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UNIVERSITY OF SAN FRANCISCO

CHANGE THE WORLD FROM HERE

**Creating Systemic Support:
Cross-Sector Partnerships as a Catalyst to Institutional
Transformation for Southeast Asian Student Support**

by

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Capstone Research Report Submitted in Partial Fulfillment
of the Requirements for the
Master of Nonprofit Administration Degree
in the School of Management
directed by Dr. Richard Gregory Johnson III

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Abstract

This paper investigates the potential impact of cross-sector partnerships between nonprofit organizations (NPOs) and universities on the educational attainment of Southeast Asian American (SEAA) students, particularly those from disenfranchised or nontraditional backgrounds. Guided by the research question, "Can cross-sector partnerships between NPOs and universities contribute to increased educational attainment among SEAA students?", the study seeks to comprehensively explore SEAA student experiences, challenge the Model Minority Stereotype, enrich SEAA higher educational achievement literature, underline the significance of disaggregated data and cross-sector collaborations, and create an adaptable framework for other communities. By adopting an Asian Critical Race Theory (AsianCrit) lens, the research unravels the complex web of factors influencing SEAA students' educational trajectories. The study delves into historical contexts of refugee migration to the U.S. and the enduring influence of the model minority stereotype to provide an in-depth understanding of their academic challenges and achievements. Key findings underscore the importance of tailored support mechanisms, data disaggregation, representation, and strategic partnerships in shaping SEAA students' educational outcomes. Universities are encouraged to invest in affinity centers tailored to SEAA communities, fostering a sense of belonging and representation. Cross-sector partnerships between universities and community organizations are identified as transformative avenues to enhance support, requiring formal agreements for optimal resource sharing. Data disaggregation is pivotal for informed interventions, while diverse representation in leadership and staff enriches institutional strategies. The study's recommendations encompass nurturing inclusive environments, forming strategic partnerships, prioritizing data disaggregation, promoting diversity, and embracing continuous evaluation. Implementation of these suggestions can create an ecosystem where SEAA students excel academically, emotionally, and socially. This exploration illuminates a transformative journey, enabling universities to navigate challenges and capitalize on opportunities through cross-sector collaborations. Ultimately, this research contributes to empowering SEAA students and fostering their holistic potential within a supportive educational environment.

Keywords: SEAA students, partnerships, nonprofits, universities, AsianCrit, data, inclusivity, collaborations, leadership, potential

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Positionality Statement:

As a first-generation Filipino-American womxn, my personal background and familial experiences profoundly shape my research interest in better supporting Southeast Asian American students. My journey is influenced by my grandparents' immigration to the U.S., navigating political and economic hardships for better opportunities. Growing up with parents who were teenage parents themselves, I faced unique challenges pursuing higher education. Lacking guidance, I navigated the educational system independently. The absence of a robust support system, especially during my time as a transfer student, highlighted disparities in resources for Southeast Asian American students. These experiences fostered a deep understanding of the obstacles faced by students from similar backgrounds. My identity and experiences offer a profound lens for understanding my community's needs and history, enabling meaningful connections with my research subjects. This personal connection fuels my dedication to creating a more supportive and inclusive environment for this underrepresented community, empowering them to excel academically and achieve their aspirations.

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SECTION 1. INTRODUCTION

Statement of the Problem

Within the confines of the United States, it is notable that Southeast Asian Americans, encompassing diverse ethnic groups such as Bruneian, Burmese, Cambodian, Filipino, Hmong, Indonesian, Laotian, Malaysian, Mien, Singaporean, Timorese, Thai, and Vietnamese, display the lowest rates of higher education attainment (Shah & Ramakrishnan, 2017; Yen, 2000, p. 57). This contrasts with the prevailing perception of Asians as high achievers, naturally gifted in STEM subjects, and diligently hardworking. The perpetuation of the model minority myth, coupled with the use of aggregated data, obscures the true realities faced by Southeast Asians in higher education, resulting in insufficient support systems for this population. In spite of the aggregated data inaccurately portraying that all Asian groups exhibit the highest proportion of undergraduate degrees within the U.S., a more intricate examination uncovers that this accomplishment primarily finds its impetus within the Indian, Pakistani, Chinese, Japanese, and Korean subpopulations. Conversely, Southeast Asian students, along with other subgroups, face lower attainment rates, underscoring the importance of disaggregating data to uncover the unique challenges they encounter. This perspective finds support from Ngo and Lee (2007) and the Center for the Advancement of Racial Equity (CARE, 2008), underscoring the necessity of acknowledging and addressing the masked challenges faced by Southeast Asians and other subgroups within the larger Asian community.

The generalization and monolithic grouping of "Asian Americans" inadvertently perpetuate harmful stereotypes that can be detrimental, particularly to Southeast Asian Americans (CARE, 2008; Her, 2014; Ngo & Lee, 2007; Teranishi, 2010). The prevailing portrayal of a monolithic image of success within the Asian community disregards the rich diversity of experiences and historical backgrounds, leading some individuals to mistakenly believe they do not require assistance or guidance. Consequently, this perception imposes an additional burden to excel academically. However, a closer examination of the disaggregated data pertaining to Asian students' ethnicities reveals a noticeable disparity in the educational achievement levels of Southeast Asian students compared to their East and South Asian counterparts (Shah & Ramakrishnan, 2017).

Within the United States, the discourse surrounding educational attainment often centers on the broader successes attributed to the Asian racial category, overshadowing the distinct challenges faced by Southeast Asian Americans (Chang & Le, 2005; Chao, 2022). The allocation of resources to "Asians" is influenced by prevailing data indicating their perceived academic prowess. Nonetheless, this biased perspective inadvertently impedes the educational attainment of Southeast Asian Americans, as it often results in inadequate support systems that hinder their academic success. Consequently, addressing this issue becomes paramount in ensuring equitable educational outcomes for all student populations (Yang, 2002; Ngo & Lee, 2007; Her, 2014; Museus, Shiroma, & Dizon, 2016; Chao, 2022).

Purpose of the Study

This study is motivated by the paucity of research on the Southeast Asian American college experience. Its primary aim is to comprehensively delve into these experiences, recognizing the potential for success among this student population. Specifically, the study seeks to explore how cross-sector partnerships between nonprofit organizations/community-based organizations and University student affairs professionals can influence the campus climate and, consequently, enhance the experiences, retention, and academic achievements of Southeast Asian American undergraduate students attending four-year universities. The research question guiding this investigation is: How can cross-sector partnerships between nonprofit organizations (NPOs) and universities contribute to increased educational attainment among Southeast Asian American students, particularly those from disenfranchised and non-traditional backgrounds? By addressing this question, the study endeavors to shed light on the vital role played by these partnerships in fostering academic success and educational advancement within the Southeast Asian American student community.

Moreover, the primary objective of this research is to actively contribute to dismantling the model minority stereotype by fostering awareness and a deeper understanding of the undergraduate experiences of Southeast Asian American college students. In pursuit of this goal, the study endeavors to formulate practical solutions and recommendations that can empower this community, elevating them from the periphery of academic challenges and propelling them towards greater educational success and attainment. This research endeavors to contribute to the limited reservoir of scholarly work concerning the academic attainment of Southeast Asian Americans in higher education.

In pursuit of these aims, the research embarks upon an exploratory trajectory, commencing with a comprehensive scrutiny of the model minority myth and its ramifications. Subsequently, the inquiry undertakes a profound examination of the historical backdrop encompassing Southeast Asian migration, placing particular emphasis on the consequences of being refugees, which encompass a diverse spectrum of encounters, encompassing dimensions such as trauma, restricted English language proficiency, socioeconomic disadvantage, and a nuanced perception of belonging. This thorough examination underscores the pressing necessity of adopting an Asian Critical Race Theory (AsianCrit) lens in the study of Southeast Asian Americans, providing a nuanced analysis of how various intersecting factors influence their educational attainment. Through the implementation of this meticulous methodology, the research endeavors to untangle the complex network of factors that shape the academic journeys of Southeast Asian American college students. By doing so, it aspires to provide invaluable insights and pathways that can facilitate their academic achievements and overall educational progress.

Furthermore, the research emphasizes the significance of data disaggregation when examining disparities experienced by various communities, including Southeast Asian Americans. The significance of disaggregated data is emphasized by the National Center for Mental Health Promotion and Youth Violence Protection (2012), as it empowers schools and

communities to create tailored programs, select evidence-based interventions, allocate resources efficiently, and identify essential trends in behavior and academic performance. Within the milieu of challenges encountered by Southeast Asian Americans, there exists a noticeable dearth of scholarly investigation pertaining to their collegiate encounters and the extant array of support services that hold the potential to ameliorate the circumstances of this demographic. The challenges they confront frequently linger concealed beneath aggregated data, thus inadvertently perpetuating the model minority paradigm. Consequently, this study underscores the imperative of delving into the individual chronicles of Southeast Asian Americans, aiming to cultivate an all-encompassing comprehension of their academic journeys and furnishing insights for augmenting their higher educational accomplishments within this demographic.

Lastly, the establishment of cross-sector partnerships between nonprofit organizations (NPOs) and universities emerges as a critical avenue for bolstering support for Southeast Asian American students. These collaborative ventures leverage the unique strengths of both entities to address the multifaceted challenges faced by these students. NPOs contribute their specialized expertise in community engagement, culturally responsive programming, and tailored services, designed to cater to the specific needs of Southeast Asian American students, including mentorship, tutoring, language assistance, and guidance on navigating the education system. This approach effectively bridges cultural barriers and fosters academic success. In parallel, universities offer invaluable access to academic resources, institutional support, and a nurturing learning environment, providing a conducive setting for these students to thrive. Through synergistic efforts, NPOs and universities forge a network of comprehensive services, not only enhancing educational attainment but also cultivating a sense of belonging and cultural affirmation among Southeast Asian American students. Moreover, the collaborations facilitate research partnerships and data exchange, yielding valuable insights into the unique challenges faced by this community and paving the way for evidence-based interventions to improve outcomes. In essence, the symbiotic alliance of cross-sector partnerships between NPOs and universities empowers Southeast Asian American students with the essential tools and unwavering support necessary to flourish academically and beyond.

SECTION 2: LITERATURE REVIEW

Theoretical Frameworks

This section provides a synopsis of various theoretical frameworks that shape the trajectory of this study.

- Bronfenbrenner's Ecological Systems Theory
- Critical Race Theory
- Asian Critical Race Theory

Bronfenbrenner's Ecological Systems Theory

(Patton, Renn, Guido, & Quaye, 2016). Gaining insight into the intricate factors that impact the educational achievement of Southeast Asian American students is essential for developing effective interventions that foster their success and well-being. This research draws upon Bronfenbrenner's Ecological Systems Theory as the theoretical framework to comprehensively examine the interactions between various ecological systems influencing students' academic experiences (Bronfenbrenner, 1979, as cited in Patton, Renn, Guido, & Quaye, 2016, p. 41-45). The theory emphasizes the significance of considering multiple interconnected systems and their dynamic influences on human development. The microsystem explores immediate environments, such as families, peers, professors, and campus communities, as key influencers of students' academic engagement and motivation. In contrast, the mesosystem explores the connections and interplay between different microsystems, illustrating the importance of collaborative efforts in supporting students' educational endeavors. Additionally, the exosystem examines external environments, including institutional policies and practices, that indirectly impact students' educational experiences and attainment. Lastly, the macrosystem explores broader cultural, societal, and historical influences that shape the experiences of Southeast Asian American students, shedding light on how cultural values and stereotypes can impact their academic identity and aspirations.

At the core of this theory lies the integration of four essential components, collectively known as process, person, context, and time (PPCT), which jointly contribute to shaping a student's developmental ecology. Within the process component, the focus lies on the specific interactions and proximal processes that unfold between the student and their environment, encompassing engagements such as club affiliations, interactions with peers, and roommates. On the other hand, the person component delves into individual dispositions that profoundly influence how the student perceives and responds to their surroundings, thereby impacting the reciprocal dynamics between the student and their environments. Moreover, the time component acknowledges the significance of transitional experiences that occur within a student's life course, exerting their influence on developmental trajectories. Finally, the context component embraces the four distinct systems - microsystem, mesosystem, exosystem, and macrosystem - each playing a pivotal role in shaping the student's developmental pathways. The microsystem encompasses

immediate environments, the mesosystem explores the interconnections between these environments, the exosystem involves external settings with indirect influences on microsystems, while the macrosystem encapsulates the broader cultural and societal contexts impacting the student's development.

By employing the PPCT model, this research offers valuable insights into how various factors at different ecological levels converge to shape the experiences and developmental trajectories of individuals, particularly within the context of higher education. Understanding the intricate web of interactions within the microsystem, mesosystem, exosystem, and macrosystem is crucial for informing educational policies, interventions, and support systems that promote positive outcomes and foster academic success among students. Furthermore, by contextualizing the theory within the realm of educational settings, this study contributes to the existing body of knowledge and advances the understanding of human development within diverse and complex ecological environments.

Through the lens of Bronfenbrenner's Ecological Systems Theory, this theoretical framework enables a nuanced exploration of the multifaceted influences impacting students' development. By adopting this foundation, the study aims to contribute to the existing literature on educational attainment among Southeast Asian American college students. The objective is to gain a more profound comprehension of the intricate and interrelated impacts of these ecological systems, thereby offering insights to educators, administrators, and policymakers for crafting bespoke support mechanisms and interventions that effectively tackle the distinctive obstacles encountered by this multifaceted student cohort. The research seeks to make a meaningful contribution to fostering a more inclusive and supportive academic environment that empowers Southeast Asian American students to thrive academically and achieve their educational goals.

