



Asian American Students Experiences and Campus Climate: Insights and Impacts from APARC

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UMN at a Glance



UMN Undergraduate Population: 31,367- F2019

UMN AAPI Undergraduate Population: 4038 (12.87%) - F2019

- Undergraduate Asian American Population: 3939
- Undergraduate Hawaiian (Pacific Islander) Population: 99
- Hmong, Vietnamese, and other Southeast Asians are among the largest ethnic groups represented

Minnesota is home to over 316,000 AAPI's.

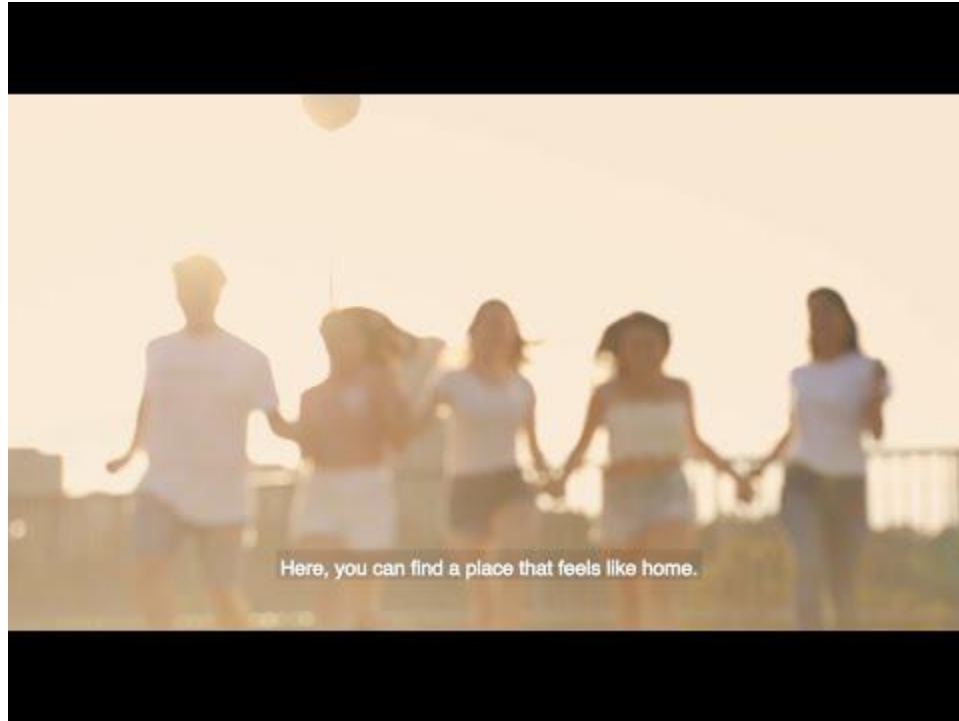
- Southeast Asians make up about 50% of all AAPI population in MN.
- The Hmong population make up the largest Asian American population in MN at 78,000 and growing.

Asian American Native American Pacific Islander Serving Institution (AANAPISI)

- Minority Serving Institution (MSI) designation
- AANAPISI signed into legislation in 2007
- Federal designation and grant to develop institutional capacity to serve and support AAPI students
- Increase AAPI student retention and graduation
- Institution AAPI undergraduate population must be at or above 10% and serves large portion of Pell-eligible students
- Demonstrate need for resources and support of AAPI students



WHAT IS APARC?





ASPIRE Circle:
Asian American Identity workshop

APARC is a community committed to affirming the experiences of Asian American and Pacific Islander (AAPI) students and their diverse communities.

- Student center and space
- Programming and resources
- Academic support
- Community and leadership development
- And FUN!

