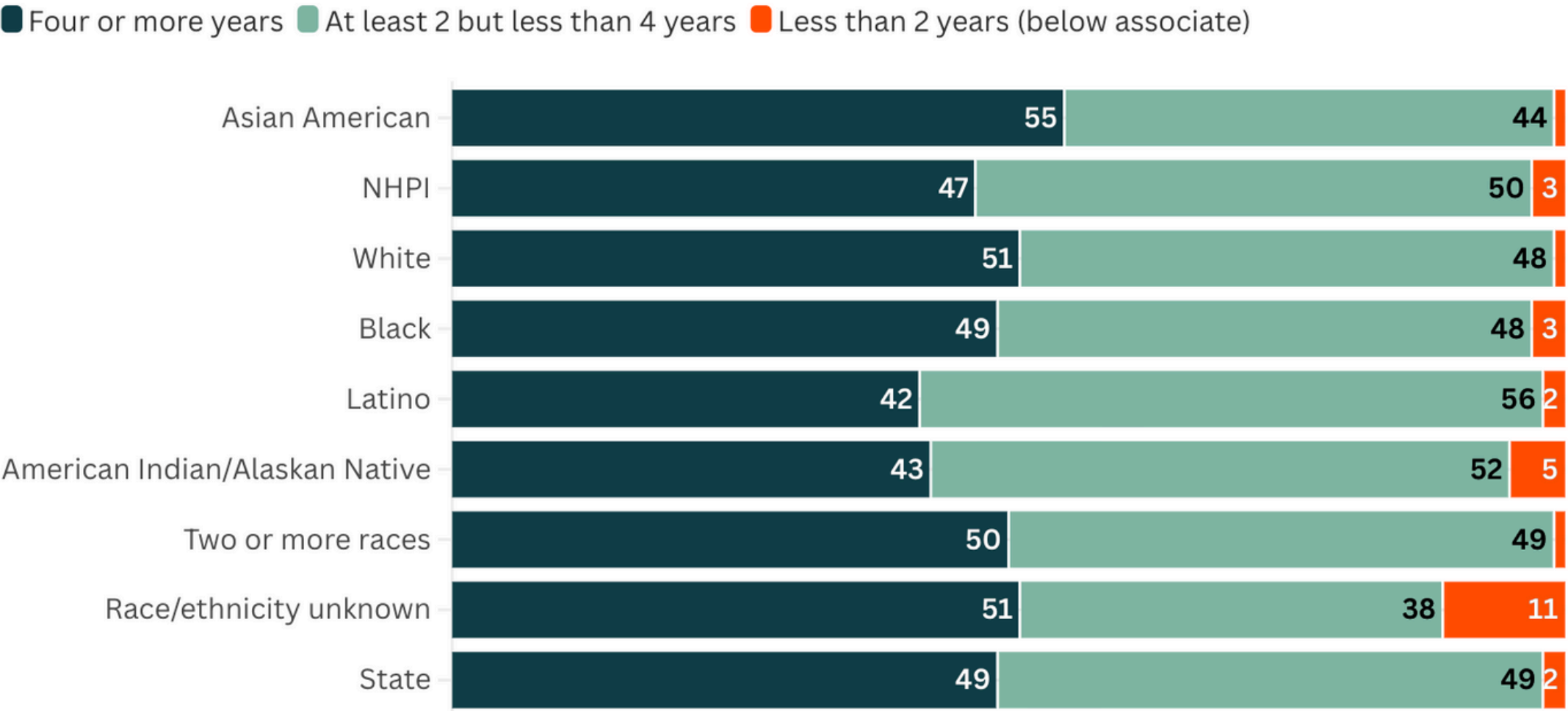
Other Iterations:

API – APA – AAPI – APIA – APIDA



Highlights from Research & Data

Figure 4: Postsecondary Enrollment of California Students in 4-Year vs 2-Year Institutions



Source: National Center for Education Statistics, 2022-2023

Community College Statistics

- Almost **90% of Asian Americans and over 70% of Pacific Islanders** begin college in one of California’s public community colleges or four-year universities. (*AAPJ Data Guide on Timely Policy Issues*).
- Over **220,000** Asian American students and **7,200** NHPI students in California are enrolled in 2-year colleges (*AAPJ Data Guide on Timely Policy Issues*).
- As of 2024, there were about **630,000 API students** enrolled in U.S. community colleges, representing nearly **6%** of all community college students (National Center for Education Statistics)