Critical Race Theory (CRT)

(Solorzano, 1998, p. 121 & Taylor, 1998, p. 122). Critical Race Theory (CRT) is a theoretical framework that originated in the legal field and has since been applied to various disciplines, including education. At its core, CRT seeks to examine and challenge the ways in which race and racism are deeply ingrained in society, institutions, and structures, leading to systemic inequalities and perpetuating social hierarchies. It contends that racism is not simply a matter of individual bias but is embedded in the fabric of societal norms, policies, and practices, resulting in unequal distribution of resources and opportunities for racial minority groups (Taylor, 1998).

Within the realm of higher education, Critical Race Theory (CRT) has undergone an evolutionary trajectory, finding utility among scholars and practitioners alike as a tool to engage with issues of race and racism, thereby facilitating a deeper comprehension of the lived encounters of marginalized communities, including the Southeast Asian American population. Solorzano's seminal work (1998) delineates five fundamental principles intrinsic to Critical Race Theory (CRT). Foremost, it recognizes the pivotal centrality and intricate interplay of race and racism

within the lived experiences of individuals from diverse racial backgrounds, highlighting the synergistic interweaving of race with other facets of identity, leading to layered manifestations of oppression. Second, CRT challenges dominant ideologies such as meritocracy and colorblindness, revealing how these beliefs often perpetuate racial disparities. In addition, the theory is firmly grounded in a dedication in the pursuit of fostering social equity and dismantling the structures of racism. Furthermore, CRT bestows considerable significance upon the experiential wisdom inherent to individuals of color, recognizing it as a crucial instrument for analyzing and confronting racial subordination, often employing methods like storytelling and narratives. Lastly, CRT embraces an interdisciplinary outlook, situating race and racism within historical and modern contexts, employing diverse research methodologies.

Over the course of its development, Critical Race Theory (CRT) has undergone significant evolution and expansion, giving rise to several distinct branches, such as Asian Critical Race Theory (AsianCrit), Latino/a Critical Race Theory (LatCrit), Tribal Critical Race Theory (TribalCrit), Critical Race Feminism, and Queer Critical Race Theory (Queer-Crit). These branches not only build upon the foundational principles of CRT but also provide tailored conceptual frameworks to critically examine the experiences of racism within specific contexts. For researchers and educators delving into the higher education experiences of Southeast Asian Americans, CRT and its diverse branches offer indispensable tools to challenge oppressive structures and advocate for greater equity and inclusivity in academic settings. By integrating these theoretical frameworks, researchers can attain profound insights into the intricate factors that shape the educational experiences and outcomes of Southeast Asian American students, thereby fostering progress towards achieving meaningful racial reforms within the higher education landscape.

Asian Critical Race Theory (AsianCrit)

(Museus & Iftikhar, 2013 & Solorzano, 1998, p. 121). In this seminal work, Museus and Iftikhar (2013) eloquently elucidate an AsianCrit perspective, encompassing seven tenets that intricately examine the nuanced interplay of racial dynamics and discrimination within the realm of higher education concerning the Asian American demographic. By skillfully weaving together foundational principles proposed by Solorzano (1998) in light of the unique life trajectories encountered by Asian Americans, their framework offers a comprehensive and insightful lens through which to comprehend the multifaceted factors influencing their educational journeys. As scholars delve into the study of Asian American experiences in higher education, this AsianCrit perspective, with its meticulously crafted principles, proves indispensable in challenging oppressive structures and advocating for greater equity and inclusivity in academia.

The first tenet, "Asianization," delves into the distinct racialization of Asian Americans and the tendency to homogenize diverse Asian communities into a monolithic category. This critical perspective unveils the embedded presence of racism and nativistic attitudes entrenched within the fabric of United States society. Continuing with the subsequent tenet, "transnational context," the framework emphasizes the profound impact of historical and contemporary national

and transnational contexts on Asian American experiences. Notably, it illuminates how the forced migration of individuals from Cambodia, Hmong, Laos, and Vietnam occurred as a direct consequence of significant military involvement by the United States in Southeast Asia, significantly shaping their distinctive trajectories within American higher education.

The following tenet, "reconstructive history," underscores the paramount importance of reevaluating the historical account of Asian American experiences, a narrative that has often been marginalized or neglected in dominant discourses. By elevating and contextualizing their historical contributions, this process fosters a robust panethnic identity and consciousness among Asian Americans. Subsequently, the fourth tenet, "strategic (anti)essentialism," advances the call for research and advocacy that skillfully recognizes the collective experiences of the Asian American community while simultaneously embracing the rich tapestry of diversity that characterizes this multifaceted group.

As the AsianCrit perspective unfolds, it introduces the fifth tenet, "intersectionality," which acknowledges the interconnectedness of race with other systems of oppression, encompassing gender, sexual orientation, and class. This integrative approach unravels the intricate conditions in which Asian Americans navigate higher education. The sixth tenet, "story, theory, and praxis," illuminates the interplay between narratives, theoretical frameworks, and practical action. Within this paradigm, narratives play a pivotal role in informing theory and guiding practice, leading to positive transformative outcomes.

At its culmination, the seventh tenet, "the commitment to social justice," anchors AsianCrit in its steadfast advocacy for the elimination of all manifestations of oppression. This pivotal tenet serves as the moral compass of the framework, guiding the scholarly community to foster more equitable and just educational landscapes, not only for Asian Americans but also for all marginalized communities. Through this robust theoretical framework, educators and researchers gain critical insights into the unique experiences of Asian Americans in higher education, propelling them toward transformative and inclusive practices that champion social justice.

Prominent scholarly inquiries have harnessed the analytical potency inherent in Critical Race Theory (CRT) and the specialized lens of Asian Critical Race Theory (AsianCrit) to delve into the nuanced narratives of Asian Americans. Through the utilization of case studies and narrative analyses, scholars such as Kolano (2016) and Liu (2009) have meticulously explored diverse facets encapsulating the trajectory of Asian American experiences. Furthermore, An (2016) introduced an innovative perspective by scrutinizing the interaction of Asian Americans with the United States history standards. This study advocated for the integration of AsianCrit as a potent tool to effectively challenge and disassemble the deeply ingrained racism within the U.S. history curriculum. These studies underscore the importance of examining the intersectionality of the identity of Southeast Asian Americans, reinforcing the call for a more nuanced understanding of this diverse racial/ethnic minority group.

By utilizing the AsianCrit framework in this study, we gain access to core principles that are specifically designed to address the unique experiences of Asian Americans, providing

essential context for exploring the significant influence racial and ethnic factors on students' formation of identity and their everyday life encounters. This specialized application of AsianCrit to Southeast Asian Americans gains further significance due to the unique historical context of their immigration, primarily occurring in the 1980s. This framework enables a critical examination of their educational attainment journeys and ability to identify potential factors contributing to their challenges or successes. Embodying an interdisciplinary approach, AsianCrit guides both the methodology and analysis of the study. By way of example, the concept of "asianization" serves to illuminate the far-reaching ramifications of the model minority myth, while the "transnational context" underscores the noteworthy influence of Southeast Asian migration in shaping their educational trajectories within the United States.

Within the context of the United States, the dimension of "reconstructive history" accentuates the marginalized portrayal of Southeast Asian history, thereby perpetuating the absence of substantial backing and engendering feelings of invisibility within this distinct racial and ethnic minority cohort (Ngo & Lee, 2007). Moreover, this framework acknowledges the existence of shared experiences among Asians while recognizing the cultural and ethnic diversity within the group. Furthermore, this analytical approach allows for the integration of investigations into various systems of oppression, encompassing both the United States and the diverse cultural contexts of Southeast Asians, impacting individual experiences. Southeast Asian American narratives provide vital insights that inform and enrich AsianCrit and CRT as a whole, serving as potent instruments for advocating against stereotypes and guiding transformative practices among educators, aiming to achieve equity and inclusivity. By applying the AsianCrit framework, this study seeks to deepen our comprehension of the complexities influencing Southeast Asian American students' academic pathways and experiences, offering valuable avenues for fostering positive change within higher education.

Foundational Concepts

Model Minority Myth

(Ngo & Lee, 2007; Museus & King, 2009; Chang & Le, 2005; Her, 2014; Palmer & Maramba, 2015; Yang, 2004). Over the course of time, Asian Americans have endured negative stereotypes and racial dehumanization, being perceived as an inferior minority group. In the 1960s, the rise of the model minority myth added complexity to the perception of Asians, depicting Chinese and Japanese Americans as exemplary and successful minorities, even surpassing white individuals in educational attainment and income levels. These affirmations garnered substantiation through a confluence of data obtained from sources like the U.S. Census, thereby reinforcing the notion of Asians' ostensibly elevated achievements relative to other racial and ethnic collectives. Predominantly, scholarly inquiries have centered on East Asian collectives like Chinese, Korean, and Japanese Americans, thereby fortifying the model minority trope. However, this focus has come at the cost of overlooking the intricate diversity and unique

experiences characterizing other Asian American subcategories. Museus and King (2009) identified five misconceptions associated with this myth, including the perception that all Asian Americans are the same and do not require educational support. Unfortunately, the model minority myth had detrimental effects, obscuring the challenges faced by Southeast Asian American students and creating divisions among minority groups.

The pernicious consequences arising from the model minority myth have hindered the acknowledgment and comprehension of the specific obstacles confronted by Southeast Asian American students in their academic journey. In consequence of this deeply ingrained stereotype, Asian Americans have frequently been excluded from academic investigations pertaining to racial/ethnic minorities and their academic achievements. As a consequence, Southeast Asian Americans, who deviated from the model minority archetype, were overlooked, and adequate support services for their educational attainment were lacking. To comprehensively understand the challenges faced by Southeast Asian American students and their academic success, it is imperative to undertake an in-depth exploration of the intricate historical context surrounding their refugee migration to the United States and the ways in which the model minority stereotype has shaped the particular trajectory of their migration experiences. The enduring perpetuation of the model minority myth has engendered misconceptions regarding Asian Americans, thereby impeding the recognition of the distinctive challenges encountered by Southeast Asian American students. Proper understanding of their historical context and experiences is vital to provide the necessary support for their educational success.

A History of Migration

Categorized by scholars into two or three distinct periods spanning from the 1970s to the 1990s, Southeast Asian migration to the United States has transpired through discernible waves (Gordon, 1987; Her, 2014; Maramba & Palmer, 2014). The initial surge consisted of individuals with Asian heritage originating from more advantaged social strata, characterized by high socioeconomic status, education, and professional expertise. A substantial number of these migrants maintained affiliations with the military, displaying transferable skills and a commendable proficiency in English (Her, 2014; Ngo & Lee, 2007).

The subsequent surge, marked notably by a larger magnitude, predominantly encompassed refugees hailing from rural locales in Southeast Asia (Her, 2014). Seeking safety and shelter, these individuals spent considerable time in Thai refugee camps before ultimately establishing their resettlement in the U.S. (Ngo & Lee, 2007). This surge was instigated by the tumultuous wars in Cambodia, Laos, and Vietnam. The initiation of the Vietnam War in 1954 marked a period of conflict involving the confrontations between the communist North Vietnam, represented by the Viet Cong, and the United States-supported South Vietnam (History, 2017). Additionally, the conflict extended to Laos, where the U.S. endeavored to disrupt Viet Cong supply lines and support the Laotian monarchy against communist insurgents ("The Secret War in Laos," 2016, p.10). The unrelenting bombings carried out in Laos from 1964 to 1973 culminated in a landscape

marked by extensive devastation, compelling a significant number of Lao civilians to seek refuge in alternate locations ("The Secret War in Laos," 2016, p. 10).

After the culmination of the Vietnam War in 1975, another wave of migration followed, resulting in the displacement of more than 12 million individuals who sought refuge and resettlement in the United States (History, 2017). Concurrently, a war ignited in Cambodia in 1970, triggered by the U.S.-backed military coup, which culminated in atrocities perpetrated by the Khmer Rouge regime between 1975 and 1979 (History, 2017). This regime caused the deaths of over two million Cambodians, and many sought refuge in Thailand, later resettling in the United States as refugees (BBC, 2014; History, 2017; Chan, 2015).

In addition to the waves of Southeast Asian migration mentioned earlier, Filipinos also played a significant role in the migration to the United States. Filipino migration can be traced back to the early 20th century when the Philippines was a U.S. colony. Filipinos initially migrated as laborers to work in agriculture, primarily in California and Hawaii (Melendy, 1974). These early Filipino immigrants faced various challenges, including discriminatory policies and social prejudices, leading to the exclusion of Filipino immigrants from becoming U.S. citizens (Melendy, 1974). However, after World War II, changes in U.S. immigration laws and policies opened up new opportunities for Filipino migration. The Immigration and Nationality Act of 1965 eliminated discriminatory quotas and allowed for a more diverse pool of immigrants, including skilled professionals (Melendy, 1974). As a result, a new wave of Filipino professionals, particularly nurses and other healthcare workers, began migrating to the United States in pursuit of better economic prospects (Melendy, 1974).

Filipinos also experienced the impacts of the Vietnam War and the subsequent civil wars in Southeast Asia. The U.S. military presence in the Philippines during the Vietnam War led to an increase in Filipino migration to the United States, as military personnel and their families moved together (Melendy, 1974). Additionally, the political turmoil and human rights abuses in the Philippines during the 1970s and 1980s prompted some Filipinos to seek refuge in the United States (Melendy, 1974). The historical backdrop of Filipino migration to the U.S. is intricately intertwined with the experiences of other Southeast Asian communities, significantly shaping their process of integration into American society. As researchers and policymakers seek to comprehend the challenges faced by Southeast Asian communities, including Filipinos, understanding this complex historical backdrop is essential. Acknowledging the multifaceted factors that contributed to their migration, coupled with a comprehensive understanding of the repercussions of the model minority myth, can facilitate the implementation of targeted and effective support systems aimed at augmenting the well-being and academic achievements of these communities within the United States (Melendy, 1974).