Serving Our Students

APARC Programs

- ASPIRE Peer Mentoring Program
- New AAPI Student Welcome
- Peer Tutoring & Writing Support
- AAPI Leadership Summit
- Career Connections
- AAPI Speaker Series
- Multimodal Storytelling
- AAPI Library
- Teaching Pathways
- AAS New Courses



Data Collection Tools

- Program Applications or Registration Forms
- Attendance Forms (Google Form, EventBrite, etc...)
- Event Feedback Forms
- APARC Library user log
- In-depth individual reviews
- Supplemental Course Evaluation (AAS courses)




Challenges Asian American Students Face


- Isolation and lack of belonging
- Lack of representation and inclusion
- Microaggressions from students, staff, and faculty
- Lack of support

1st Year Asian American Student Experiences

“Being a **first-generation college student** comes with its own unique set of questions and challenges. How do I balance pursuing my intellectual and professional goals while ensuring financial security **not only for myself, but my family**? Where do I **find resources to have a successful first year**? My biggest worry, like many other first-generation college students, is the fear of failure. This fear has always stuck with me, even before attending a university — **the fear that no matter how hard I try, I might fail, and with that, be the first to fail.**”



1st Year Asian American Student Experiences

- “For me personally, I grew up in a town where the majority of the population was white and my graduation class of nearly 700 students was nearly all white as well. I would find solace in being surrounded by people of color and specifically, people of an Asian background. If I were given the chance to become a mentee this year, I know that I would be able to be much more myself and identify as the person I truly am: **a female Asian-American who just wants to proudly represent her culture.**”
 - “The **University of Minnesota Twin Cities is a predominantly white institution** for me this means that I will once again **be surrounded by people who do not understand me.** I came from a mainly white high school as well and people could not comprehend my culture or my background. **ASPIRE seems like the place where there is a sense of community** and an emphasis on **respecting people’s different backgrounds.**”
- 

1st Year Asian American Student Experiences

- “I hope to feel more closely connected to my Asian identity. Moving from the Philippines to the United States, **I've always tried to stay true to my culture and take pride within my identity.** However, it's not always easy to do so when faced with prejudice in our country and at times, college campuses.”
- “I know that my Asian heritage will always be part of my identity, and **it can be hard to embrace it sometimes without a sense of belonging.**”

1st Year Asian American Student Experiences

“I want to tackle a few inquiries I have about who I am and I think this mentorship program will provide me with more than enough insight to create a beautiful and riveting story. Through this program, I hope to not only learn more about my identity, but **take that information to teach the younger generations** about finding their own identity as well. In addition, hopefully this program will help **alleviate the internal pressure** I place on myself to succeed.”




APARC 2019 Annual Report

- (1) How, if at all, does ASPIRE shape students' Asian American consciousness?
- (2) How, if at all, does ASPIRE prepare students to contribute to their communities and society?
- (3) how does participation in ASPIRE shape students' perceptions of the university?



Salient Elements of ASPIRE

- Culturally Familiar Space
 - Found value in a space where students do not have to explain their cultures, identities, etc.
 - Sense of community
 - “Home away from home”
 - Can “be whole” while in college
 - Resource networks
 - Proactive and Holistic Support Systems
 - A critical support system
 - Space for learning about critical issues
 - Challenged to think about issues affecting Asian American communities
 - Expressing through storytelling
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Knowledge Acquisition

More complex understandings of diversity

- More critical understanding of “diversity”, such as deeper awareness of how different groups have different struggles and needs

A better understanding of Asian American communities

- Increased awareness of critical issues, such as data disaggregation, mental health, gender and sexism, and diversity within the Asian American category

Greater knowledge of oppression and privilege

- Deep understanding of how systemic contexts shape individual experiences
- How privilege works and how they internalized oppression and racism



*Call-to-action to advocate for the **FUTURE** Act in support of funding for AANAPISIs and other MSIs*

Identity Development

Stronger Asian American consciousness

- Develop racial identity
- Increased value in communities' histories and heritages

Increased empowerment

- (Re)claim voice

Greater commitment to give back

- Pushing for greater representation

Capacity to serve

- Developing skills to navigate social justice conversations





Growth of APARC

Steady Enrollment Increases

Beginning of Fall	AAPI Undergraduate Enrollment	Percentage of Undergraduate Population
2019	4,038	12.9%
2018	3,862	12.2%
2017	3,707	11.7%
2016	3,511	11.2%



Rapid Growth of APARC Visits

Academic Year	Visits	Percentage Growth
Spring 2017	213	N/A
Fall 2017 - Spring 2018	1894	344.6%
Fall 2018 - Spring 2019	3358	43.4%
Fall 2019 - Spring 2020* (as of 11/6/19)	1,712 (Current) 5391 (End of Year Estimate)	60.54% (End of Year Estimate)
TOTAL	7,180	