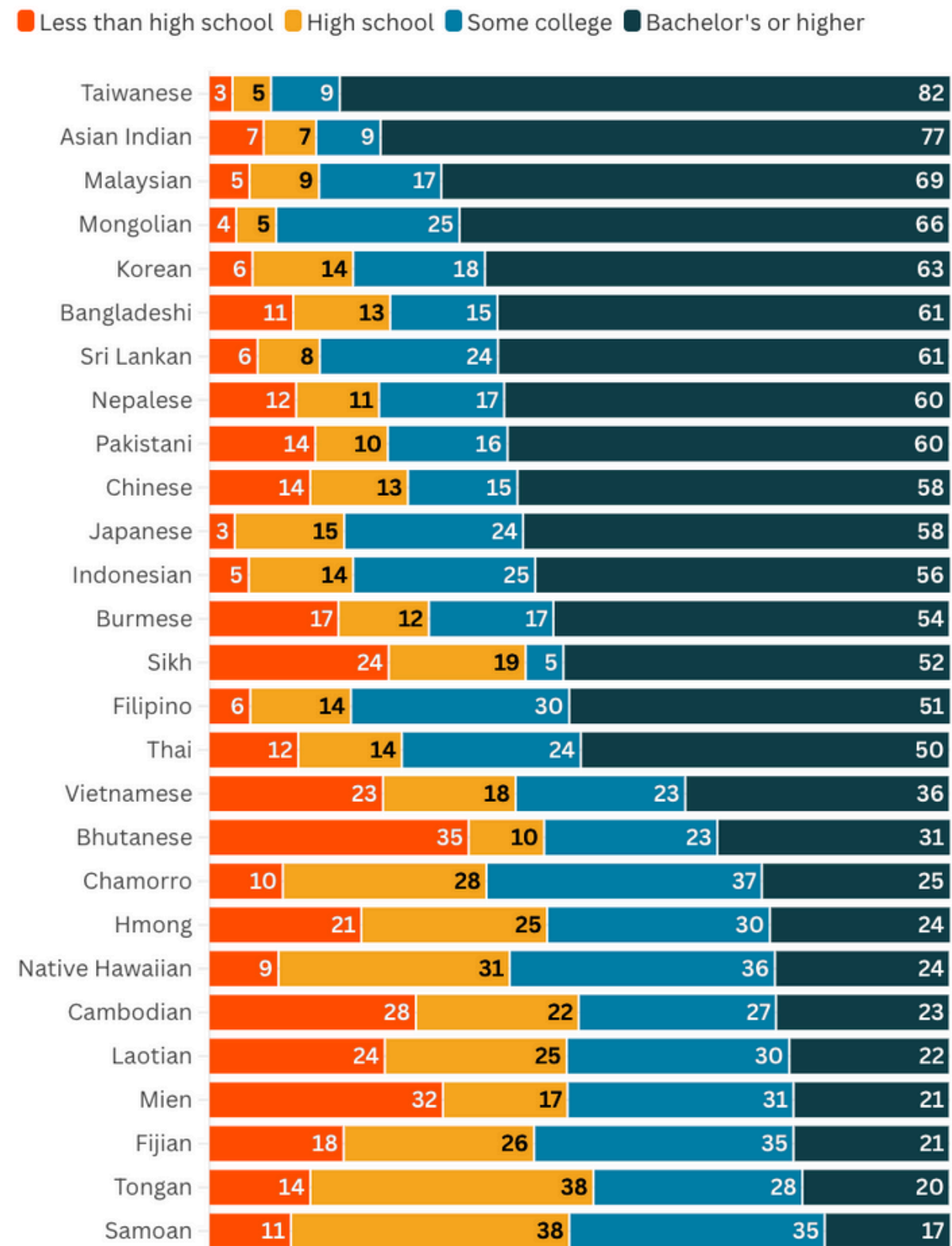


Community College Research

- API students in community colleges carry many risk factors correlated with **lower rates of persistence and completion** among 2-year college students (Gaetos, 2021).
- Research indicated API students tend to perceive a **negative campus racial climate** and to experience feelings of **depression**, which researchers attribute as potentially due to a **lack of API presence in the academic environment**, a lack of faculty role models, or cultural conflicts when selecting a major (Teranishi et al., 2015).
- There is a high level of stigma attached to help seeking within the API community, and this manifests in API students being **less likely to seek support** for emotional and interpersonal problems (Shea & Yeh, 2008).
- A study by Bailon (2012) discovered barriers to Filipinx American college persistence included feelings of **cultural dissonance**, feelings of **invisibility and marginality** due to personal academic challenges and a **lack of Filipinx representation** within academic and social spheres.