An imperative aspect in investigating the impact of the model minority myth on the Southeast Asian population lies in comprehending the historical backdrop of their migration to the United States. Throughout the 1980s, as Southeast Asians commenced their arrival in the United States (Gordon, 1987; Her, 2014; Ngo & Lee, 2007; Palmer & Maramba, 2015), the prevalence of

the model minority myth had already firmly taken root within the societal fabric (Ngo & Lee, 2007; Wu, 2017). As a result, they were subsumed into the “Asian” racial category monolith, with stereotypes that presumed their similarity to other Asians and negating their need for educational resources or support, regardless of their rural origins and disadvantaged socioeconomic backgrounds (Rumbaut, 1989; Takaki, 1989). The intricate interplay between historical events and the model minority myth has exerted a profound influence on the experiences of Southeast Asians within the United States. Understanding these dynamics allows researchers and policymakers to comprehend the experiences and disparities faced by this diverse population, leading to targeted and effective support to improve their well-being and academic outcomes in the country.

Impact of being a Refugee

The impact of being from a refugee family on Southeast Asian American students is multifaceted and can significantly influence their educational experiences and overall well-being. The Southeast Asian refugee experience was marked by various challenges, encompassing inadequate government support, the challenge of navigating uncharted social welfare frameworks while contending with restricted English language proficiency, the lack of robust support networks, and the presence of mental health concerns (Lam & Hui, 2016). Furthermore, enduring ramifications of being war refugees encompass trauma and intergenerational trauma, language barriers due to deficiency in English, disadvantaged socioeconomic status, and struggles in establishing a feeling of inclusion (Pang, Han, & Pang, 2011; Ying & Han, 2007).

Intergenerational trauma and conflict. Trauma plays a pivotal role among Southeast Asian refugees as they navigate displacement, with a considerable segment enduring the profound impacts of conflicts, genocidal actions, persecution, and grappling with the challenges posed by refugee camps (Lam & Hui, 2016). These profound experiences can precipitate the onset of Post-Traumatic Stress Disorder (PTSD) (Kuraski, Sue, Chun, & Gee, 2000; Mollica, Wyshak, Coelho, & Lavelle, 1987). The trauma can also affect parenting effectiveness, leading to intergenerational-intercultural conflict within Southeast Asian American families (Ying & Han, 2007). The intricate nature of these complexities could potentially exert an impact on the educational journeys of Southeast Asian American students. The profound and intricate issue of conflict compounded with intergenerational trauma in Southeast Asian American families emerges from the experiences of their refugee parents (Chung, 2001; Kwak, 2003). The trauma of forced migration due to war, violence, and displacement has enduring effects on individuals and communities, resonating through generations and impacting the mental health and well-being of subsequent family members.

The first generation of Southeast Asian refugees faced immense hardships in their home countries, enduring violence, loss, and arduous journeys to escape turmoil. Upon resettlement in the United States, they encountered numerous challenges, including language barriers and cultural differences, compounded by the lingering trauma of their past experiences, which may have hindered their ability to cope effectively. As a result, these refugee parents might have experienced heightened stress, anxiety, and emotional distress, influencing their parenting practices and

effectiveness (Ying & Han, 2007). The trauma they endured might have influenced their parenting styles, leading to strict or withdrawn approaches as they tried to protect their children from harm. The intergenerational trauma and parenting dissonance can create cultural conflicts within families as children grow up immersed in mainstream American culture while navigating their heritage's values and beliefs.

Understanding the complexities of intergenerational trauma and conflict is crucial for educators, mental health professionals, and policymakers to provide targeted support and resources for Southeast Asian American families. Culturally sensitive interventions and programs addressing the unique challenges faced by these families can promote healthier dynamics, strengthen parent-child relationships, and support the academic and emotional well-being of Southeast Asian American students throughout their educational journey and beyond.

Lacking English Proficiency. Limited English language proficiency presents a significant challenge for Southeast Asian Americans, necessitating additional English developmental support. The prevailing language barrier often contributes to heightened instances of failure to attain high school diplomas and disproportionately diminished achievements in undergraduate degree attainment within this demographic (Palmer & Maramba, 2015). In a study on remedial classes it was found that there is a 6% to 7% decreased likelihood of attaining a bachelor's degree when enrolled in reading remediation courses at a 4-year university (Attewell, Lavin, Domina & Levey, 2006). Even when factoring in variables such as academic readiness, high school aptitude, and family context, this discovery remained steadfast. Particularly noteworthy is that a substantial segment, exceeding 50%, of students who engaged in remedial courses accomplished the attainment of a bachelor's degree within an eight-year span subsequent to high school completion (Attewell et al., 2006).

The ramifications of these educational challenges are multifaceted, encompassing economic disparities as an extension thereof, and significantly contributing to the distressing experiences faced by Southeast Asian Americans (Chung & Bemak, 2002; Her, 2014; Ngo & Lee, 2007). The link between limited English proficiency, lower educational attainment, and increased distress underscores the pressing need for targeted support and intervention strategies to address the unique needs of this population within the educational landscape. By recognizing and addressing these challenges, educators, policymakers, and mental health professionals can work towards fostering a more inclusive and supportive environment that promotes academic achievement and well-being among Southeast Asian American students.

Socioeconomic status. Furthermore, it is imperative to recognize that Southeast Asian Americans grapple with low socioeconomic status and face significant poverty rates (Palmer & Maramba, 2015). The interplay of these socioeconomic challenges, coupled with insufficient awareness about their historical experiences and struggles, engenders pervasive feelings of invisibility and a sense of incomplete belonging within the college campus environment. (Lam & Hui, 2016; Yang, 2002). The fallacy of the model minority, an entrenched societal stereotype, serves to exacerbate these challenges, thereby amplifying the feelings of estrangement and

marginalization encountered by Southeast Asian Americans, even within the larger Asian demographic (Her, 2014).

Undoubtedly, poverty rates remain notably high among racial and ethnic minority groups, with Southeast Asian Americans experiencing significant disparities (Palmer & Maramba, 2015, p. 516). The impact of limited English language skills on distress levels is evident, as elucidated by the investigative endeavors of Chung and Bemak (2002), deficient English proficiency predicts serves as an indicator of psychological distress, encompassing both Cambodian men and women, and extending beyond this subgroup as well to Lao men. Experiential turmoil endured by Hmong and Lao individuals is compounded by intricacies tied to employment acquisition and accessibility to communal reservoirs. These complexities, in their cascading nature, possess the capacity to magnify sensations of culpability and an all-encompassing perception of obligation concerning the exposure of their families to unforeseen hardships while striving for the attainment of economic self-reliance (Chung & Bemak, 2002, p. 117).

The ramifications arising from these divergences in socioeconomic status and the constraints posed by linguistic hurdles in the context of Southeast Asian Americans necessitate targeted interventions and support services. By fostering an environment that acknowledges and addresses these multifaceted challenges, educational institutions can work towards promoting inclusivity and providing a supportive atmosphere that empowers Southeast Asian American students to navigate their academic journey successfully and cultivate a strong sense of belonging.

To better support Southeast Asian American students, it is crucial to address their unique needs stemming from their refugee backgrounds. This involves providing culturally sensitive educational approaches, recognizing the impacts of trauma, offering language support, and acknowledging their history and challenges. By understanding and addressing these factors, educators, policymakers, and institutions can foster a more inclusive and supportive environment for Southeast Asian American students to thrive academically and personally.

Understanding the Southeast Asian American College Student Experience

To attain a comprehensive understanding of the college experience undertaken by students of Southeast Asian American descent, a thorough investigation encompassing contextual and personal influences becomes imperative. Examining the macro- and exo-systems reveals the historical disparities within the Asian American diaspora, particularly among Southeast Asian Americans. Earlier waves of Asian immigrants had higher educational and economic backgrounds, whereas post-1975 waves brought in poorer and less educated refugees, shaping the current socioeconomic stratification (Ngo & Lee, 2007). These disparities contribute to the academic challenges faced by Southeast Asian American students, who often enter college with lower preparation compared to their White and East Asian peers (Her, 2014). Thus, they confront inherent disadvantages that may hinder their academic success from the outset.

Delving into the personal component illuminates the impact of Southeast Asian American students' cultural and sociopolitical history on their microsystems. Ngo and Lee (2007) highlight the multiple pressures and social constraints faced by students from Vietnamese, Hmong, Cambodian, and Lao backgrounds. Such challenges include alienation from school, poverty, familial expectations, and racism-induced discrimination. However, these students also draw strength and resilience from their cultural values, emphasizing the importance of education, achievement, family, community, and a strong work ethic. The significance of family bonds and communal support motivates Southeast Asian American students to view academic success as a collective endeavor. This "Community Cultural Wealth" nurtures knowledge and skills within students of color, fostering an environment where cultural and familial connections contribute to their academic achievements (Yosso, 2005).

In order to facilitate the academic achievement of the Southeast Asian American student demographic, educational institutions are tasked with the responsibility of cultivating communal and cultural linkages that extend not only within the confines of their campuses but also beyond. Providing opportunities for students to maintain and strengthen their cultural ties while facilitating dialogue and interaction within the campus ecology is crucial. By recognizing the unique challenges and strengths of Southeast Asian American students, institutions can implement targeted strategies to enhance their learning and growth, ensuring a more inclusive and supportive educational experience for this diverse student population.

Moreover, a holistic grasp of the higher education encounters of Southeast Asian American students transcends the confines of raw data. Overdependence on aggregated data might unintentionally prolong a deficiency-centered perspective, thereby imposing unwarranted onus on the individual, all the while neglecting the institutional culpability entwined with the perpetuation of stereotypes (Yosso, 2005). Therefore, a more nuanced approach is necessary, one that examines disaggregated data, considers the influence of stereotypes, explores historical contexts, and acknowledges the ramifications stemming from transnational migration resulting from war-induced displacement.

Nestled within the discourse surrounding the model minority fallacy, it becomes conspicuous that this racial stereotype, despite its outwardly harmless semblance, engenders adverse repercussions within the Southeast Asian American community (Museus & Iftikhar, 2013). Attaining a profound comprehension of the historical backdrop underpinning the migration of Southeast Asians to the United States is of commensurate significance. Cognizance of their designation as war refugees, along with their assimilation into a society already imbued with the model minority fallacy, furnishes pivotal discernments into their lived encounters (Museus & Iftikhar, 2013). Moreover, a meticulous exploration of the scholarly corpus pertaining to the aftermath of refugee status, encompassing dimensions such as trauma exposure, restricted English language proficiency, socioeconomic disadvantage, and a nuanced perception of belongingness, serves to accentuate the disparities confronted by Southeast Asian Americans within the realm of higher education (Museus & Iftikhar, 2013). By integrating these various perspectives, researchers and educators can develop a comprehensive appreciation of the strengths and difficulties

encountered by students of Southeast Asian American descent, facilitating the development of targeted interventions and support systems that promote academic success and foster a more inclusive and equitable higher education environment.

Truong and Miller (2018) conducted a pioneering study, devising the Social Cognitive Model of Southeast Asian American Academic Satisfaction, to explore the academic satisfaction of college students from the Southeast Asian American community in light of familial and social factors. Academic satisfaction plays a crucial role in fostering students' persistence in their educational pursuits. The researchers identified several influential factors impacting academic satisfaction, namely: intergenerational family conflict, family academic support, self-efficacy, outcome expectations, and goal progress. Intergenerational family conflict, encompassing disagreements over family values, expectations, and traditions, emerged as a significant negative predictor of students' perceived family academic support. In turn, family academic support was found to be a vital direct determinant of goal progress, which subsequently influenced academic satisfaction positively. This sophisticated model enables a granular examination of the micro- and meso-systems characterizing the college experiences of Southeast Asian American students. By gauging the degrees of intergenerational family conflict and family academic support present in their lives, the model offers insights into enhancing the integration and access of families in their students' academic journeys.

Campus stakeholders can leverage this model to better comprehend the unique dynamics shaping the academic satisfaction of Southeast Asian American students. Consequently, it informs the need for fostering stronger connections within the students' mesosystems, emphasizing the integration and improved accessibility of families to actively engage with their students' academic experiences. In doing so, campuses can proactively address the challenges faced by this community and create a more supportive and inclusive environment for their academic achievement.

Summary

In effectively cultivating the academic pursuits of the Southeast Asian American cohort, it becomes crucial to acknowledge that their comparatively lower rates of higher educational attainment do not serve as veritable indicators of their inherent academic proficiencies. Conversely, these disparities can be ascribed to the pervasive sway of the model minority fallacy enveloping this demographic, the intricacies inherent in their transnational migration catalyzed by U.S.-engaged conflicts, and the detrimental ramifications associated with their refugee status, including trauma exposure, restricted English language aptitude, socioeconomic disadvantage, and an attenuated sense of belongingness. Notwithstanding the accessibility of disaggregated data unveiling disproportionately diminished rates of higher educational attainment within the Southeast Asian American populace, there remains a dearth of research exploring their experiences upon entering college. Hence, embracing a narrative methodology becomes

imperative to authenticate their distinct narratives and attain a deeper comprehension of their collegiate experiences.