Student Engagement

	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 Fall 2019
AAPI New Student Welcome	NA	68	87	143
ASPIRE Peer Mentoring	4 SC	4 SC, 22 Mentors; 24 Mentees	5 SC, 33 Mentors; 39 Mentees	5 SC, 36 Mentors; 41 Mentees
ASPIRE Total Event Attendance	NA	270	623	In Progress
AAPI Speaker Series	148	222	254	In Progress



Campus Wide Impact by APARC



Ripple effects of services

As a center, staff and students engages in series of discussions about **how identities affected services**, experienced increased consciousness of the **role of race and culture in experiences**, and **acquired knowledge about barriers that Asian Americans experience to accessing resources** (e.g., the model minority myth).

APARC's existence served several purposes, including modeling leadership, making them **feel less tokenized**, **increasing visibility of Asian Americans** in general, instilling a **sense of pride** in them, **increasing their confidence**, and increasing **their understanding of barriers for Asian Americans**.

Campus Wide Impact by APARC

A group of five diverse young adults are sitting in a circle in a room with large windows. They appear to be in a meeting or discussion. The room has a carpeted floor and a radiator. The lighting is bright, suggesting daytime. The individuals are dressed in casual to semi-formal attire. One person is wearing a red jacket, another is wearing a black cap and glasses, and another is wearing a black sleeveless top. They are all looking towards the center of the circle, indicating an active conversation.

Serving as a symbolic space

Symbolic value of the **APARC** space. Campus staff mentioned that they were proud that the space existed, while several pointed out that the space is a **symbol of the university's commitment to Asian Americans and legitimizes their realities and need for support.**

Campus Wide Impact by APARC



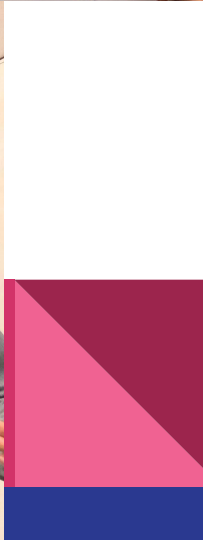
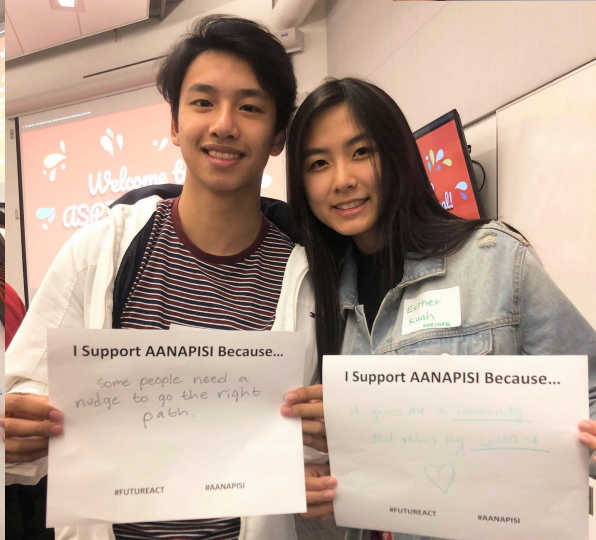
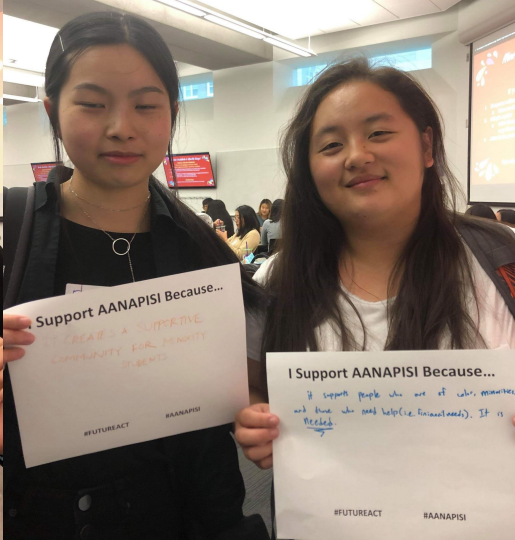
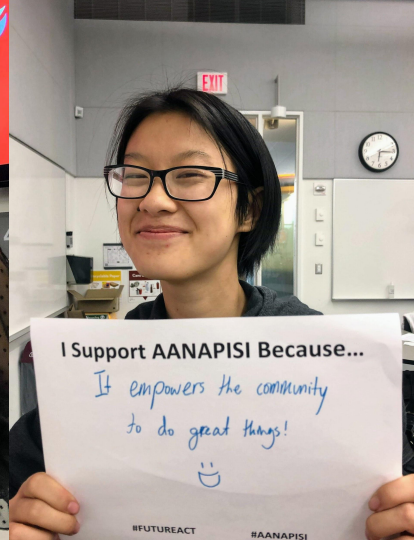
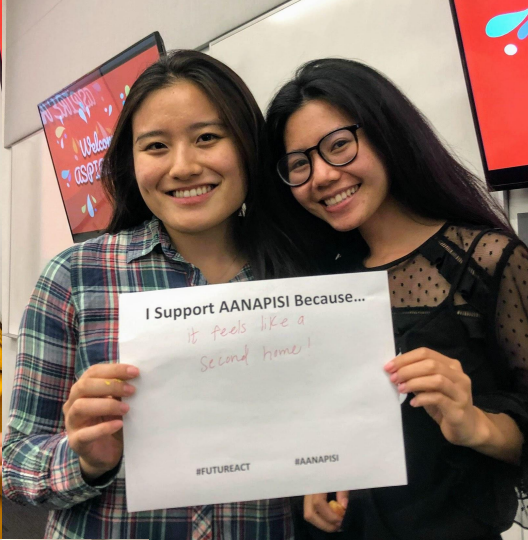
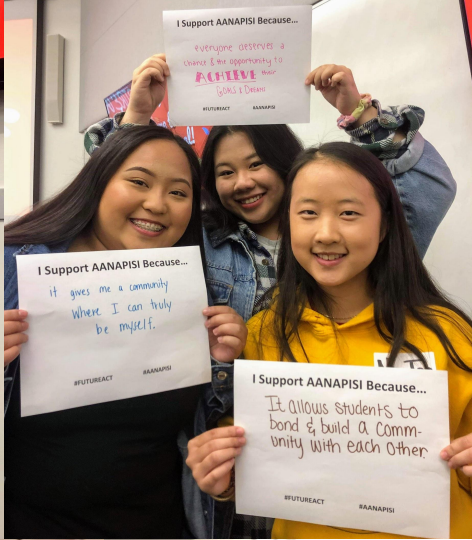
Collaborating with other departments and programs, including:

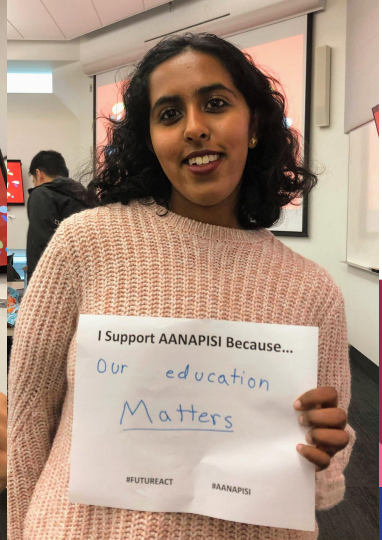
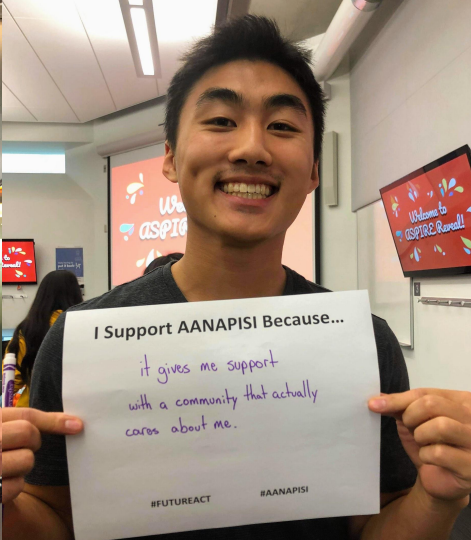
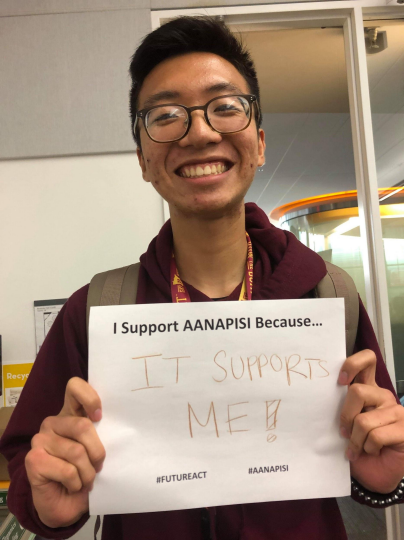
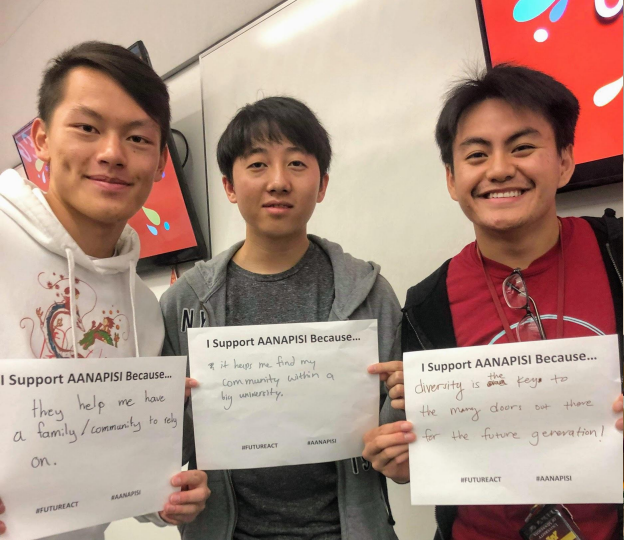
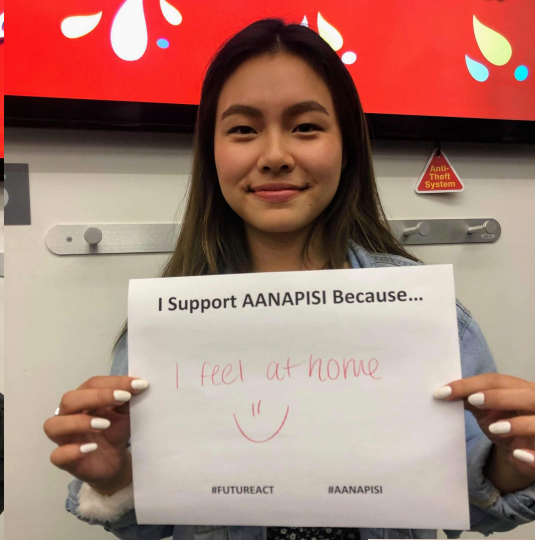
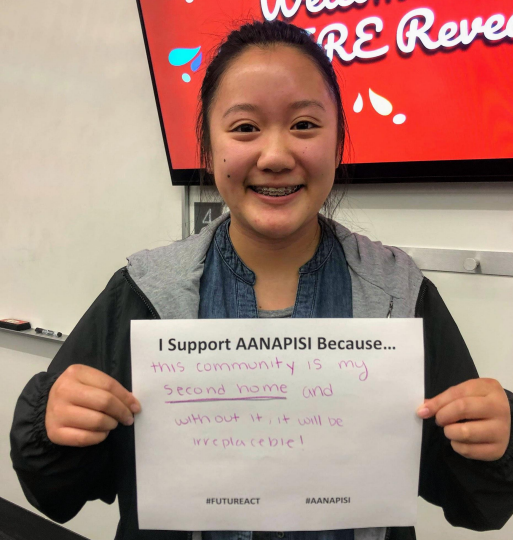
- Department of Curriculum & Instruction
- Asian American Studies Program
- Women's Center
- DirecTrack to Teaching
- Orientation and Transition Experiences
- Parent and Family Program
- National Student Exchange
- iMEN Initiative
- The Learning Abroad Center
- School of Social Work Admissions
- Academic and Career Advising (CLA & CEHD)
- Center for Writing
- SMART Commons
- Many student organizations

Funding Challenges and Uncertainties

- AANAPISI Part F grant funding has expired and not renewed
- Funds will expire October 2021







Questions?

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