Figure 2: AANHPI Subgroups Educational Attainment in California

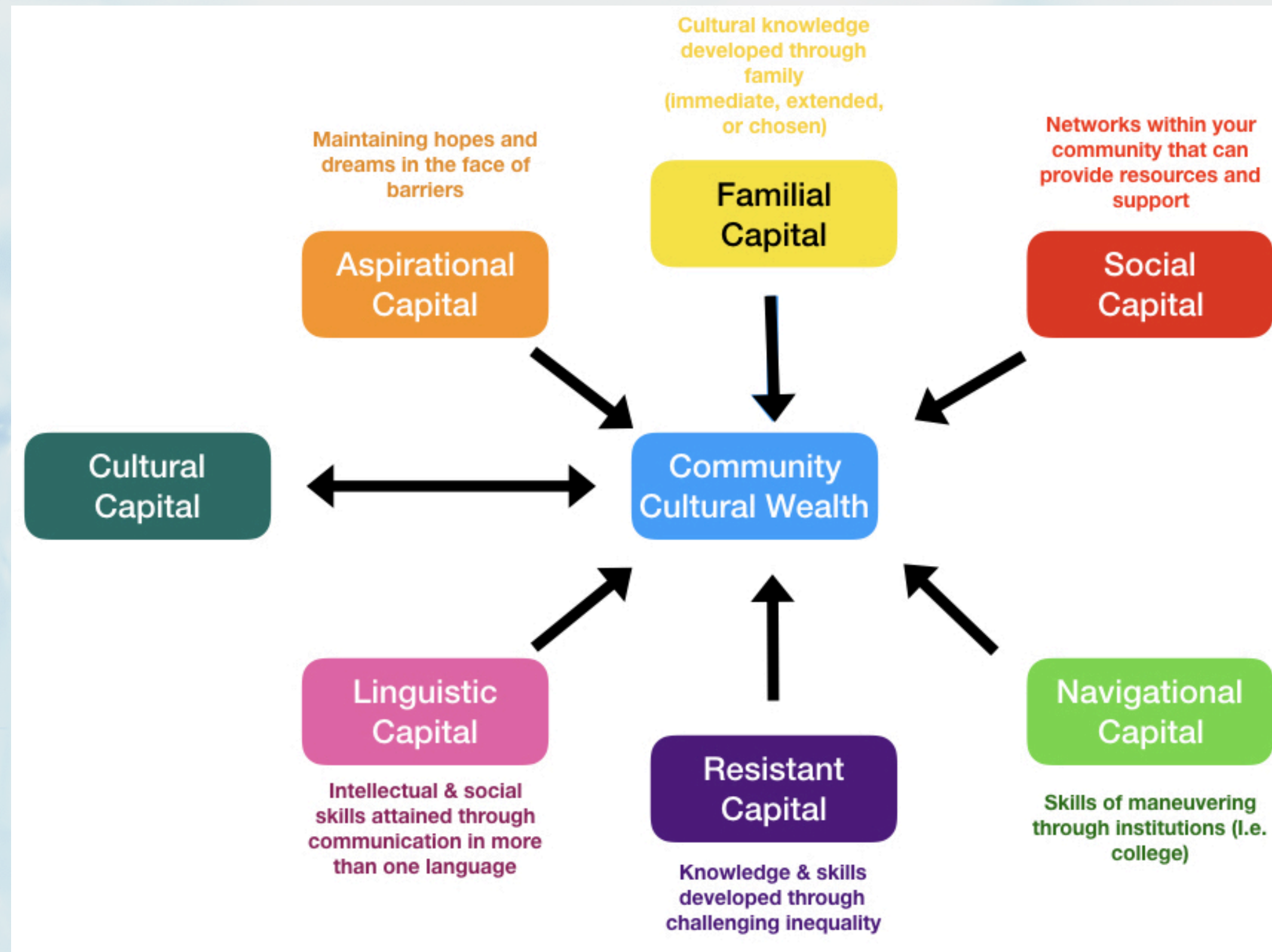


Source: AAPI Data's analysis of the 2023 5-year American Community Survey via iPUMS
 Note: Groups whose population estimates are below 1,000 are excluded from the analysis due to large margins of error.