By engaging in an exhaustive inquiry into the intricacies enmeshed within the model minority fallacy, the historical context, and the ramifications of refugee experiences, an enhanced grasp of this distinctive racial subgroup can be achieved. The pursuit of this academic endeavor seeks to illuminate the underlying complexities inherent in the concept of the model minority, while also shedding light on the historical antecedents and the enduring impact of refugee encounters. In undertaking this scholarly exploration, the aim is to contribute to a more profound understanding of this particular racial subset, enriching the existing discourse within the realm of academia. Such comprehension paves the way for educators and practitioners to design and implement more tailored support services, addressing the specific challenges faced by Southeast Asian students. This could entail offering specialized courses, establishing culturally sensitive student groups, cultivating a knowledgeable and inclusive environment, while fostering a robust sense of belonging for these learners. It is essential to recognize that Southeast Asian American students do encounter struggles despite external perceptions suggesting otherwise (Palmer & Maramba, 2015).

To foster the success of Southeast Asian American students, it is critical to address their unique needs arising from their refugee backgrounds. This requires adopting culturally sensitive educational approaches, acknowledging the impact of trauma, providing language support, and honoring their historical journey and associated challenges. By comprehending and proactively addressing these multifaceted factors, educators, policymakers, and institutions can create a nurturing and inclusive atmosphere that empowers Southeast Asian American students to thrive academically and personally, ultimately promoting their well-being and long-term success.

SECTION 3. METHODS

The following research question will be addressed in this study:

How can cross-sector partnerships between nonprofit organizations (NPOs) and universities contribute to increased educational attainment among Southeast Asian American students, particularly those from disenfranchised and non-traditional backgrounds?

The present study utilized a mixed-methods approach to delve into the subject under investigation. The research design incorporated individual semi-structured interviews, conducted with various University administrators, including those from Student Life, Counselors, and Basic Needs Departments, among others. Additionally, a comprehensive literature review exploring the Southeast Asian American student experience was conducted to augment the data pool. Following data collection, thorough transcription and analysis procedures were carried out to draw valuable insights from the interview data.

Data Collection

The data was collected via semi-structured interviews, offering a valuable avenue to gain profound insights into the experiences of Southeast Asian American students in college. This approach facilitated an in-depth exploration of their engagement with the college environment, taking into account their shared identity. The semi-structured nature of the interviews allowed participants to actively shape the course of the conversation, while affording the researcher the flexibility to guide responses within the context of the discussion. This approach proved conducive to exploring new ideas that arose organically from the interviewee's contributions. To ensure inclusivity and overcome locational barriers, interviews were conducted via the Zoom video conferencing platform. This decision aimed to expand accessibility and accommodate participants from various locations. Each interview session lasted between 45 to 60 minutes, providing ample time for participants to share their experiences and perspectives. With participants' consent, the interviews were recorded to facilitate comprehensive data analysis, and detailed notes were taken throughout the interviews to capture crucial insights and nuances. By employing this methodological approach, the study sought to capture the authentic voices and lived experiences of Southeast Asian American students, shedding light on the challenges they face and the support they require in the college environment. The semi-structured interview design allowed for a dynamic and interactive exploration, enabling a comprehensive understanding of the intricacies surrounding their educational journey.

Sample

The study involved a sample size of 5 University staff members hailing from three distinct California 4-year institutions. The selection of participants was facilitated through the researcher's established recruitment network. Notably, the composition of the university staff included 4 individuals from diverse racial backgrounds and 1 white individual, with 1 participant self-identifying as Southeast Asian (Vietnamese). This deliberate effort in recruiting a diverse group of staff members aimed to capture a broad spectrum of perspectives and insights.

Limitations

The study acknowledges several limitations that warrant acknowledgment. Initially, the time constraints inherent in the research project presented challenges in arranging interviews and conducting thorough data analysis. Consequently, the researcher had limited opportunities for direct recruitment of student participants, leading to the utilization of previously transcribed interviews. Additionally, the tight time frame impeded the pursuit of Institutional Review Board (IRB) approvals, thereby impacting the recruitment process. The advent of the COVID-19 pandemic further exacerbated these limitations, introducing unforeseen disruptions to research operations and impeding potential face-to-face interactions with participants. This public health crisis introduced an additional layer of complexity to the research process, affecting engagement with the sample population. Moreover, the scope of the study was limited by a solitary researcher undertaking the investigation. This constraint curtailed the ability to execute a more extensive

study with a larger sample size, consequently diminishing the generalizability of findings to the broader target population. Despite efforts to mitigate these limitations and derive meaningful insights, the study's breadth was inevitably influenced by these factors.

Another significant limitation concerns the scarcity of current academic inquiry concentrated on distinct Southeast Asian populations. Despite endeavors to involve participants from a range of ethnic backgrounds—such as Cambodian, Lao, Hmong, Vietnamese, and Filipino students—the existing body of literature might not adequately encapsulate the distinctive experiences and challenges encountered by each subgroup. Consequently, the findings may possess limitations in capturing the intricacies of these distinct Southeast Asian communities. The absence of up-to-date research on these specific populations holds implications for contextualizing and interpreting data, as well as for making meaningful comparisons to overarching trends within the larger Southeast Asian American community. As a result, the study's capacity to furnish a comprehensive comprehension of the experiences and educational trajectories of all Southeast Asian students may be somewhat curtailed due to this gap in current research. Notwithstanding these limitations, the study endeavors to illuminate the experiences and viewpoints of participating Southeast Asian American college students, proffering valuable insights that augment the existing scholarship in this domain. Nevertheless, it is imperative for forthcoming research to address this void and further delve into the experiences and requirements of diverse Southeast Asian ethnicities, fostering a more comprehensive understanding of this multifaceted and historically significant demographic in the United States.

SECTION 4: RESULTS

The investigator conducted a series of five individual interviews with personnel from 4-year universities, yielding invaluable insights into the systematic support mechanisms extended to students across California campuses, particularly focusing on Southeast Asian American students and other marginalized student demographics. During these interviews, each participant underwent a tailored interrogation consisting of a curated set of 10 to 12 inquiries, affording them the opportunity to expound upon their encounters with support frameworks and intersectoral collaborations aimed at delivering holistic student assistance services within the institutional framework. The culminating segments of these interviews encompassed open-ended inquiries, affording participants the latitude to furnish supplementary insights conducive to an enhanced comprehension of student experiences within their respective campus milieus. Furthermore, these dialogues shed light on participants' personal engagements with cultural and social support systems catering to students of color.

Expert Interviews

Expert Interview #1

Stephanie McGrath, Psy.D - Crisis Manager & Clinical Psychologist, CAPS, University of San Francisco (S. McGrath, personal communication, April 11th, 2023)

Stephanie McGrath, Psy.D., is a distinguished Crisis Manager and Clinical Psychologist at the esteemed Counseling and Psychological Services (CAPS) department of the University of San Francisco. With expertise in crisis intervention and mental health support, she brings a wealth of experience and compassion to her role, fostering a safe and supportive environment for students. With a profound understanding of psychological principles and evidence-based interventions, McGrath's work revolves around managing critical situations and providing invaluable guidance during times of emotional distress. Having earned a Doctorate in Clinical Psychology, McGrath's academic journey reflects her unwavering commitment to the field of mental health. Her compassionate approach and exceptional communication skills create a trusting and supportive therapeutic environment, empowering students to explore their emotions and experiences with confidence. As a dedicated advocate for mental health, McGrath's contributions to the university community make her an invaluable resource, ensuring the well-being and success of students. In this expert interview, we have the privilege of gaining insights from McGrath, Psy.D., shedding light on her expertise in crisis management, clinical psychology, and her commitment to fostering a thriving and supportive campus environment.

Cultural Competence & Diversity as Pervasive Pillars of Effective Student Support

Interviews revealed that the CAPS program at the University of San Francisco (USF) underscores the indispensability of cultural competence in delivering effective care to the student community. This commitment is reflected in the active engagement of staff members in webinars, literature review, and specialized training programs focused on issues of social justice, diversity, and cultural awareness. Furthermore, CAPS maintains strict adherence to the American Psychological Association's guidelines, mandating continuous education in cultural proficiency. These endeavors collectively manifest CAPS' dedication to cultivating an environment of inclusivity that caters to diverse student demographics. The interview showcased a commitment by CAPS to embedding cultural competence within their ethos which reaffirms the essential nature of this approach in rendering effective care. The immersive engagement of staff members in educational endeavors like webinars, literature reviews, and specialized training signifies a robust commitment to staying attuned to the evolving landscape of diversity, social justice, and cultural awareness. The adherence to the American Psychological Association's guidelines for continuous education in cultural proficiency further solidifies the notion that a student body rich in cultural diversity necessitates a corresponding proficiency in providing culturally responsive support.

Creating Haven Spaces: Nurturing Support Structures for Diverse Student Cohorts

Discussions with McGrath highlighted proactive measures taken by CAPS to establish safe spaces tailored for students of color and other underrepresented groups. Notably, the program facilitates racial affinity group meetings, allowing therapists with shared backgrounds to collaborate, engage in discourse around current socio-political happenings, and navigate cultural nuances. A complementary effort involves convening sessions specifically for white therapists to engage in conversations aimed at deepening their understanding of race-related matters. CAPS' proactive measures in establishing haven spaces tailored for underrepresented groups underscore the significance of psychological sanctuaries aligned with the identities of these students. The implementation of racial affinity group meetings and discourse-focused sessions for therapists is a laudable step towards fostering an inclusive environment. However, an open question arises: How can these measures evolve from theoretical constructs into concrete representation, ensuring that the therapist population mirrors the diverse student demographics to foster more profound empathy and resonance?

Staff Diversity: An Engine of Synergy and Affiliation

Conversations with McGrath underscored CAPS' strategic approach to cultivating a team that resonates with the diverse identities prevalent within the student populace. By actively recruiting therapists encompassing a spectrum of sexual orientations, gender identities, and racial backgrounds, CAPS seeks to bridge the gap between students and counselors. Bespoke roles, such as the psychologist focused on black student welfare and the facilitator for the international student support group, have been implemented to address the distinct needs of these student segments. However, a deeper investigation into the staff composition revealed a limited representation of diversity. Among the 17-member staff, a mere four individuals identify as people of color, with suboptimal representation in key areas. This pattern echoes in CAPS services across Californian academic institutions. While the strategic recruitment of therapists from diverse backgrounds is evident, the limited representation among the staff brings to light a challenge that needs addressing. Expanding the diversity within CAPS' team seems crucial for providing a truly inclusive environment. Delving deeper, a pertinent query arises: How can academic institutions like USF enact systemic changes to boost diversity within counseling centers, ensuring that the multidimensional identities of students are mirrored in the staff composition?

Innovative Strategies to Augment Mental Health Services Accessibility

The interviews unveiled USF's proactive initiatives to address the challenge of limited access to mental health services within the university ecosystem. The integration of virtual sessions, a response to students' time constraints due to work commitments, offers a flexible alternative to physical attendance. Additionally, the institution has instituted a phone triage

system, streamlining student access by conducting preliminary screenings and guiding them toward suitable interventions. USF's commitment extends beyond its campus boundaries, as it actively facilitates students' engagement with external counseling centers to cater to specialized needs. The innovative strategies deployed by USF to amplify accessibility to mental health services showcase a forward-looking stance. The integration of virtual sessions and the introduction of a phone triage system demonstrate adaptability to the constraints of students' schedules and the need for expedient support. A larger consideration emerges: How can these approaches be scaled and refined, ensuring equitable access to a broader spectrum of students, particularly those who may not be adequately represented in the existing strategies? The question remains for those students hailing from disadvantaged backgrounds with limited access to video-facing as well as students whose first language is one other than English.

Collaborative Resilience in the Face of Adversity: Leveraging External Networks

The emergence of the COVID-19 pandemic posed unprecedented challenges, prompting USF to creatively harness telehealth services through collaborations with external organizations. This dynamic partnership augmented counseling resources, mitigating staffing shortages and ensuring continuity of care. The efficacy of this symbiotic approach underscores the institution's adaptability and resourcefulness in meeting evolving student demands during crises. This collaboration prompts the inquiry: What protocols and frameworks can be established to foster sustained partnerships with external organizations to create a resilient support ecosystem that transcends crisis situations?

Concluding Reflections: Stories of Evolution in Service of Student Welfare

In sum, the findings gleaned from these expert interviews furnish a roadmap for the evolution of cross-sector partnerships between academic institutions and nonprofit/community-based organizations to nurture the holistic well-being and academic success of Southeast Asian college students. The narratives gleaned from CAPS at USF and the insights shared by the esteemed mental health professional accentuate a trajectory toward cultural astuteness and heightened access to mental health provisions within the milieu of university settings. The concerted emphasis on cultural proficiency, the cultivation of secure spaces, the orchestrated diversification of staff, the strategic interventions, and the synergistic engagement with external networks collectively forge a sanctuary of empowerment and elevation for students. As academia embraces diversity, cultural proficiency, and innovation as its guiding principles, the journey toward comprehensive student support evolves into a collaborative endeavor that empowers and uplifts diverse student populations. These accounts of transformation serve as a wellspring of inspiration, beckoning us to chart a course of adept care and efficient service that unwaveringly uplifts students within the ever-fluctuating landscape of higher education.

Expert Interview #2

Kevin Collymore, M.A., Assistant Dean of Retention and Persistence Programs, University of San Francisco (K. Collymore, personal communication, April 13th, 2023)

Kevin Collymore, M.A., Assistant Dean of Retention and Persistence Programs at the University of San Francisco, brings a wealth of experience and dedication to higher education administration. His journey as a first-generation graduate and advocate for advancing postsecondary opportunities has fueled his commitment to student success. With an impressive background, including roles at New York University and Barnard College, Collymore has excelled in enhancing academic support and fostering inclusive environments for underrepresented student populations. His academic credentials, a Masters of Arts in Higher Education and Student Affairs from New York University, along with a Bachelor of Arts in Political Science from the State University of New York, Purchase College, underscore his dedication to the field. Collymore's areas of interest encompass academic coaching, Black Achievement Success, and promoting inclusivity, making him a valuable resource in our expert interview on student retention and success in higher education.

