



# A Story that Emerged

3 Years of AANAPISI  
Evaluation

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# Three Evaluation Threads

- Disaggregated Data
- Privileging Legacy Outcome Variables
- Is Everything Alright?



# Disaggregated Data

The structure is as follows:

Byte	Description
1	Asian/Pacific Islander (including Hawaiian)
2	African American
3	Native American (American Indian or Alaskan Native)
4	Hispanic
5	Other, Multiracial
6	White

# Disaggregated Data

553	600	ASIAN INDIAN	600 ASIAN INDIAN
554	601	BANGLADESHI	601 BANGLADESHI
555	602	BHUTANESE	602 BHUTANESE
556	603	BURMESE	603 BURMESE
557	604	KAMPUCHEAN	604 KAMPUCHEAN
558	605	CHINESE/TIBETAN	605 CHINESE/TIBETAN
559	606	TAIWANESE	606 TAIWANESE
560	607	FORMOSAN	607 FORMOSAN
561	608	AMERICAN FILIPINO	608 AMERICAN FILIPINO
562	609	HMONG	609 HMONG
563	610	INDONESIAN	610 INDONESIAN
564	611	JAPANESE	611 JAPANESE
565	612	KOREAN	612 KOREAN
566	613	LAOTIAN	613 LAOTIAN
567	614	MALAYSIAN	614 MALAYSIAN
568	615	OKINAWAN	615 OKINAWAN

# Questions on Disaggregation?



# Model Minority Myth



# Privileging Legacy Variables



Used to be the "Access Agenda"

Now it's the "Completion Agenda"







# Alternative Variables for AAPI College Students

- Chang, et al (2010)—Shared Agency
- Stephens, et al (2012)—Norm of Independence
- Bahrassa, et al (2011)—Family Conflict
- Lundberg, et al. (2004)—Student-Faculty Support