Community College Research

- The U.S. Census Bureau describes the Asian Pacific Islander (API) racial category as consisting of **forty-eight different ethnic groups**
- “*Model Minority*”, referring to an **assumption** that API’s are a racial group with disproportionately higher levels of educational attainment and are easily able to achieve college and academic success (Teranishi & Nguyen, 2012).
- Research has demonstrated that some faculty and staff perceived Asian American students as **one singular population** - Suyemoto et al. (2009).
- The model minority myth is one reason for the **invisibility of API’s** in higher education research due to the false notion of the population’s ease in success.
- The model minority myth contributes to **psychological distress** and **negative attitudes** toward mental health services, thus leading to a decreased likelihood for API’s to seek support (Gupta et al., 2011).
- Native Hawaiian and Pacific Islanders and several Asian American groups have **lower college attainment than the statewide average**.

Yosso's Community Cultural Wealth Model (Yosso, 2005)



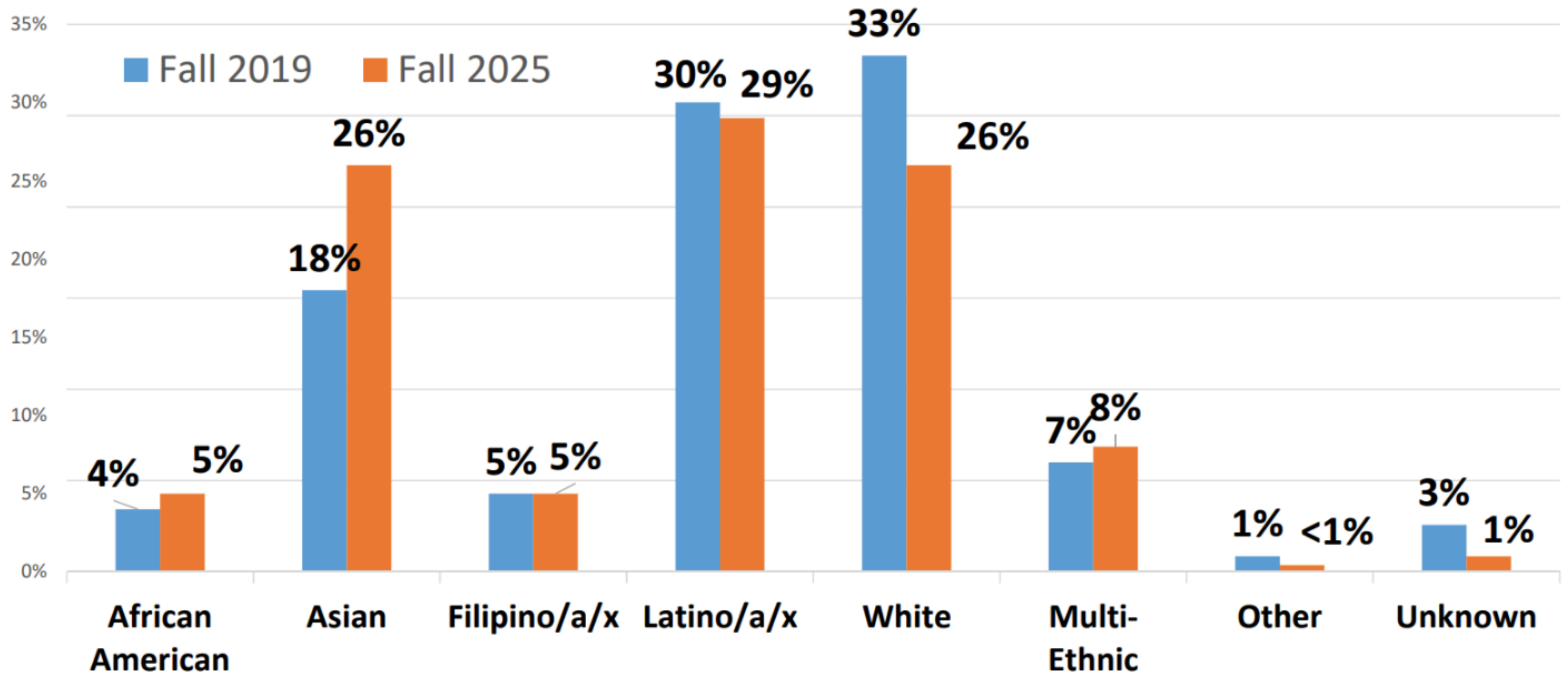
This model highlights and underscores the importance of the **cultural validation** of the backgrounds and identities of students in promoting their success. Within this theory, **student culture is affirmed as a strength** and as an opportunity to build meaningful connection and engagement with students, while also contributing to a student's **sense of belonging** and **fostering community**.