Within the realm of higher education, the interwoven dynamics of student retention and the nurturing of a sense of belonging stand as pivotal factors in shaping academic achievement and personal growth. In the course of a comprehensive interview with Kevin Collymore, Assistant Dean of Retention and Persistence Programs at the University of San Francisco (USF), a wealth of insights surfaced regarding the intricate challenges faced by Asian American and Native Hawaiian Pacific Islander (AANHPI) students in their pursuit of retention and belonging. This segment encapsulates the discourse shared by Collymore, offering profound perspectives on the strategies enacted at USF to address these dynamics and the indelible importance of cultivating inclusive environments to empower the entire spectrum of student demographics.

Navigating Data: The Compass to Targeted Interventions

In the context of AANHPI student retention at USF, the interview spotlighted the challenges associated with sourcing disaggregated data. Collymore elucidated the university's utilization of advanced data analytics platforms like Salesforce, Tableau, and Banner as conduits for collecting and dissecting student data. Notably, Tableau emerged as a nucleus of comprehensive student information, affording a real-time lens into commitment patterns, retention metrics, and the demographic mosaic. Acknowledging the imperfections inherent in data compilation, more specifically the lack of data disaggregation, the insights conveyed by Collymore emphasized the intrinsic value of data-driven insights that serve as a scaffold for precisely targeted interventions. Central to our discourse with Kevin Collymore was the nuanced exploration of the data-driven landscape underlying student retention and belonging. Collymore adeptly brought forth the intrinsic complexities within this realm, highlighting the imperative of

disaggregating data to discern the mosaic of experiences and needs among various student demographics.

In his words, "That's one issue in itself is the data disaggregation between the different ethnicities because they all have, from a Southeast Asian versus Native Hawaiian Pacific Islanders have very different experiences, very different needs." This insight reverberates as a resonant chord, encapsulating the nuanced diversities within the realms of Southeast Asian and Native Hawaiian Pacific Islander (AANHPI) students. Collymore expounded upon the significance of disaggregating data by race, ethnicity, and other demographic markers. This analytical approach unfurls a tapestry of insights that would remain obscured under overarching averages. Through this dissection, disparities and inequities that might otherwise evade notice come to light. The data-driven spotlight affords us the vantage point to perceive variances in academic achievement and identify targeted interventions that would resonate with the specific challenges faced by students of color.

"By disaggregating data," as Collymore aptly elucidates, "we can uncover patterns and trends that may be masked when looking at overall averages, and address the unique challenges faced by students of color." This insight serves as a poignant reminder that within the wider tapestry of education, there exists a spectrum of experiences that deserve tailored consideration. The resonance of Collymore's perspective lies in its empowerment of progress through data. The process of disaggregating data isn't solely about identification; it's about informed action. Disaggregated data is the compass that guides institutions towards equitable strategies and interventions. "Data disaggregation helps us track progress and measure the effectiveness of our efforts in promoting equity and inclusion on campus," Collymore reinforces, illuminating the path to measurable progress.

In Collymore's narrative, the concept of data-informed decision-making takes center stage. Disaggregated data doesn't merely reveal disparities; it aids in formulating comprehensive strategies. "Disaggregated data empowers us to make data-informed decisions and allocate resources where they are most needed to support the academic success of students of color," he affirms, illustrating how this analytical tool serves as a catalyst for channeling resources effectively.

Nuanced Tailoring of Support for Multifaceted Demographics

Through the interview, Collymore expounded on the quintessential recognition that diverse student populations, including AANHPI students, necessitate distinct support frameworks. While AANHPI students constitute a significant presence within the USF community, Collymore noted the necessity for recruitment strategies that bespoke their unique needs, differing from those calibrated for other groups like black or Native American students. Collymore's insights underscore the undeniable importance of tailored support structures for each student demographic. Recognizing the diverse needs of groups like AANHPI students underscores USF's commitment to

acknowledging individuality within the larger student body. His observations prompt a reflective dialogue about the harmony between tailored support and the cultivation of a campus-wide cultural competency. A palpable theme emerged in the narrative: fostering a sense of belonging is intrinsically linked to the provision of resources, spaces, and platforms for collaboration, intertwined with a concerted endeavor to heighten the cultural competency of the academic community.

The Pivotal Role of Academic Success Coaches

In the dialogue, Collymore delved into the role of academic success coaches within the Center for Academic and Student Achievement (CASA) at USF. These coaches, Collymore expounded, undertake the pivotal mantle of steering each undergraduate student's academic voyage. Working in concert with students, these mentors offer a gamut of support, resources, and advocacy. An intriguing facet that surfaced is the limitation in accessibility to platforms like Tableau, predominantly confined to staff and faculty. This sparked a reflective discourse on the necessity of amplifying transparency and involving students more intricately in the fabric of the retention paradigm.

Unveiling the BASE Initiative and Belonging Amplification

Collymore's articulation extended to the BASE (Black Achievement Success and Engagement) initiative at USF, dedicated to the recruitment and retention of black students across academic strata. The tripartite composition of the initiative - encompassing a scholars program, a living learning community, and the Black Resource Center (BRC) - featured prominently in the conversation. Collymore painted a vivid picture of the BRC as a tangible locus of convocation and programmatic orchestration, where workshops and initiatives are orchestrated to foster academic, professional, and holistic well-being among black students. This vivid portrayal underscored the intrinsic value of nurturing belonging and forging a sense of community within underrepresented student segments.

Sustaining Diversity through Institutional Evolution

The interview laid bare USF's commitment to the celebration of diversity, transcending ephemeral cultural commemorations. Collymore outlined the prospective establishment of an Asian Pacific Islander department and the evolution of faculty development initiatives, pathways aimed at advancing research opportunities and refining cultural acumen. Yet, Collymore acknowledged the journey's ongoing nature, with room for improvement signified by amplified

representation within staff ranks, sustained community-building undertakings, and year-round outreach initiatives. This prompts questions about the integration of sustained community-building endeavors into the institutional fabric and the feasibility of comprehensive, year-round outreach initiatives.

Concluding Reflections: An Eloquent Quest of Inclusive Excellence

In the course of our dialogue with Kevin Collymore, M.A., Assistant Dean of Retention and Persistence Programs at the University of San Francisco (USF), an intricate tapestry of insights emerged, interweaving the realms of student retention and the cultivation of a sense of belonging. These insights, distilled from Collymore's extensive experiences and strategic perspectives, cast a vivid light upon the manifold challenges confronting Asian American and Native Hawaiian Pacific Islander (AANHPI) students as they navigate the intricate paths of academic persistence and a profound sense of belonging within the sphere of higher education. Collymore's discourse painted a vivid portrait of the transformative potential inherent in disaggregated data. This analytical approach serves as an essential tool for universities to transcend the realm of generic interventions, embracing strategies that are exquisitely attuned and responsive to the unique experiences and needs of diverse student demographics. In essence, the narrative gleaned from our exchange with Kevin Collymore mirrors the very essence of USF's pursuit—a harmonious equilibrium between student retention and the nurturing of belonging. Collymore's insights emerge as guiding beacons, illuminating a path where the threads of data, mentorship, inclusivity, and institutional evolution converge. This journey extends beyond the immediate context, inviting us to contemplate the broader educational landscape. This contemplation prompts profound inquiries regarding cross-sector partnerships between universities and nonprofit/community-based organizations. How can these collaborations be meticulously designed to bridge the gaps in student retention and foster a profound sense of belonging, especially among Southeast Asian college students? How can these alliances harness the wealth of experiences and insights shared by Collymore to craft initiatives that resonate deeply with the unique needs of diverse student demographics? As these questions permeate the academic discourse, Collymore's insights stand as compass points, guiding institutions towards the pinnacle of inclusive excellence in higher education—a space where every student finds not just a place, but a flourishing home within the tapestry of academia.

Expert Interview #3

Ann Le, M.A., Assistant Director of the Cultural Centers, University of San Francisco

(A. Le, personal communication, April 13th, 2023)

Ann Le, currently holding the position of Assistant Director for the Cultural Centers, plays a pivotal role in providing direct support to the Intercultural Center. With a prior background as

the Graduate Student Coordinator of the Intercultural Center and as a Housing and Residential Life Program Coordinator at the San Francisco Art Institute, Le brings a wealth of experience interacting with a diverse pool of university students in California. Having obtained a master's degree in Higher Education and Student Affairs from the University of San Francisco, Le's academic journey is further enriched by bachelor's degrees in Sociology and Psychology and Social Behavior from the University of California, Irvine. Her graduate research was dedicated to exploring the success of Vietnamese college students, focusing on the significance of community ties. This research deeply informs her approach to emphasizing community and fostering a sense of belonging within her responsibilities at the Cultural Centers. Le's philosophy centers around the pivotal role of community building, critical self-reflection, and the creation of meaning as fundamental elements of solidarity and social justice pursuits. Le's multifaceted background and dedication to promoting inclusive community dynamics make her a valuable resource in the context of our expert interview. In the domain of higher education, acknowledging and addressing the unique struggles faced by students from underserved communities is of paramount importance. Le discussed her recent study's aims to shed light on the challenges encountered by Vietnamese American college students and the significance of fostering cultural orientation and student engagement in underserved communities. Drawing from the expertise of Le, this research explores the benefits of cross-sector partnerships between 4-year universities and nonprofit or community-based organizations in creating inclusive and supportive educational environments.

The Journey of Discovery

Ann Le's invaluable insights arose from the scarcity of data disaggregation on campuses, particularly for Vietnamese American students, similar to the genesis of this research. As she expressed, "Even finding data disaggregation on campuses for specifically Asian American Native Hawaiian, and Pacific Islanders was difficult. The lack of data disaggregation makes it challenging to understand the specific needs and experiences of different ethnic communities within the Asian American category." This realization became the impetus for Le's research, which embarked on a mission to bridge this gap through six semi-structured interviews and demographic surveys. Le's research confirmed the significant academic, emotional, and financial struggles faced by Vietnamese American students. She highlighted, "Microsystems and community connections play a crucial role in helping students navigate and overcome these struggles." Emotional stress arising from familial misunderstandings and the pressures of young adulthood compounded the challenges faced by these students. Additionally, navigating college life, accessing counseling services, and managing financial burdens created additional obstacles. However, Le's research attested to the transformative power of microsystems and community connections in providing vital support systems for students, enabling them to develop strategies to surmount their adversities and achieve academic success. This reinforced the importance of cultural orientation and student engagement in fostering these essential community connections.

The Path to Empowerment

Delving deeper into the experiences of Vietnamese American students, Le stated that her research discovered the convergence of their passions and interests with the challenges they encountered in the academic realm. Le's insights elucidated, "Community connections, including friends, advisors, and mentors, played a pivotal role in guiding these students towards strategies that reconciled their ambitions and challenges." This transformative process led to personal growth and various individual achievements. As we delved deeper into the narratives, the crux of empowerment rested at the juncture where the aspirations and adversities of Vietnamese American students intersected. The potency of community connections emerged as a discernible theme, comprised of friends, mentors, and advisors. These connections transformed into lighthouses guiding students towards strategies that seamlessly melded their ambitions with challenges. This synergistic process facilitated personal growth, a crucible in which individual achievements were realized. The narrative underscored the pivotal role played by collaboration, communication, and student-led initiatives in amplifying cultural orientation within higher education. Upon reflection, some key questions were raised in my research: In terms of creating community connections, is the network only centered around friends, mentors, and advisors, or can this same sentiment be true when creating community connections between nonprofits and community-based organizations for students? With that, how can 4-year universities and nonprofit/community-based organizations overcome potential challenges in communication and collaboration to effectively implement cross-sector partnerships?

Recommendations for Institutions

Le's research formulated actionable recommendations for educational institutions. As she suggested, "Recommendations for institutions include offering targeted resources, creating mentorship programs, improving accessibility of resources, and providing faculty training on critical pedagogies." Furthermore, the research suggested more scholarships targeted towards Vietnamese American students and restructuring faculty duties to prioritize instruction over research. These measures were designed to raise awareness of available support systems, cultivate crucial community connections, and enhance the accessibility of academic counseling and support services. Faculty training on critical pedagogies and diversifying the faculty body would provide students with relatable role models, fostering an inclusive learning environment. Importantly, these recommendations extended beyond Vietnamese American students and actively contributed to the enhancement of cultural orientation and student engagement. Through this insight, additional questions came to mind: What additional initiatives can be introduced to further empower students through student-led initiatives and community engagement? How much onus should be placed on students to provide these student-led initiatives versus the university? What are the most effective strategies to ensure that targeted resources and support services reach Southeast Asian college students in underserved communities? Lastly, How can institutions enhance faculty training on

critical pedagogies and foster an inclusive learning environment that aligns with the diverse backgrounds of Southeast Asian college students?

Concluding Reflections: Illuminating Pathways of Cultural Orientation & Student Engagement

The journey of uncovering the challenges faced by Vietnamese American college students and exploring the significance of cultural orientation and student engagement has been a profound endeavor. Ann Le's expertise has been instrumental in shaping this Master's thesis research, highlighting the need for data disaggregation and the transformative potential of microsystems and community connections. By implementing the proposed strategies, educational institutions can collaboratively create an inclusive and supportive educational environment, culminating in enhanced success and well-being for all students, regardless of their background. The insights from Ann Le, M.A., Assistant Director of the Cultural Centers at the University of San Francisco, have been invaluable in enriching this research. Her expertise has drawn attention to the scarcity of data disaggregation on campuses for specific ethnic communities, emphasizing the need for institutions to collect and utilize data to understand and address the unique needs of Southeast Asian college students.