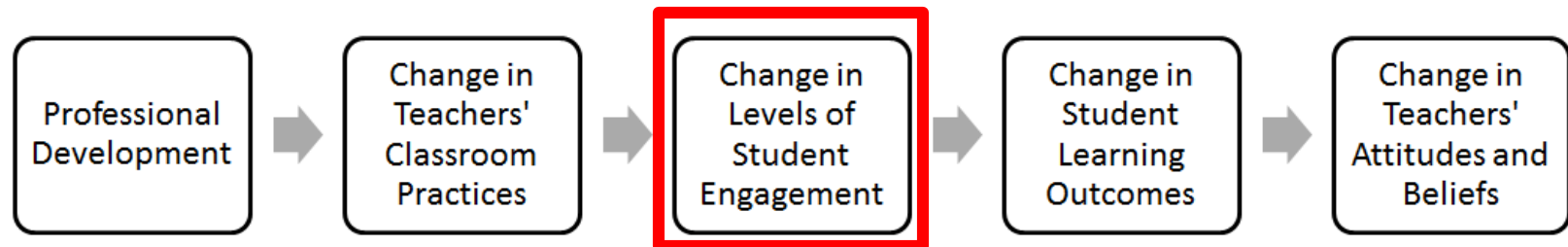
# VOICES



*Vision • Opportunity • Inclusion  
Collaboration • Equity • Social Justice*

**A Learning Community of Diverse Leaders  
South Seattle Community College**

# Student Engagement



# Cultural Specialists & Guests



# Difficult Conversations



# Student Engagement

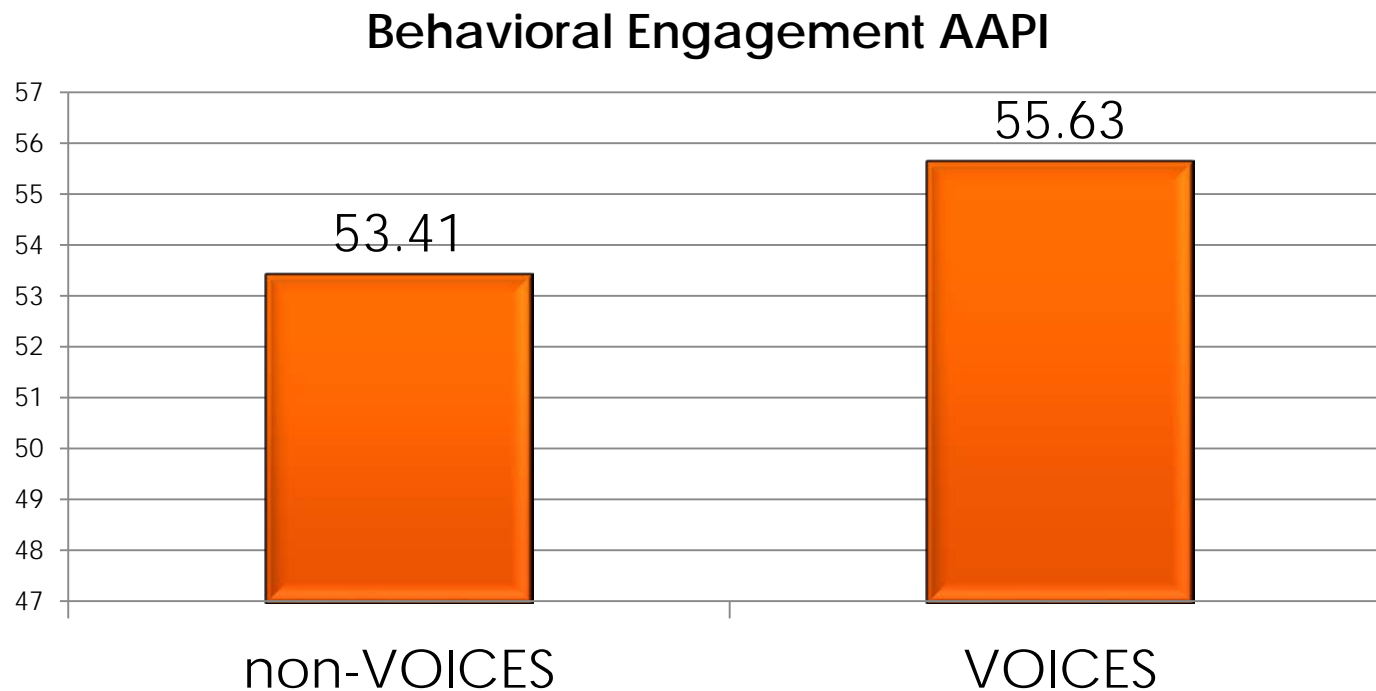




# Five Dimensions of Engagement

- Cognitive Engagement
- Behavioral Engagement
- Teacher Press
- Student-Faculty Interactions
- Academic Resilience

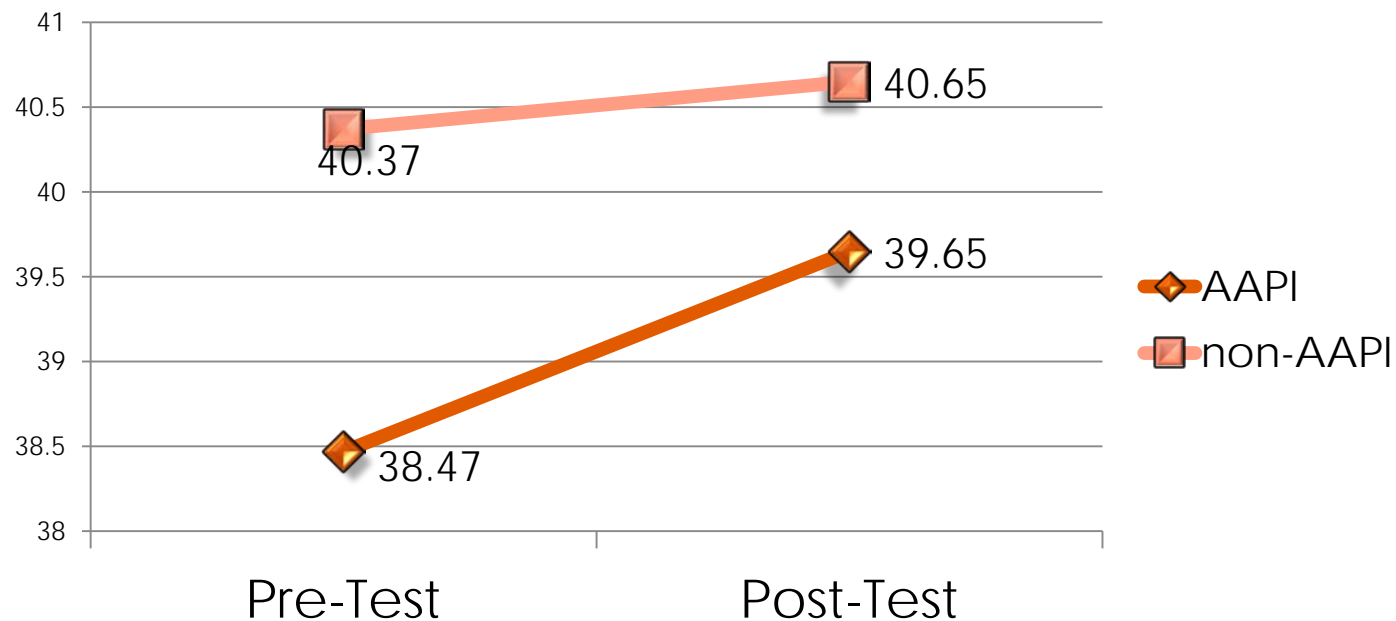
# Behavioral Engagement VOICES vs. non-VOICES





