



A LANDSCAPE OF ASIAN PACIFIC ISLANDER DESI AMERICAN STUDENT
NEEDS ASSESSMENT PRELIMINARY REPORT

FALL 2021

DIVISION OF STUDENT AFFAIRS

STUDENT ACADEMIC SUCCESS AND EDUCATIONAL EQUITY PROGRAMS

ASIAN PACIFIC ISLANDER DESI AMERICAN CENTER

Steering Committee, Working Group and Student Advisory Group

Goal: To devise a university wide strategic plan with overarching initiatives and priorities for the Asian Pacific Islander Desi American (APIDA) Center to support and advance APIDA students' success.

Steering Committee:

- Dr. Boatamo Mosupyoe, Associate Dean, College of Social Sciences & Interdisciplinary Studies
- Dr. Chao Vang, Executive Coordinator, Student Academic Success and Educational Equity Programs
- Dr. Dianne Hyson, Dean, College of Social Sciences & Interdisciplinary Studies
- Dr. Marcellene Watson-Derbigny, Associate Vice President, Student Retention and Academic Success
- Dr. Marya Endriga, Associate Dean, College of Social Sciences & Interdisciplinary Studies
- Dr. Timothy Fong, Professor of Ethnic Studies and Director of the Full Circle Project
- Jeannie Wong, Senior Associate Vice President, University Communications
- Kevin Nguyen, Administrative Coordinator, Student Academic Success and Educational Equity Programs
- Pawan Wallace, Senior Associate Director, Financial Aid & Scholarships

Working Group:

- Anne Cheng, Business Analyst, Student Academic Success and Educational Equity Programs
- Dr. Margaret Hwang, Chief of Operations, Division of Administration and Business Affairs
- Dr. Maiko Xiong, Assistant Professor of Counselor Education
- Dr. Seunghee 'Skylar' Wie, Professor of Nutrition and Food
- Marietess Masulit, Program & Career Pathways Coordinator, Full Circle Project
- Mary Ann Wong, Project & Program Evaluation Manager, Student Affairs
- Sai Xiong, EOP Counselor
- Voun Sa, Employer Relations Specialist, Career Center
- Vu Tran, Faculty Coordinator, Peer and Academic Resource Center

Student Advisory Group:

• Amirah Omar Sherif	Political Science	Junior
• Andrew Yang	Higher Education Leadership	Graduate
• Annalise Harlow	Sociology	Senior
• Arielle Lingat	Public Health (Occupational)	Senior
• Boonyisa Hemanee	Biochemistry	Senior
• Brian Bhatti	Computer Science	Senior
• Chi Vang	Criminal Justice	Sophomore
• Hyun Choe	Political Science	Senior
• Isha Bindal	Biology (Pre-Major)	Sophomore
• Joua Lee	Biochemistry	Junior
• Julie Ann Marie Belison	Liberal Studies	Senior
• Litia Tokalautawa	Communications	Senior
• Lucy Lor	English	Junior
• Nicole Her	Computer Engineering	Junior
• Patricia Santarin	Business Administration	Junior
• Prachi Shah	Computer Science	Junior
• Regina (Jina) Thao	Government-IR	Senior
• Rui Zhong	Economics	Senior
• Victor Phang	Teaching Credential	Graduate

Asian Pacific Islander Desi American Students' Feedback

This two part study was guided by a mixed-methods longitudinal sequential explanatory research guided the study. Specifically, the sequential explanatory strategy “characterized by the collection and analysis of quantitative data in a first phase of research followed by the collection and analysis of qualitative data in a second phase that builds on the results of the initial quantitative results” (Creswell, 2009, p. 211). During the first phase, an instrument was administered to Asian Pacific Islander Desi American (APIDA) students enrolled at Sacramento State during Summer 2021 and Fall 2021.