In the pursuit of fostering cross-sector partnerships, several questions for improvement and future research arise:

1. How can 4-year universities and nonprofit/community-based organizations overcome potential challenges in communication and collaboration to effectively implement cross-sector partnerships?
2. What are the most effective strategies to ensure that targeted resources and support services reach Southeast Asian college students in underserved communities?
3. How can institutions enhance faculty training on critical pedagogies and foster an inclusive learning environment that aligns with the diverse backgrounds of Southeast Asian college students?
4. What additional initiatives can be introduced to further empower students through student-led initiatives and community engagement?

Future research endeavors should delve deeper into these questions to refine the implementation of cross-sector partnerships, fostering an even more supportive and enriching educational experience for Southeast Asian college students. Moreover, comprehensive assessments of the long-term impacts of such partnerships on student success and well-being can further solidify the case for their widespread adoption.

In conclusion, by addressing these questions and continuously refining cross-sector partnerships, educational institutions can forge a path towards greater inclusivity, care, and success for Southeast Asian college students and other underserved communities. As we strive for a more equitable and nurturing higher education landscape, the collaborative efforts of universities, nonprofits, and community-based organizations will play a pivotal role in shaping the future of student success. Through these efforts, we can collectively sculpt an educational ecosystem that empowers all students to thrive, irrespective of their diverse backgrounds and challenges they may face.

Expert Interview #4

Grenisha Holmes, MSW - Clinician, LCSW, Undocumented Student Ally Trained, California State University - Channel Islands

(G. Holmes, personal communication, April 19th, 2023)

Grenisha Holmes, LCSW, is a seasoned Licensed Clinician and a dedicated advocate for undocumented students. She earned her Bachelors of Science in Psychology from Tennessee State University and her Masters of Science in Social Work from the University of Tennessee. Currently serving as the Outreach Coordinator for CAPS at CSUCI, Mrs. Holmes possesses extensive experience in diverse populations, trauma, crisis intervention, family systems, and more. As a Licensed Clinical Social Worker, Holmes is passionate about providing a safe space for students to address mental health concerns and supporting them through their educational journey. Her therapeutic approach focuses on promoting healthy living and fostering adaptive thought patterns. At CAPS, Holmes facilitates short-term individual and group psychotherapy, employing a problem-oriented and solution-focused approach. She aims to guide students towards achieving a stable, long-lasting sense of self, encompassing all areas of life. Her dedication to mental health advocacy and empowering students makes her an invaluable resource in this expert interview.

This discourse embarks on a profound exploration of the intricate landscape of culturally competent care on college campuses, with an emphasis on Asian American students' experiences. Through a conversation with Grenisha Holmes, MSW - Clinician, LCSW, Undocumented Student Ally Trained, California State University - Channel Islands, we glean insights into shared themes expressed by students and the multifaceted challenges confronted by universities in delivering effective support. This conversation also delves into the success narrative of California State University Channel Islands (CI), spotlighting strides in elevating mental health services. This journey encapsulates the narrative of cultural representation's significance, the synergistic role of community partnerships, and the concerted endeavors aimed at recognizing, addressing, and surmounting the obstacles inherent in delivering culturally competent care.

Understanding Student Experiences

Central to our exploration is a profound understanding of the trials faced by Asian American students, particularly those from marginalized BIPOC communities. Holmes emphasizes, "Yes, it's very difficult to find a sense of belonging here. We have no affinity centers. We have really nothing outside of an organization that the students put on where they would have a space. And so a lot of times it's the students trying to create that space for themselves." She highlights the challenges of creating a supportive environment, especially for those dealing with social anxiety. Holmes' evocative accounts underline the pivotal role that affinity spaces and community connections play in shaping a sense of belonging for Asian American students. The scarcity of affinity centers underscores the importance of these spaces in cultivating comfort and a supportive network. Her poignant words, "If you're coming in with a social anxiety or something like that, how difficult is that to really try and create the space that you need because you're battling that fear?" poignantly capture the struggles students face when striving to find their place within the campus environment.

The Role of Systemic Support

Holmes underscores the importance of accurate data disaggregation to assess the impact of systemic support on diverse students. She notes, "If you look at the data, if 80% of the minority population is Hispanic, then it looks like graduation rates are going well. But if you break it down even more... SEAA students were actually getting worse... The Chancellor's office is aware of that, and still they're not going to change [it]. That is the metric they're going to be using until 2025." The lack of nuanced data analysis limits universities and the existing practice of lumping various ethnicities into broad categories hinders the creation of targeted interventions.

Embedded within the discourse with Grenisha Holmes are profound insights that highlight the indispensable role of systemic support in the pursuit of cultivating culturally competent care on college campuses. This section delves into the intricate interplay between systemic structures, cultural representation, and the unique challenges faced by Southeast Asian college students. Holmes' observations underscore the significance of creating dedicated spaces, ensuring visibility, and driving substantive change in the form of diversity hiring. Holmes' remark about affinity centers underscores the pivotal need for dedicated spaces that cater to the cultural nuances of different student groups. Her poignant words, "That's where the affinity centers come in because then each culture can have a space of their own to call their own, to utilize, to be... to just BE," underscore the significance of such affinity centers. These spaces offer more than physical comfort; they embody a sense of belonging, providing students with environments where their cultural identities are affirmed and celebrated. This is especially crucial for Southeast Asian students who may grapple with transition and adjustment issues unique to their backgrounds.

Transition and Adjustment Issues

Holmes acknowledges the universality of transition and adjustment issues faced by students on any campus but underscores their amplified impact on institutions classified as Hispanic-Serving Institutions (HSIs). Her insight, "A lot of times just that alone sends a message that they're the focus a lot of the times and the other cultures are less in limbo," speaks to the complexity of navigating these issues in environments that prioritize certain communities over others. Recognizing the intersection of transition concerns and cultural identity is pivotal in tailoring effective support mechanisms for Southeast Asian students. Holmes reflects on universities' responsibility to provide culturally competent care. She stresses the importance of representation and mentors for students' success: "If I have that black faculty member that helps to keep pushing me and tell me to keep going, I'm going to make it to graduation. If I don't have anyone there... Who is there to push me to keep going? The more students see people that look like them, the more they see themselves in that space."

The Importance of Cultural Representation

Visibility emerges as a catalyst for student retention, encapsulated in Holmes' observation, "Visibility plays a part in retention a lot. It definitely plays a part in retention. And the university knows that, but it's hard to compete." The challenge of competing for visibility underscores the broader landscape where cultural representation often dictates the extent to which students feel seen, heard, and valued. The presence of culturally relevant spaces and representation within campus resources creates a ripple effect, impacting retention rates and fostering a sense of community that resonates with diverse student populations.

The discourse pivots to the challenges posed by diversity hiring and the need for targeted support programs. Holmes' insights that "We really need to build up diversity in hiring and stop the shift in positions around to people. But the university has to get competitive," shine a light on the urgency of transforming the campus staff landscape. Diverse hiring practices contribute to both visibility and cultural competence, bridging the gap between students' identities and the professionals who support them. Moreover, Holmes' remark on the Latinx community underscores the necessity of nuanced and focused support programs that acknowledge the unique challenges faced by different communities, including Southeast Asian students. Holmes sheds light on the significance of cultural representation among campus staff, particularly in mental health and behavioral care. She emphasizes the impact of having professionals who understand students' cultural backgrounds and experiences: "We have no Asian Pacific Islander represented. We don't have a Latinx clinician either. We have nobody speaking Spanish for our students who don't speak English. We don't have a Native American or Native Indigenous person here." The absence of representation hinders students' ability to connect with supportive services.

Community Partnerships

Within the tapestry of enhancing culturally competent care on college campuses, community partnerships emerge as vital conduits for delivering comprehensive support to Southeast Asian college students and other underserved communities. Grenisha Holmes' insights and observations underscore the transformative potential of these partnerships, illuminating pathways that ease access to care, foster familiarity, and expedite the delivery of vital services. Holmes emphasizes the value of partnering with community organizations and nonprofit entities to address resource limitations. She states, "Yes, it is very helpful. Prior to us having those [community connections]... I won't know what happened to the client. I won't know if they showed up. I don't know anything about it because we didn't have the ability to communicate with one another." These collaborations bridge gaps in services and provide holistic support systems.

Holmes underscores the collaborative efforts that institutions like California State University Channel Islands (CI) are undertaking to fortify access to mental health resources. Her statement, "We try a lot to work with outside community organizations to create an easier pathway for our students to gain access to mental health," encapsulates the proactive stance institutions are taking to dismantle barriers to care. Through the establishment of memorandums and partnerships with external entities, universities create an interconnected network that bridges the gap between their resources and the needs of their students. The establishment of memorandums with county behavioral health organizations and trauma nonprofit entities accentuates the strategic intent behind CI's efforts. Holmes remarks, "We've created memorandums at CI with our county behavioral health as well as the only trauma nonprofit organization that we have in the entire county." These strategic alliances serve as conduits that amplify access to mental health services. By collaborating with organizations well-versed in trauma and behavioral health, universities extend their impact beyond campus boundaries, ensuring that students receive comprehensive care that resonates with their needs.

Holmes emphasizes the significance of partnering with entities that offer familiarity and comfort to students. Her insight, "That is a great thing that we're doing to try to help with accessibility, help with the need, help getting people connected to those who they're familiar with or they see some form of comfort too," underscores the value of community partnerships in reducing the psychological barriers to seeking care. These collaborations imbue students with a sense of trust and assurance, making the journey toward mental health support less daunting and more approachable. Partnerships extend beyond geographical boundaries, as highlighted by Holmes' mention of the contract with Thrive in campus. Her statement, "We also just signed a contract with Thrive in campus, which is basically a therapy referral for our students. They highlight all the therapists that are within the area and even some different states, too, just in case people live in other states," underscores the power of technology to expand the reach of support services. Through technology-driven partnerships, universities transcend physical limitations, ensuring that students can tap into care regardless of their location.

Holmes also unveils the remarkable strides taken in early intervention efforts. Her remarks about early intervention programs and the county's initiatives emphasize the commitment to addressing mental health concerns proactively. Her insight, "And the county created a new program for early intervention so that they don't have to wait for the breaks to actually get the help that they need because there's signs, somebody's going into having a psychotic break before the actual break happened," reflects the dedication to preventive care and holistic well-being.

In summation, community partnerships stand as bridges that connect universities to external organizations, amplifying the scope and impact of their mental health services. The insights shared by Grenisha Holmes underscore how these partnerships facilitate seamless access, foster familiarity, and enable early intervention. By fortifying these alliances and leveraging technology, institutions create an ecosystem where the well-being of Southeast Asian college students and other underserved communities is upheld through collaborative and responsive care.

Addressing Challenges

The landscape of culturally competent care on college campuses is punctuated by challenges that demand proactive and strategic responses. Grenisha Holmes' insights, fortified by her expertise as a clinician at California State University Channel Islands (CI), bring to light the complexities universities face in addressing barriers to access, fostering inclusivity, and amplifying the availability of culturally sensitive services. Her perspective highlights the ongoing efforts to surmount these challenges and fortify the foundation of holistic well-being for Southeast Asian college students and diverse underserved communities. Holmes discusses the challenges and successes of CI's efforts to enhance mental health services through partnerships. She acknowledges the difficulty of aligning demographics with student needs but commends CI's proactive approach to mitigating obstacles: "We have non-traditional students and we're trying to meet the need as best as we can without burning out, basically."

Holmes' reflections accentuate that access remains a persistent challenge, both within university settings and the broader community. Her remark, "Access is always, honestly, going to be an issue forever in any capacity, even within the community, it's an issue because not a lot of people are going into this work, and then a lot of people left since COVID," underscores the multifaceted nature of the issue. In the face of competition from private sectors and the scarcity of professionals, universities strive to carve out spaces where individuals can receive the care they need. The task of facilitating access is further complicated by scheduling constraints faced by both students and therapists. Holmes' insight, "We try and create spaces and programs and try and get other things connected to us so that it helps with the accessibility of walking in and scheduling an appointment because we know how limited that can be when it's only an eight hours span that people are working. The students have classes and work and children and everything else," reflects the intricate dance universities engage in to align services with students' lives.

Holmes sheds light on the attempts to create spaces where cultural identity can be nurtured and celebrated. Her observation, "We try and we could create this space if we hired the people, but right now, the only group that we could really have that's centered around culture and creating spaces is the empower group for students of African descent for right now," underscores the complexities universities encounter in ensuring that the spectrum of cultural identities is adequately represented and celebrated. The aspiration for affinity centers that cater to each culture highlights the commitment to inclusivity and the need for concerted, campus-wide efforts. Holmes accentuates the imperative of university-wide collaboration in creating a holistic ecosystem of support. Her observation, "I think the university has to really go bigger in creating these affinity centers that we've been talking about for I don't know how long. You can't leave it to one organization, MDC, to represent every culture identified here. That is impossible. It's a community effort. It's the whole university effort. Every department has to do their part," underscores the collective responsibility of the university to foster an environment where every student feels valued and supported.