# Academic Resilience Repeated Measures

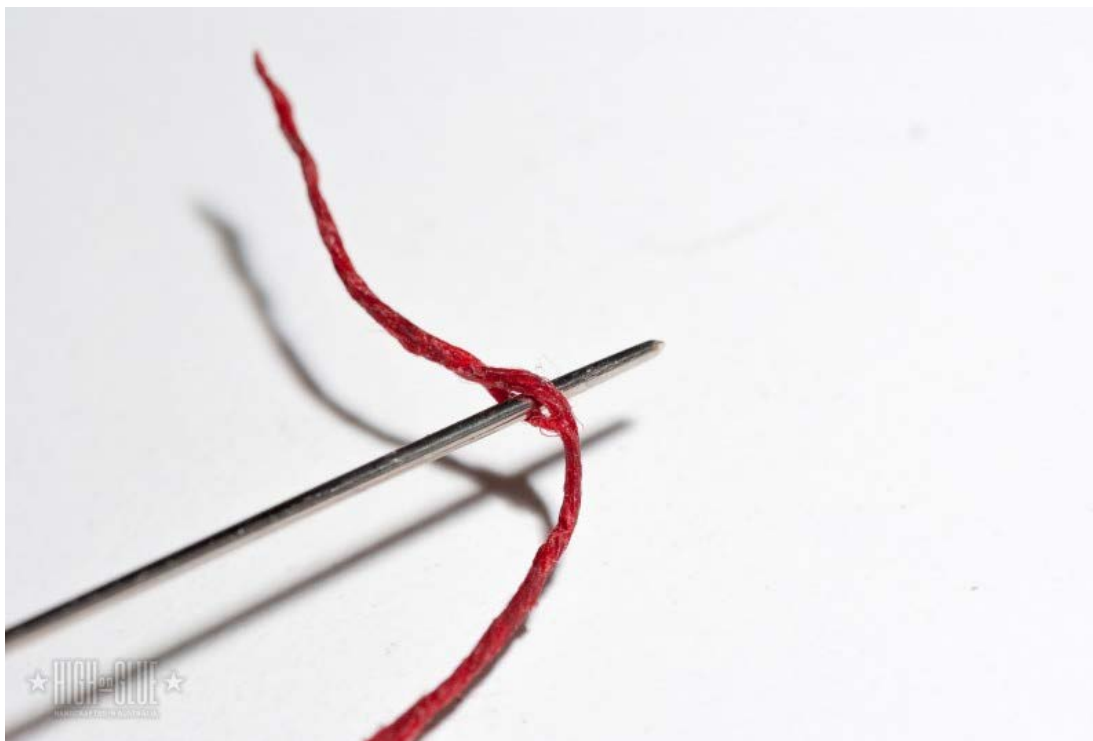
Growth of Resilience in VOICES Students



# Questions on Disaggregation?



# Connecting Evaluation to Engagement, Trauma, and Resilience



# Adverse Childhood Experiences

*The three types of ACEs include*

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



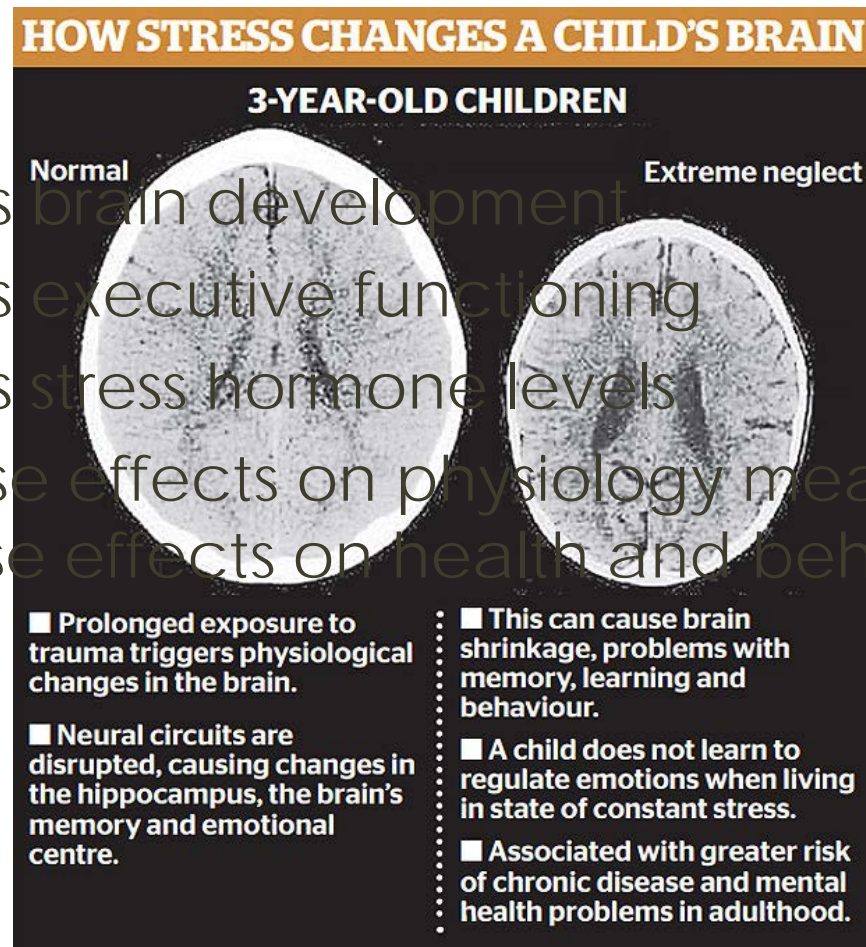
Substance Abuse



Divorce

# Toxic Stress & Learning

- Affects brain development
- Affects executive functioning
- Affects stress hormone levels
- Adverse effects on physiology means adverse effects on health and behavior