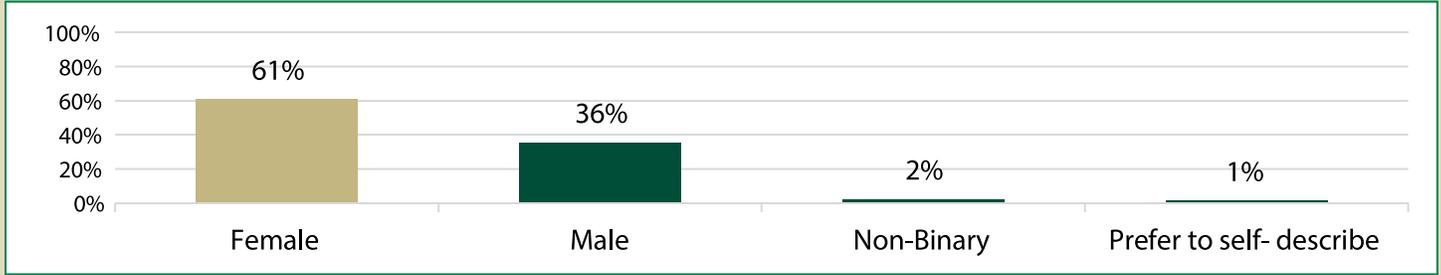
The second phase of the study was the qualitative component to understand, analyze and describe the APIDA student experience. A follow up invitation was emailed to participants in focus groups. There were two central purposes that guided the focus groups: (1) gather detailed information to better understand the experiences of APIDA students; and (2) identify programs and service to support their academic performance, sense of belonging, engagement, retention/persistence, and timely degree completion.

The following presents the demographics for the sample population of 350 participants. In Figure 1, the result indicates 61% of participants are females and 36% are males. Figure 2 shows 69% of the participants are ages 16-24, while the remaining 31% are 25 years or older. Figure 3 shows self-identified class level: 24% senior, 27% junior, 21% sophomore, 6% freshman and 20% are credential/graduate level students.

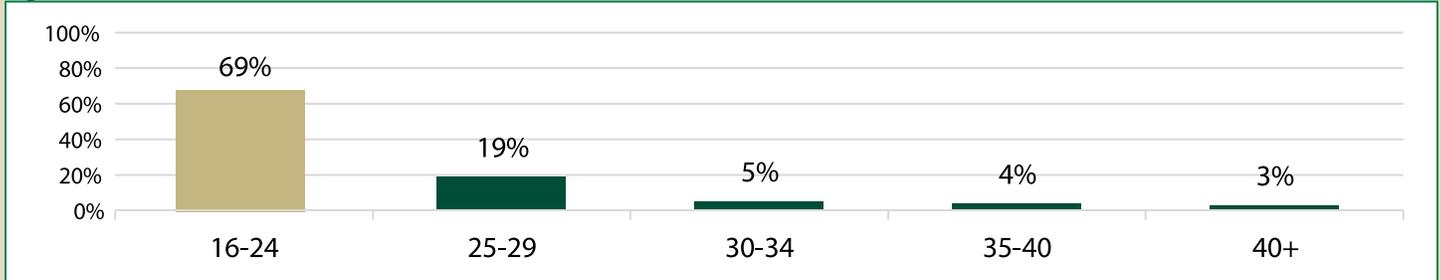
Asian Pacific Islander Desi American Students' Feedback

Preliminary highlights of data from ongoing survey (n=344)