**What does LPC's AANHPI
demographic landscape
look like?**



Race-Ethnicity of Students

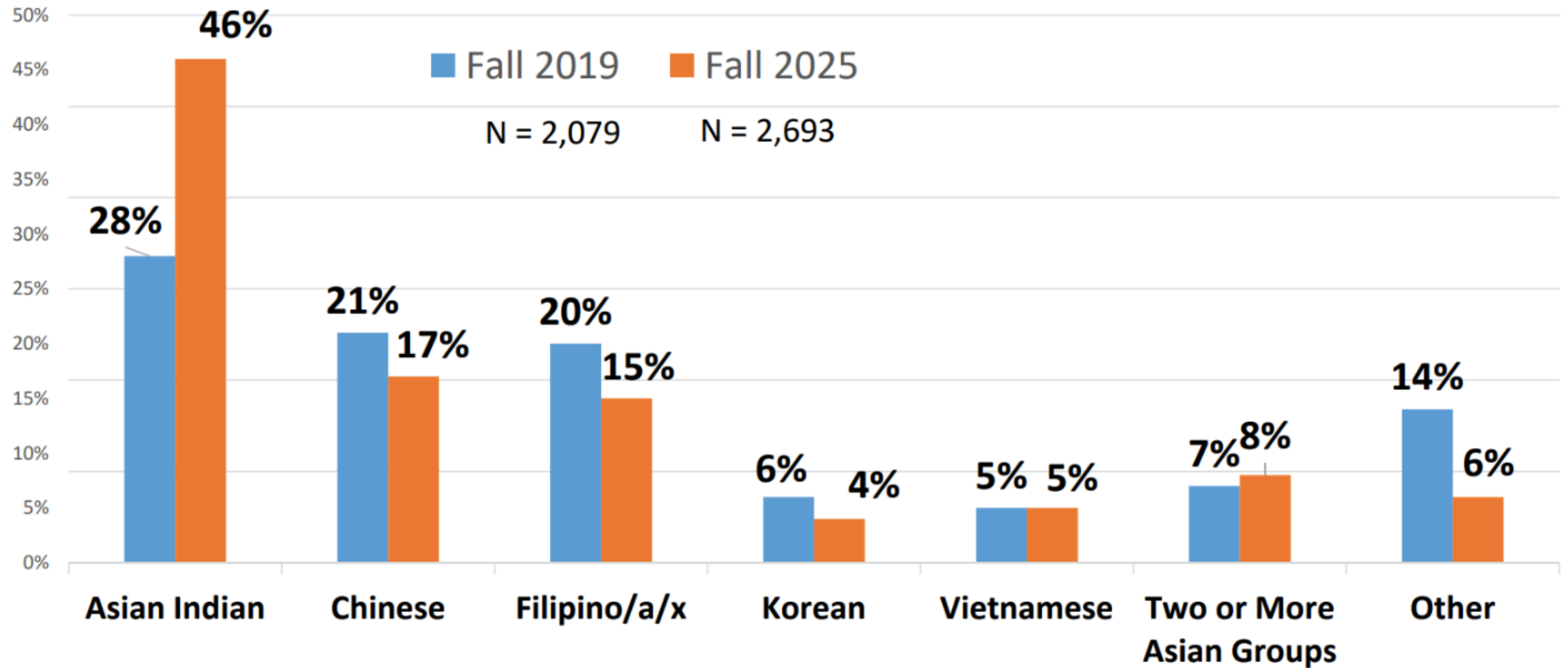
Fall 2019 vs Fall 2025*



Note: *Fall 2025 data is preliminary.

Detailed Asian Student Groups

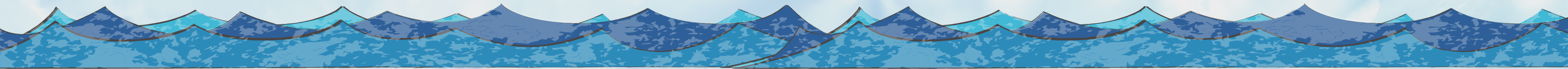
Fall 2019 vs Fall 2025*



Note: *Fall 2025 data is preliminary.

Campus Culture

How can we address student belonging and inclusivity outside of the classroom?