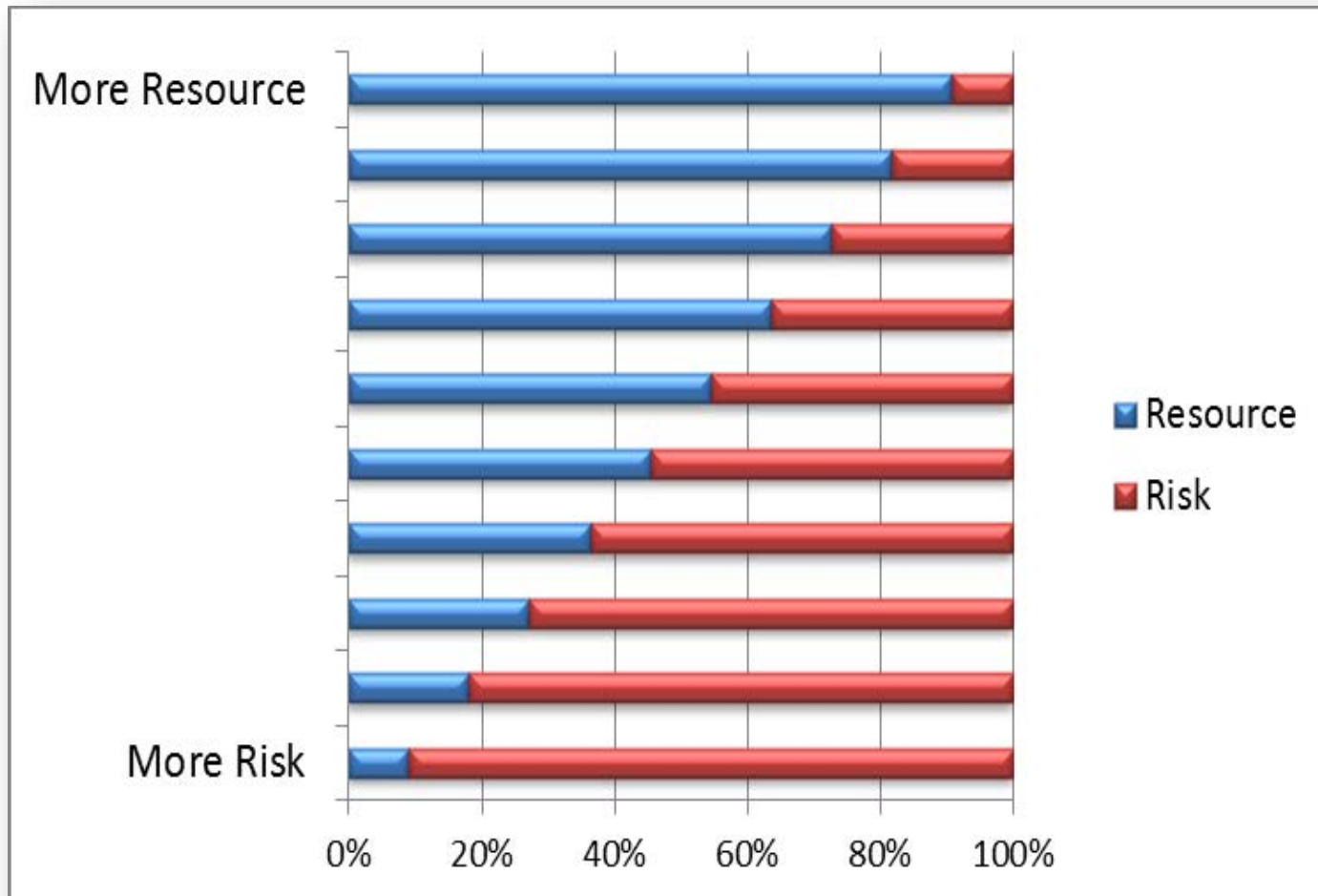
<http://youtu.be/c-2DqnXr8Oc>



# Resilience: The Antidote