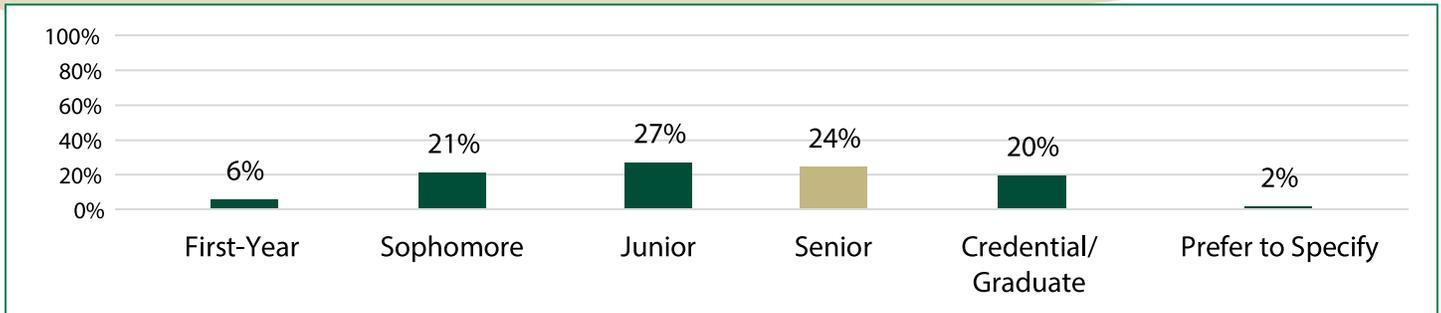
Gender:



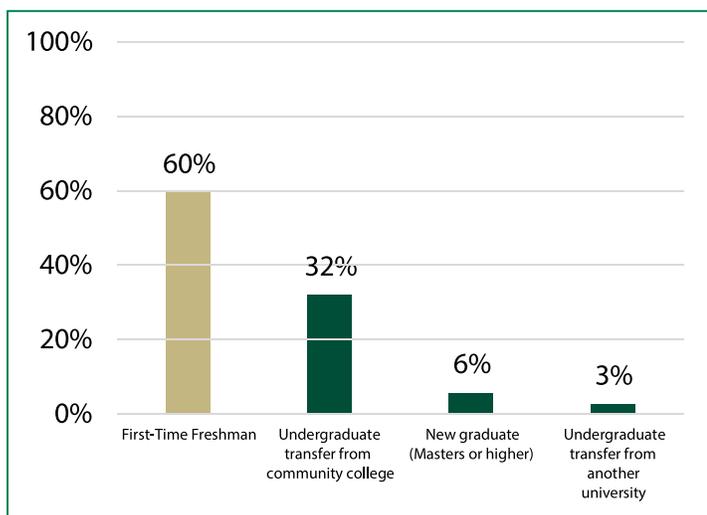
Age distribution:



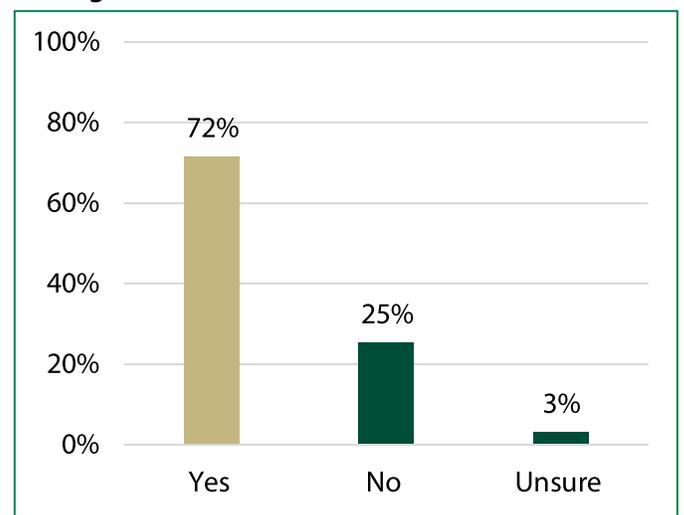
Class level:



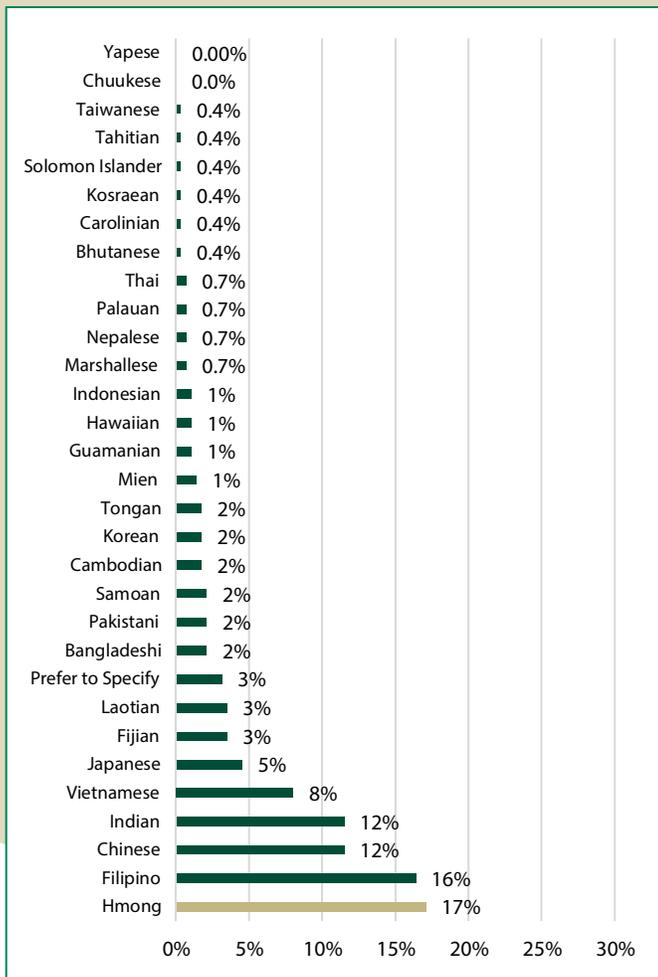
First Enrolled at Sacramento State as:



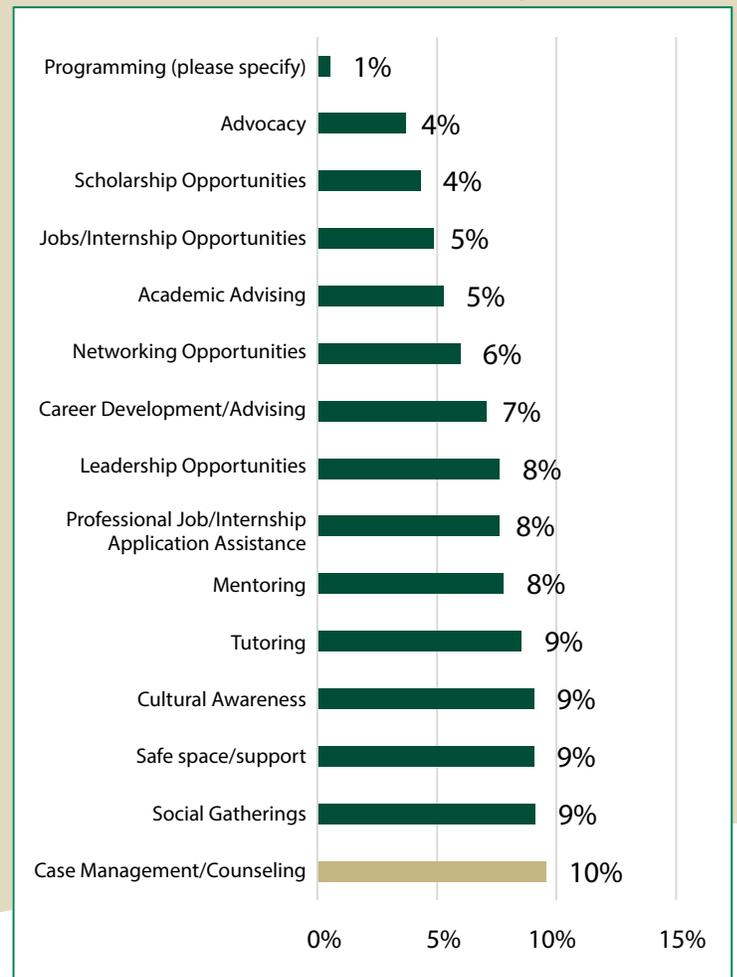
First - generation student:



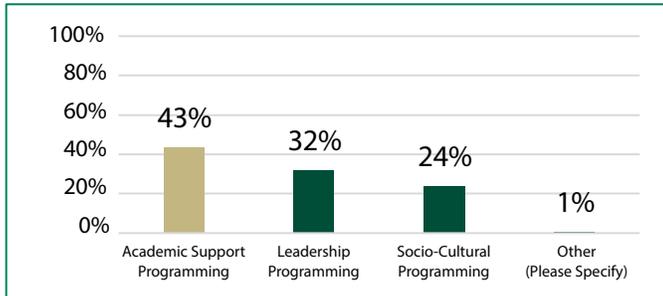
If you are Asian/Pacific Islander/Hawaiian



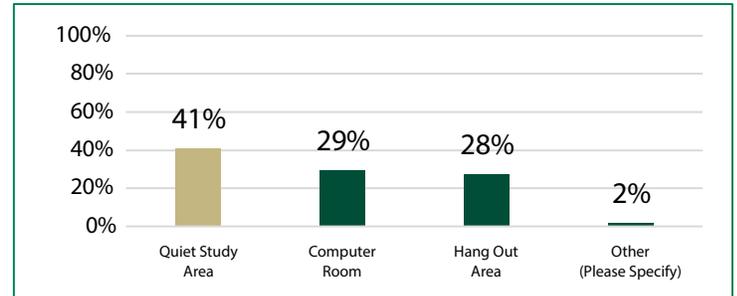
Services students want the APIDA Center to provide:



Program initiatives students want the center to provide:



Students would you like the APIDA Center to have:



Focus Group Themes

- 1. Building and maintaining a sense of community:** Students want to increase community building within and across cultural groups, to feel safe and create a sense of belonging through workshops and other programming.
- 2. Mentorship:** Students want access to mentors, both peer-to-peer and professionals in the field.
- 3. Scholarship opportunities:** When discussing scholarships, students are advocating multiple scholarship opportunities that can help provide resources for APIDA students. We must also encourage scholarships that will help our graduate students.
- 4. Physical resources:** Students want the Center to have printers, computers, microwaves, tables, books, flyers, and resources with community connections. A one stop village. This will encourage more time spent in the Center and increase student engagement.
- 5. Leadership and staffing:** Students want staff who are able to provide culturally responsive counseling services, academic advising, career advising and personal advising.

Student Voice

Nicole Her

The APIDA Center is an important place that will empower and support the needs of the growing community. It will bring recognition and cultural awareness of the APIDA community in order to create a commonplace for student voices to be uplifted and heard. One thing I would like the campus to know about APIDA students is that we are a growing minority. It is important for us to be within an environment that will enable us to critically engage with our identities and build communities of support.



Arielle Lingat

The APIDA Center will give us a safe place on campus to be unapologetically ourselves and embrace our culture and heritage. It will allow us to share new ideas and initiate important conversations on pressing and relevant issues facing our community. One thing I would like the campus to know about the APIDA students are more than what is portrayed in the media. We are truly a large and diverse community, each with our distinct culture, values, and traditions.



Lucy Lor

The APIDA Center will serve to be a place where APIDA students can find support and be a place where they can strengthen and build a sense of community. It will help foster academic success within the campus as well as provide students, faculty, and staff with a means of connection to each other. One thing I would like the campus to know about APIDA students is that we come from all parts of the world. We are not just one face or one culture, we are many.



Chi Vang

APIDA students want to feel a sense of belonging on campus. The APIDA Center will provide a space for students to receive the help that they need and resources that will guide them towards their academic and career success. One thing I would like the campus community to know about APIDA students is that we are proud hornets, and we want to make a difference at Sacramento State.



Andrew Yang

The APIDA Center is important to me because it is a key symbol on campus for APIDA students, who are looking for a safe place. It will be a location where students can gather together from similar backgrounds and have a location to study, hang out and exchange ideas. One thing I would like the campus to know about APIDA students, is that we are not the model minority and we do need help.



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Survey and focus groups conducted by Student Academic Success & Educational Equity Programs and the Asian Pacific Islander Desi Center Planning Committee.

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