Success Story: CI's Mental Health Services Enhancement

Holmes unravels CI's success story, spotlighting strategic partnerships, improved communication channels, and innovative programs. She reveals, "The establishment of memorandums of understanding with key external organizations has strengthened communication and collaboration, ensuring continuity of care for students." Additionally, early intervention initiatives, wrap-around services, and collaborations with external organizations have enhanced mental health support. Holmes underscores the symbiotic relationship between universities and the broader community in addressing mental health challenges. Her insight, "It's very important to build a bridge with the community. Mental health is a community job. It's everybody's job within the community," reinforces the notion that the task of fostering holistic well-being transcends campus boundaries. Engaging the community amplifies the impact of care initiatives and underscores the shared commitment to nurturing the mental health of the student body. Holmes' insights culminate in a call for transparent data utilization and collaboration with the community. Her remarks, "But accurately get the data first so that we can do that instead of us figuring it out for ourselves and people. Be transparent, basically. That's all we're asking. Be transparent, but definitely utilize the community because it's all of our efforts to help with mental health and access to," encapsulate the essence of collaboration. Openness in data sharing and engaging the collective wisdom of the community are key steps in surmounting challenges and fostering a supportive mental health landscape.

Concluding Reflections

The expert conversation with Grenisha Holmes highlights the pressing need for culturally competent care on college campuses. Holmes' insights underscore the importance of data

disaggregation, cultural representation, and community partnerships. While challenges persist, institutions like CI exemplify efforts to provide holistic care for students' well-being. By prioritizing culturally responsive care and fostering partnerships, universities can create inclusive environments that empower students and drive their success in a globalized society.

In essence, Grenisha Holmes' reflections underscore the intricate interplay of challenges and solutions in nurturing a holistic well-being ecosystem. Her perspective accentuates the multidimensional efforts universities must undertake to provide accessible, inclusive, and culturally sensitive care to Southeast Asian college students and other underserved communities. By amplifying collaboration, fostering transparency, and engaging the community, universities pave the path for a future where mental health support is a collective endeavor, championing the success and well-being of every student.

Expert Interview #5

Julia Rose, MPA, Associate Director of Basic Needs, California State University - Channel Islands (J. Rose, personal communication, April 20th, 2023)

Julia Rose, MPA, serves as the Associate Director of Basic Needs at California State University - Channel Islands. With a Master's in Public Administration, Rose brings a wealth of expertise and dedication to her role, where she plays a pivotal part in addressing the fundamental needs of students to ensure their overall well-being and success. As the Associate Director of Basic Needs, Rose spearheads efforts to support students' essential requirements, such as food security, housing stability, and access to other vital resources. Her commitment to enhancing student welfare and equity is evident in her multifaceted approach to implementing sustainable and inclusive solutions. With a passion for fostering a supportive campus environment, Rose works collaboratively with diverse stakeholders to create impactful programs and initiatives that empower students to thrive academically and personally. Her proficiency in public administration and understanding of student needs make her a valuable asset to the California State University - Channel Islands community. In her role, Rose exemplifies the university's dedication to student success and holistic well-being. Through this expert interview, we have the privilege of gaining insights from Rose, MPA, and learning more about her contributions to promoting basic needs security and fostering a nurturing campus environment.

In the dynamic landscape of higher education, institutions are increasingly recognizing the intricate relationship between students' academic achievements and their holistic well-being. California State University - Channel Islands (CSUCI) stands as a beacon of innovation in this realm, exemplifying the profound impact of a comprehensive approach to supporting students' basic needs. In this article, we engage in a dialogue with Julia Rose, MPA, Associate Director of Basic Needs at CSUCI, as she illuminates the institution's commitment to holistic well-being and the transformative potential of cross-sector partnerships.

Foundations of Sustainability

Julia Rose passionately emphasizes the significance of community partnerships in the longevity of such programs. As she puts it, "A big part of making sure that these programs are sustainable is having those community partnerships." The fusion of community and campus resources emerges as a potent force, enabling CSUCI to effectively lower barriers and address students' essential needs. These collaborations extend beyond financial support, fostering an ecosystem where various stakeholders contribute to the broader goal of nurturing student success. As Julia Rose underscores, "a big part of my focus as the lead for Basic Needs is making sure that all these programs can stay funded and that we have money."

Empowerment Through Choice

The innovation in CSUCI's approach to student support is evident in their thoughtful consideration of students' autonomy and dignity. Julia Rose sheds light on the evolution of their approach, stating, "I'm really happy with the gift card model." This gift card model extends beyond the traditional approach of simply offering material resources. It empowers students to make choices aligned with their unique needs and preferences. By providing gift cards for clothing and textiles, the university respects students' agency and expands their options. This approach fosters an environment of dignity and respect, where students are not only supported but also empowered.

Creating Sustainable Impact

Intricately woven into CSUCI's ethos is the notion that supporting students' basic needs is not a momentary act but a sustained commitment. The intersection of community partnerships, campus foundation support, and thoughtful program design ensures that CSUCI's initiatives make a lasting impact. Julia Rose articulates this commitment, stating, "A big part of my focus as the lead for Basic Needs is making sure that all these programs can stay funded and that we have money." By securing sustainable funding and fostering a culture of collaboration, CSUCI lays the groundwork for transformative change, enabling students to focus on their education and personal growth.

Advancing Holistic Well-Being

As we conclude our dialogue with Julia Rose, the resonance of CSUCI's holistic support model becomes unmistakably clear. Through partnerships and innovative strategies, the institution is creating an environment where students' basic needs are not just met but are addressed with respect and empowerment. The intersection of these elements provides a strong foundation upon which students can build their academic pursuits, dreams, and aspirations. The ethos of sustainable support, community collaboration, and student empowerment serves as a guiding light for

universities aiming to foster holistic well-being and academic success for all. This interview sparked multiple inquiries for further research: What strategies can universities employ to create a culture where cross-sector partnerships are embraced and sustained as an integral aspect of institutional ethos? In what ways can universities promote awareness and destigmatization of basic needs support services among students to ensure that those who need assistance feel comfortable seeking it? Lastly, how can universities further innovate in their support models to accommodate the evolving needs and challenges faced by diverse student populations, including Southeast Asian college students?

SECTION 5: IMPLICATIONS & RECOMMENDATIONS

The inquiry into the potential impact of cross-sector partnerships between nonprofit organizations (NPOs) / community-based organizations (CBOs) and universities on the educational attainment of Southeast Asian American (SEAA) students illuminates a landscape of opportunities and challenges. As we delve deeper into the findings of this study, a nuanced understanding emerges, highlighting the significance of tailored support mechanisms, the urgency for data disaggregation, the imperative of representation, and the transformative potential of strategic partnerships. In this section, we unravel the implications of these findings and outline actionable recommendations to pave the way for enhancing SEAA student success and well-being.

Capacity Building for Inclusive Environments

A prominent theme that arises from the research underscores the need for universities to establish a strong foundation for student success through capacity-building efforts. It is evident that universities must proactively invest in the creation of affinity centers tailored to the specific needs of SEAA communities. These centers, designed as spaces of belonging, can mitigate the lack of representation, fostering an environment where students feel seen, heard, and valued. Institutions are encouraged to collaborate with SEAA student organizations and community partners to co-create these centers, ensuring that the student and community voice is central to their establishment and functioning.

Cross-Sector Partnerships: A Path to Enriched Support:

The study resonates with the potential of cross-sector partnerships as a transformative avenue to bolster student support. Strategic collaborations between universities and community-based organizations (CBOs) can enhance capacity, resource availability, and specialized assistance for SEAA students. To actualize this potential, the establishment of Memorandums of Understanding (MOUs) is recommended. These formal agreements facilitate effective communication, sharing of resources, and confidentiality while building trust between

academic institutions and external partners. As universities face budget constraints and resource limitations, partnering with established CBOs can amplify the impact of their efforts.

Data Disaggregation: A Foundation for Inclusive Strategies

A crucial finding that underscores the study is the lack of data disaggregation and prioritization. To advance inclusive strategies and targeted interventions, universities must commit to robust data collection practices that accurately reflect the experiences of SEAA students. Investing in partnerships with community organizations and nonprofits can assist in the outsourcing of data collection, ensuring a comprehensive understanding of the unique challenges and needs faced by different SEAA ethnic groups. This data-driven approach is essential for crafting tailored support mechanisms and advocating for the allocation of resources.

Promoting Diversity and Representation

The research underscores the paramount importance of diverse representation within university leadership and staff. Institutions must actively seek to mirror the diversity of their student body through recruitment, hiring, and retention practices. By ensuring that the leadership reflects the communities they serve, universities can foster a sense of belonging and create an environment where SEAA students see themselves reflected in decision-making processes. This inclusive representation not only empowers SEAA students but also enriches the institution's perspectives and strategies.

Continuous Evaluation and Future Research

The findings of this study highlight the need for a culture of continuous evaluation and refinement of support programs. Universities are encouraged to employ data-driven methods to assess the effectiveness of initiatives, identify gaps, and adapt strategies accordingly. Moreover, future research endeavors should delve deeper into SEAA student experiences, retention, and the impact of diverse staff hires on student representation. Sharing these findings on a national platform through conferences can amplify the impact and inspire other institutions to adopt similar strategies.

Summary

The journey of understanding the implications of cross-sector partnerships in elevating SEAA student success is both illuminating and transformative. Through tailored affinity centers, strategic partnerships, data-driven interventions, and inclusive representation, universities can create an ecosystem where SEAA students thrive academically, emotionally, and socially. The recommendations outlined in this section serve as a roadmap to navigate the challenges and seize

the opportunities that arise from cross-sector collaborations. As we embark on this journey towards holistic student well-being, universities can foster an environment where SEAA students are not only supported but also empowered to achieve their fullest potential. To implement these recommendations, the following original frameworks and documents have been included: “Framework for Creating the AANHPI Affinity Center in Partnership with AANHPI Student Organizations, Community Partners, and the University” ([Pascua, B., 2023, Appendix, B](#))¹, “Nonprofit Organization - Higher Education CSP Framework for Increasing Student Success Among Southeast Asian American Students” ([Pascua, B., 2023, Appendix, C](#))², and “Memorandum of Understanding between [University] and [Community Health Center]” ([Pascua, B., 2023, Appendix, D](#))³. All templates are adaptable for any University and can be adapted to address similar issues among other identities.

¹ See Appendix B for an original framework for creating AANHPI Affinity Centers in partnership with key stakeholders and community partners.

² See Appendix C for an original CSP framework for increasing student success among SEAA students

³ See Appendix D for an original template for an MOU between University and Community Health Center

SECTION 6: CONCLUSIONS

This thorough examination underscores the pressing necessity of adopting an Asian Critical Race Theory (AsianCrit) lens in the study of Southeast Asian Americans, providing a nuanced analysis of how various intersecting factors influence their educational attainment. Through the implementation of this meticulous methodology, the research endeavors to untangle the complex network of factors that shape the academic journeys of Southeast Asian American college students. To comprehensively understand the challenges faced by Southeast Asian American students and their academic success, it is imperative to undertake an in-depth exploration of the intricate historical context surrounding their refugee migration to the United States and the ways in which the model minority stereotype has shaped the particular trajectory of their migration experiences. The enduring perpetuation of the model minority myth has engendered misconceptions regarding Asian Americans, thereby impeding the recognition of the distinctive challenges encountered by Southeast Asian American students. Understanding the Southeast Asian American College Student Experience To attain a comprehensive understanding of the college experience undertaken by students of Southeast Asian American descent, a thorough investigation encompassing contextual and personal influences becomes imperative.

The exploration of the potential impact of cross-sector partnerships between nonprofit organizations (NPOs)/community-based organizations (CBOs) and universities on the educational attainment of Southeast Asian American (SEAA) students reveals a landscape rich with possibilities and complexities. The study's findings underscore the importance of tailored support mechanisms, data disaggregation, representation, and strategic partnerships in shaping the educational outcomes of SEAA students.

The research highlights the necessity for universities to establish a solid foundation for SEAA student success by investing in inclusive environments through affinity centers. These centers, designed to address the unique needs of SEAA communities, can foster a sense of belonging and representation, thereby positively influencing student well-being. Moreover, the study underscores the transformative potential of cross-sector partnerships between universities and CBOs, emphasizing the need for formal agreements to optimize resource sharing, collaboration, and support. This avenue can significantly enhance the capacity of institutions to cater to the diverse requirements of SEAA students. Data disaggregation emerges as a crucial aspect, urging universities to adopt comprehensive data collection practices that reflect the nuances of SEAA student experiences. Collaborating with community organizations for data collection can facilitate a deeper understanding of challenges faced by different SEAA ethnic groups, enabling the design of targeted interventions and informed resource allocation. The imperative of representation resonates throughout the research, emphasizing the need for diverse leadership and staff to mirror the student body's diversity. By creating an inclusive decision-making environment, universities can empower SEAA students and enrich their institutional strategies. To effectively implement these insights, a culture of continuous evaluation is encouraged, enabling universities to refine support programs based on data-driven assessments.

Additionally, further research is recommended to delve into SEAA student experiences, retention rates, and the impact of diverse staff hires on representation.

In summary, this study illuminates a path forward for enhancing SEAA student success through cross-sector partnerships. By creating tailored support mechanisms, fostering strategic collaborations, prioritizing data disaggregation, promoting representation, and embracing continuous evaluation, universities can create an environment where SEAA students flourish academically, emotionally, and socially. Our exploration of cross-sector partnerships' implications for SEAA student success has shed light on a transformative journey. By implementing the recommendations above – nurturing inclusive environments, forging strategic community partnerships, prioritizing data disaggregation, promoting diversity, and continuous evaluation – universities can cultivate an ecosystem where SEAA students not only excel academically but also thrive emotionally and socially. As we embark on this path toward holistic student well-being, these recommendations serve as a roadmap, enabling universities to navigate challenges and seize the opportunities that arise from cross-sector collaborations. By doing so, universities can fulfill their role in empowering SEAA students to realize their fullest potential within a supportive and empowering educational environment.