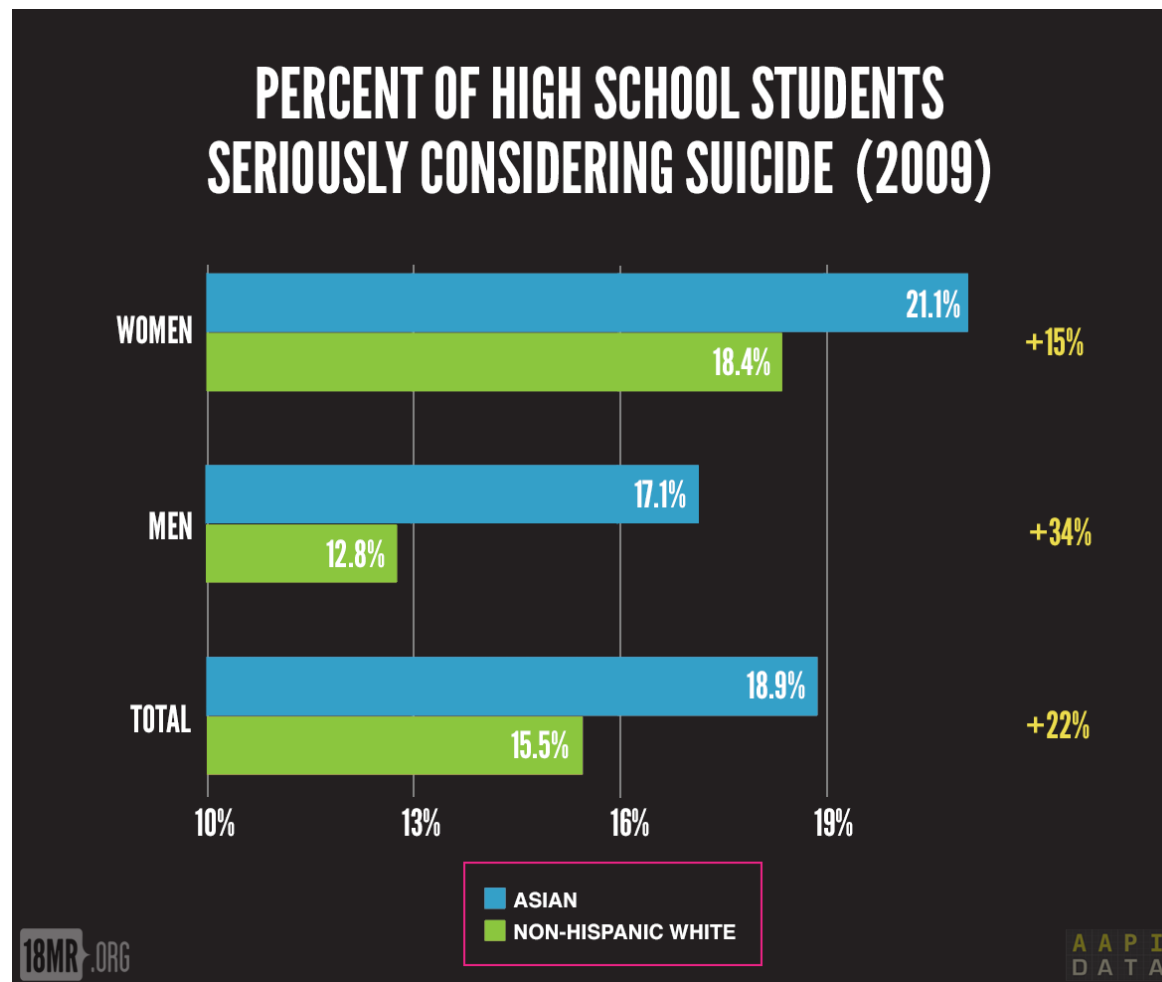
- Social & Emotional Support
- Sense of Mastery
- Hope for the Future