Three Pronged Approach



**Student
Life/Clubs**



**Institutionalized
Support Program**



**Staff, Faculty,
Administrator Group**

Campus Life/Culture



**Filipino
American
History Month**



**Diwali Festival
of Lights**



**Lunar New
Year Festival**

Campus Life/Culture



**One Love
Festival**



**AAPI Heritage
History Month**

Best Practices for within the classroom



Highlight: Meghan Swanson (English Faculty)



Strategies and advice from a practitioner putting this into action.

- Trainings / PD
- Syllabus development
- Creating community and care in the classroom
- Being an ally

Course Success Rates

	Fall 2024 Undergraduate Students							
English 1A	Movement API		<u>Not Movement API</u>				Overall	
	Num	Pct	AANHPI		All Other		Num	Pct
Num			Pct	Num	Pct			
Total Enrollments	26	100%	391	100%	1,104	100%	1,521	100%
Success	22	85%	289	74%	694	63%	1,005	66%
Non-Success	3	12%	64	16%	204	18%	271	18%
Withdrawal	1	4%	38	10%	206	19%	245	16%

	Spring 2025 Undergraduate Students							
English 4	Movement API		<u>Not Movement API</u>				Overall	
			AANHPI		All Other			
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Total Enrollments	25	100%	192	100%	387	100%	604	100%
Success	25	100%	155	81%	306	79%	486	80%
Non-Success	0	0%	18	9%	36	9%	54	9%
Withdrawal	0	0%	19	10%	45	12%	64	11%

Undergraduate students are non-special admit students who have no college degree (AA/AS or higher).

	Fall 2024 Undergraduate Students							
PCN 30	Movement API		<u>Not Movement API</u>				Overall	
			AANHPI		All Other			
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Total Enrollments	26	100%	27	100%	154	100%	207	100%
Success	23	88%	16	59%	132	86%	171	83%
Non-Success	2	8%	4	15%	10	6%	16	8%
Withdrawal	1	4%	7	26%	12	8%	20	10%

	Spring 2025 Undergraduate Students							
PCN 18	Movement API		<u>Not Movement API</u>				Overall	
			AANHPI		All Other			
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Total Enrollments	25	100%	16	100%	90	100%	131	100%
Success	25	100%	16	100%	75	83%	116	89%
Non-Success	0	0%	0	0%	14	16%	14	11%
Withdrawal	0	0%	0	0%	1	1%	1	1%

NOTE: Undergraduate students are non-special admit students who have no college degree (AA/AS or higher).

Persistence Rates

	Fall 2024 Freshmen Cohort							
Fall-to-Spring	Movement API		<u>Not Movement API</u>				Overall	
			AANHPI		All Other			
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
All Freshmen Students	26	100%	1,091	100%	3,337	100%	4,454	100%
Persisted (Fall-to-Spring)	24	92%	861	79%	2,445	73%	3,330	75%
Did Not Persist	2	8%	230	21%	892	27%	1,124	25%

	Fall 2024 Freshmen Cohort							
Fall-to-Fall	Movement API		<u>Not Movement API</u>				Overall	
			AANHPI		All Other			
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
All Freshmen Students	26	100%	1,091	100%	3,337	100%	4,454	100%
Persisted (Fall-to-Fall)*	24	92%	757	69%	2,003	60%	2,784	63%
Did Not Persist	2	8%	334	31%	1,334	40%	1,670	37%

*Preliminary data

NOTE: Freshmen are non-special admit students who have completed less than 30 units at the start of Fall semester. The Fall cohort includes only Movement API students who were part of the learning community as of the Fall term.

Community Dialogue

In reflecting on your own classroom or workspace, what has been effective in building a sense of belonging and care?

What advice would you give to others to start this journey?

CULTURALLY RELEVANT EDUCATORS – FROM THEORY TO PRACTICE

CULTIVATE COMMUNITY & CULTURAL INTEGRITY

Encourages students to see themselves as part of the classroom & in society

CULTURAL INTEGRITY

Relies on a deep level of awareness of one's own cultural lens, the origins of one's viewpoints, the origins of viewpoints of others, and an understanding of the relationships among those diverse perspectives

EDUCATIONAL VIEW

Collective responsibility and public good. Student development requires finding their voices in the classroom and society. Both teachers and students understand themselves as cultural beings

CURRICULUM

More inclusive to broaden students' exposure to a more representative history with culturally diverse perspectives

COMMUNITY

Students see themselves as contributors and collaborators through affirmation of their unique knowledge and experiences

DISCLOSURE

Teachers share a bit of themselves and their own cultural identities as a means of modeling culturally understanding dispositions

**Please fill out
the Flex Day
Survey:**



Workshop Evaluation

Thank You!

Idouyou Kon!