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Appendix A: Semi-Structured Interview Questions

Interviews are the form of instrumentation utilized. The interview questions posed to the University staff can be found below:

1. What services does your office provide? What other services does the University provide to compliment this?
 - a. Do you provide culturally competent care?
 - b. Do you use a culture-based wraparound approach?
2. What does the capacity of your staff look like?
3. Do you currently partner with any CBOs/NPOs to provide services to students?
4. How do you determine student needs?
 - a. Have you found any disproportionate support and/or effect among specific groups?
5. How do you provide follow-up care to students?
6. What percentage of students do you think utilize and benefit from services?
 - a. What percentage of students do you think are from Southeast Asian backgrounds?
 - b. Do you think that number could increase from cross-sector partnerships?
7. What are some common themes among students of color that you've seen?
 - a. How about specific to Southeast Asian students?
8. Can you discuss what difficulties your office faces when it comes to the care of BIPOC or underserved students?
 - a. How about specifically Southeast Asian students?
9. How much internalized racial or cultural trauma comes into play with the students you serve?
10. Where does representation and the climate of the campus come into play for student success?
11. Is your university or office investing in diverse student support? How?

Appendix B: Framework for Creating the AANHPI Affinity Center in Partnership with AANHPI Student Organizations, Community Partners, and the University

A framework to create an Asian American, Native Hawaiian, and Pacific Islander Affinity Center in partnership with student organizations and community partners was developed and can be adapted to any ethnic group:

1. Establishing a Collaborative Planning Committee:
 - a. Form a planning committee consisting of representatives from AANHPI student organizations, community partners (nonprofits and community-based organizations), university administrators, faculty, staff, and other relevant stakeholders.
 - b. Ensure that the planning committee is diverse, inclusive, and representative of the various AANHPI subgroups and communities.

2. Conducting a Community Needs Assessment:
 - a. Conduct a comprehensive needs assessment in collaboration with AANHPI student organizations and community partners to identify the specific needs, aspirations, and challenges of AANHPI students.
 - b. Engage in focus groups, surveys, and one-on-one interviews to gather feedback from AANHPI students and community members.
 - c. Analyze existing data and research on AANHPI student experiences and community resources.

3. Defining the Center's Mission and Objectives:
 - a. Develop a clear and inclusive mission statement that reflects the collective vision of AANHPI students, community partners, and the university.
 - b. Define the center's objectives based on the identified needs and goals of the AANHPI community, ensuring they align with the university's broader mission of diversity, equity, and inclusion.

4. Cultivating Collaborative Decision-Making Processes:
 - a. Establish transparent and participatory decision-making processes that involve AANHPI student organizations and community partners in key decisions about the center's design, programming, and services.

- b. Implement regular meetings and communication channels to facilitate ongoing dialogue and feedback from all stakeholders.
 - c. Develop mechanisms for students and community members to voice their concerns, ideas, and suggestions.
- 5. Securing Funding and Resources:
 - a. Collaborate with community partners to secure additional funding, resources, and in-kind support for the center's establishment and ongoing operations.
 - b. Advocate for university support and resources, including physical space, staffing, and operational funding, to ensure the center's sustainability.
- 6. Designing the Physical Space:
 - a. Involve AANHPI students, community partners, and university representatives in the design and layout of the center's physical space to ensure it reflects the diverse cultures and identities of the AANHPI community.
 - b. Create an inclusive environment that is welcoming, culturally sensitive, and conducive to community engagement and collaboration.
- 7. Developing Inclusive Programming and Services:
 - a. Collaborate with AANHPI student organizations and community partners to design a comprehensive range of programming and services that address the identified needs and aspirations of AANHPI students.
 - b. Prioritize culturally relevant, empowering, and community-driven initiatives that celebrate AANHPI cultures and foster a sense of belonging.
 - c. Ensure that programming is accessible, inclusive, and representative of the diverse AANHPI subgroups and communities.
- 8. Fostering Community Engagement and Partnerships:
 - a. Establish ongoing partnerships and collaborations with AANHPI community organizations, local nonprofits, and cultural centers to enhance the center's impact and reach.
 - b. Facilitate opportunities for AANHPI students to engage in community service, civic engagement, and advocacy initiatives with community partners.
- 9. Evaluating and Adapting the Center's Impact:

- a. Implement regular evaluations and assessments, engaging stakeholders to gauge the center's effectiveness and impact on AANHPI students and the broader community.
- b. Use data and feedback to continuously improve the center's programming, services, and community engagement efforts.

10. Promoting Visibility and Outreach:

- a. Develop a comprehensive marketing and outreach strategy in collaboration with AANHPI student organizations, community partners, and the university's communications team.
- b. Use various communication channels, social media platforms, and campus events to raise awareness about the center's services and opportunities for engagement.

By implementing this framework, the AANHPI Affinity Center can be established as a collaborative and inclusive space that prioritizes student voices and community input, serving as a hub for support, empowerment, and celebration of AANHPI cultures and identities.

Appendix C: Nonprofit Organization - Higher Education CSP Framework for Increasing Student Success Among Southeast Asian American Students

A framework was developed for proposed nonprofit organization aims to address the unique challenges faced by Southeast Asian American students in higher education and develop a comprehensive framework to enhance their academic success. By leveraging community support, understanding cultural nuances, and providing targeted resources, this initiative aims to promote equity, inclusivity, and empowerment within the Southeast Asian American student population:

1. Needs Assessment:

Conduct a tailored needs assessment to identify the specific barriers and challenges faced by Southeast Asian American students in higher education. This assessment should encompass factors such as cultural expectations, language proficiency, acculturation challenges, mental health concerns, access to resources, and social integration.

2. Community Engagement and Outreach:

Establish partnerships with Southeast Asian American community organizations, cultural centers, and student groups. Engage with local communities to create mentorship programs, scholarship opportunities, and networking events that connect students with successful professionals from similar backgrounds.

3. Culturally Competent Support Services:

Develop and implement culturally competent support services tailored to meet the needs of Southeast Asian American students. These services may include academic tutoring, bilingual support, career counseling, mental health counseling, and workshops on navigating cultural expectations and family dynamics.

4. Language Access and ESL Support:

Address language barriers by providing language access services, such as translation and interpretation support. Offer English as a Second Language (ESL) programs and resources to enhance language proficiency and facilitate academic success for students who are English language learners.

5. Scholarship and Financial Aid Opportunities:

Establish scholarships and financial aid programs specifically designed for Southeast Asian American students. Collaborate with corporations, foundations, and philanthropic organizations to

secure funding for these initiatives, ensuring equal access to higher education for students from diverse socioeconomic backgrounds.

6. Cultural Sensitivity and Anti-Bias Training:

Develop and implement cultural sensitivity and anti-bias training programs for faculty, staff, and administrators. Foster an inclusive and respectful campus environment that celebrates the diversity of Southeast Asian American experiences, challenges stereotypes, and promotes understanding.

7. Research and Data Collection:

Conduct ongoing research to understand the evolving needs and experiences of Southeast Asian American students in higher education. Collect and analyze data to inform program development, assess the effectiveness of interventions, and identify areas requiring further attention.

8. Advocacy and Policy Development:

Advocate for policies and practices that support the educational success of Southeast Asian American students. Collaborate with educational institutions, policymakers, and community stakeholders to promote diversity, equity, and inclusion in higher education, specifically addressing the needs of this student population.

9. Alumni Engagement and Mentorship:

Establish an alumni network to connect successful Southeast Asian American graduates with current students. Provide mentorship opportunities, career guidance, and networking platforms to foster long-term support and empower students throughout their educational journey and beyond.

10. Evaluation and Continuous Improvement:

Regularly evaluate the effectiveness of the nonprofit organization's programs and initiatives. Solicit feedback from students, staff, and stakeholders to identify areas for improvement and make necessary adjustments to ensure ongoing success for Southeast Asian American students.

Conclusion:

The proposed nonprofit organization's Higher Education CSP Framework for Southeast Asian American student success addresses the unique challenges faced by this student population in higher education. By offering culturally competent support services, fostering community engagement, promoting equity, and advocating for policy changes, this framework strives to empower Southeast Asian American students, creating a more inclusive and equitable higher education system.

Appendix D: Memorandum of Understanding between [University] and [Community Health Center]

A draft Memorandum of Understanding (MOU) was created to create partnership between Universities and Community Health Centers to provide expanded access and flow of communication between the two entities. This can be adapted to fit multiple partnerships:

MEMORANDUM OF UNDERSTANDING (MOU)

between

[University Name]

and

[Community Health Center Name]

This Memorandum of Understanding (MOU) is entered into by and between [University Name], represented by [University Representative's Name and Title], located at [University Address], and [Community Health Center Name], represented by [Community Health Center Representative's Name and Title], located at [Community Health Center Address]. Collectively referred to as "the Parties."

Purpose:

The purpose of this MOU is to establish a partnership between [University Name] and [Community Health Center Name] to provide extended care for all students attending [University Name]. This partnership aims to enhance the overall well-being and academic success of students by promoting accessible and comprehensive healthcare services at a low or no cost sliding scale.

Terms and Conditions:

1. Scope of Services:

- a. [Community Health Center Name] agrees to provide comprehensive healthcare services to students of [University Name].
- b. The services provided may include, but are not limited to, primary care, mental health services, preventive care, health education, and referrals to specialized healthcare providers.

- c. [Community Health Center Name] shall implement a sliding scale fee structure that ensures affordability for students, taking into consideration their financial circumstances.

2. Collaboration and Coordination:

- a. [University Name] and [Community Health Center Name] shall establish a collaborative relationship to facilitate the sharing of information regarding students' healthcare needs, with appropriate consent and adherence to privacy laws and regulations.
- b. The Parties agree to designate case managers from both organizations who will coordinate and share relevant information to ensure seamless care for students.
- c. The case managers shall collaborate in developing personalized care plans, identifying appropriate services, and facilitating referrals between [University Name] and [Community Health Center Name].

3. Confidentiality and Data Sharing:

- a. The Parties acknowledge the importance of maintaining the confidentiality and privacy of students' health information, in accordance with applicable laws and regulations.
- b. [University Name] and [Community Health Center Name] shall establish protocols and safeguards to ensure the secure exchange of relevant health information solely for the purpose of providing coordinated care to students.
- c. Any data sharing shall comply with all relevant privacy laws and regulations, including but not limited to the Health Insurance Portability and Accountability Act (HIPAA).

4. Evaluation and Quality Improvement:

- a. The Parties shall engage in ongoing evaluation and quality improvement activities to assess the effectiveness and impact of the partnership in meeting the healthcare needs of students.
- b. Regular meetings shall be conducted to review and analyze data, discuss challenges and successes, and identify opportunities for improvement.
- c. [University Name] and [Community Health Center Name] shall collaborate to implement evidence-based practices and initiatives to enhance the quality of care provided to students.

5. Term and Termination:

- a. This MOU shall become effective on [Effective Date] and remain in effect for a period of [Term Length, e.g., two years] unless terminated earlier by mutual agreement or for cause.
- b. Either party may terminate this MOU by providing written notice to the other party at least [Termination Notice Period, e.g., 30 days] prior to the intended termination date.

6. Governing Law and Dispute Resolution:

- a. This MOU shall be governed by and construed in accordance with the laws of [Governing Jurisdiction].
- b. In the event of any dispute arising from or related to this MOU, the Parties shall engage in good-faith negotiations to resolve the dispute amicably.
- c. If a resolution cannot be reached, either party may seek mediation or other alternative dispute resolution methods to settle the dispute.

By signing below, the Parties indicate their agreement to the terms and conditions outlined in this MOU.

[University Name]

[Community Health Center Name]

University Representative
Name and Title

Community Health Center Representative
Name and Title

Date: _____

Date: _____

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Brianna Pascua is a passionate and dedicated nonprofit professional offering five years of experience in the nonprofit and higher education sectors. As a first-generation, transfer student from a low-income home, Brianna's difficulty matriculating to her undergraduate university was the genesis of her passion for uplifting the voices of underserved communities. Brianna hopes to utilize knowledge gained as a Master of Nonprofit Administration candidate at the University of San Francisco to found a nonprofit to assist underserved and marginalized communities navigate the higher education system from admission to completion. Brianna is passionate about social justice and is committed to advocating and supporting those who have experienced similar hurdles to support their goals and passions, despite the barriers they may be faced with.

Brianna's professional career began as a Student Organizations and Involvement Assistant at CSU Channel Islands, where she advised students in finding their place on campus through student organizations and other extracurricular opportunities. Brianna shifted to the nonprofit sector in her position with Planned Parenthood where she refined her program and data management, member engagement skills, and implemented new platforms and efficiency practices.

Currently, Brianna is the Manager of Executive and Board Affairs at AAPCHO, an organization fighting for equitable access to health care for Asian Americans, Native Hawaiians, and Pacific Islanders. Here, Brianna utilizes her executive communication skills to coordinate C-suite executives and Board affairs. Prior to this, Brianna refined her talents in administrative support, event planning and coordination, grant writing, and communications and development in her Executive Coordinator position where she streamlined Board processes, created a workflow for strategic plan implementation, and formalized the event planning process for member engagement events.

Brianna's personal mission is: "To fight for what you care about and lead others to join you", because real change happens one step at a time.

LinkedIn / e-portfolio

<https://www.linkedin.com/in/briannapascua/>

Resume / CV

<https://docs.google.com/document/d/1hah7VZJybxrvz-QjSDqGDxImb6XKztX5HI0v6Pb0U/edit?usp=sharing>