# Risk-Resource Relationship





# Risk is Real



# Evaluation Findings 2012-2014



# Focus Groups

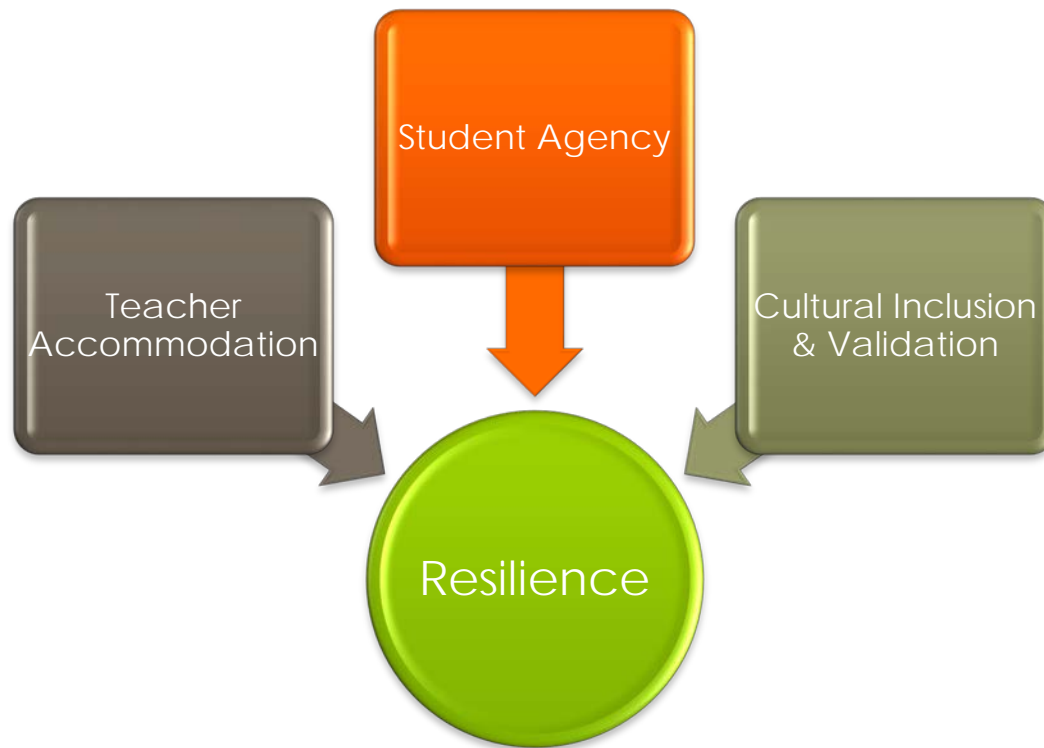
- Safe classroom spaces
- A first-time feeling of empowerment
- Making diverse connections
- Seeing my culture represented
- The reciprocal nature of compassion



## Interview Data: Emergent Themes

1. Active Outreach
2. Persistent Outreach
3. Authenticity
4. Explicit Instruction on Agency
5. Cultural Inclusion & Validation

# Shifting Nature of Accommodation



# 4 Virtuous Cycles

