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Cultivating Civic Engagement at the Intersection of Community College and Asian American Pacific Islanders: Understanding and Supporting AAPI Students' Civic Learning at the two-year Institutions

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CULTIVATING CIVIC ENGAGEMENT AT THE INTERSECTION OF
COMMUNITY COLLEGE AND ASIAN AMERICAN PACIFIC ISLANDERS:
UNDERSTANDING AND SUPPORTING AAPI STUDENTS' CIVIC LEARNING AT
THE TWO-YEAR INSTITUTIONS

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San José State University

In Partial Fulfillment

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Doctor of Education

by

Hyon Chu Yi-Baker

August 2019

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EDUCATIONAL LEADERSHIP

SAN JOSÉ STATE UNIVERSITY

August 2019

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ABSTRACT

CULTIVATING CIVIC ENGAGEMENT AT THE INTERSECTION OF COMMUNITY COLLEGE AND ASIAN AMERICAN PACIFIC ISLANDERS: UNDERSTANDING AND SUPPORTING AAPI STUDENTS' CIVIC LEARNING AT THE TWO-YEAR INSTITUTIONS

by Hyon Chu Yi-Baker

Asian American Pacific Islanders (AAPI) students are considered the fastest growing segment of college participants in the United States. AAPI students represent the majority racial demographic population in the California Community College campuses (Chang et al., 2007). Studies on youth and civic learning points to the benefits of early engagement as it can lead to greater participation in future civic activity well beyond their college years. However, literature on AAPI community college students and civic engagement is mostly absent. This single institutional study examined AAPI student's civic engagement experience and investigated the factors that both support and hinder their motivation and civic participation. Students were invited to take an on-line survey and a post survey interview. Results of the mixed method study found that students who were highly engaged showed increased connection to their campus and greater civic agency. It also uncovered that AAPI students were more drawn to community service/volunteering types of activities than politically based events and more importantly that they are in fact interested in civic engagement. Understanding the unique civic experiences of AAPI students helps dispel model minority myths and legitimizes their lived experiences. Through the critical examinations and reflections of the experiences of current AAPI community college students, a better pathway can be constructed to improve a more favorable outcome for future AAPI students who seek to participate in civic learning.

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DEDICATION

This dissertation is dedicated to my parents, Chan Ki Yi (father) and Kyu Heung Yi (mother). Your unconditional love and support throughout all of my life has been the best gift any daughter could have asked for. I am incredibly lucky to have had you as my parents for the last 47 years and I hope you will live a long, healthy, and productive life so we can create many more memories together.

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moment with both of you as this doctoral degree is as much yours as it is mine. My success is definitely your success! I love you both to the moon and back!

부모님께 바치는 헌사

이 논문을 나의 아버지 이찬기와 어머니 이규흥께 바칩니다. 평생 부모님께서 보내주신 무조건적인 사랑과 지지는 그 어떤 자녀도 더는 바랄 수 없는 최고의 선물이었습니다. 지난 47년 동안 부모님의 자녀로 자랄 수 있었던 것은 커다란 행운이었습니다. 부모님께서 건강한 모습으로 오래오래 의미 있는 삶을 누리시고 저와 함께 더 많은 추억을 쌓아갈 수 있기를 진심으로 바랍니다.

어머니와 아버지, 저는 두 분이 알고 있는 것보다 훨씬 더 많이 부모님을 사랑하고 있어요. 어머니와 아버지는 저에게 생명을 주셨을 뿐 아니라, 이 땅에 태어나 최고의 삶을 살 수 있도록 힘과 용기 그리고 열정을 물려주셨으니까요. 값어치가 없는 은혜를 입었습니다. 저는 종종 만약 두 분에게 저희 세 자매와 동일한 기회가 주어진다면 어떤 삶을 사셨겠느냐라는 상상을 해보았습니다. 만약 부모님께서 평생을 짊어지고 갈 충격인 전쟁과 빈곤을 겪지 않는 인생을 택할 수 있으셨다면 두 분은 꿈을 좇았을 겁니다. 남몰래 동경해오던 직업을 얻거나, 세계 일주를 떠나기도 하고, 더 나아가서는 박사 학위를 딸 수도 있었겠지요. 또한, 미국 땅에서 자유롭게 이곳의 언어를 구사하셨다면 좀 더 본인의 의지에 합당한 삶을 펼쳐나가셨을 거라는 것을 알고 있습니다.

저는 부모님 덕분에 회복력과 경쟁력을 갖추고 성실하게 일하는 것을 배웠습니다. 두 분이 저에게 이 모든 것을 가르쳐주셨습니다. 부모님은 최고의 스승이며 언제까지나 가장 특별한 영감의 원천입니다. 부모님이 저를 위해 아낌없이 희생하신 것을 제가 영원토록 감사드린다는 것을 이렇게 전합니다. 갓 성인이 된 어린 나이에 미국에 이민을 오신 나의 어머니, 친정어머니를 다시는 볼 수 없을지도 모를 상황에서 익숙한 문화, 음식, 말 이 모든 것을 뒤로하고 낯선 땅에 정착하며 겪으셨던 그 고통은 결코 헛된 일이 아니었습니다. 그리하여 저는 이 박사 학위를 얻는 영광을 두 분에게 바치고 이 경이로운 순간을 함께 나누고자 합니다. 이 학위는 저 혼자 아닌 두 분과 함께 이루어낸 것입니다. 저의 성공은 단연코 부모님의 성공입니다. 두 분 모두 하늘만큼 땅만큼 사랑합니다!

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Chapter One: The Research Problem

“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world”

- Paulo Freire, *Pedagogy of the Oppressed* (1972, p.34)

Unequal Access to Civic Participation

It is well documented that Asian American Pacific Islander (AAPI) communities have not participated in US electoral politics like other racial minority communities have historically (Chan, 2009; Park et al., 2009). Perhaps that explains why scholars of civic engagement have devoted little attention to studying AAPI's because they are often perceived as a homogenous group and overlooked for their potential voting power (Junn & Masuoka, 2008; Wray-Lake et al., 2016; Desai, 2018) In addition, community college students have also been largely absent in the literature on civic engagement, resulting in little understanding about their specific experiences and therefore little guidance on best practices. Known as “The “People’s College” (Kisker et al., 2016) community colleges represent the most vulnerable populations in our nation as its mission is to serve students from lower socioeconomic, first generation, and immigrant families. Therefore, community colleges serve an important function in higher education because they help level the playing field in our society by opening access and opportunity for upward mobility and socioeconomic stability to underrepresented groups.

The scarcity of literature on AAPI and community colleges has created an enormous gap in our understanding of this population's civic experience and consequently,

educational institutions have neglected to address this issue. Therefore, this study will close that gap and examine youth at the intersection of both two-year colleges and AAPI community.

Need for attention to Asian American Pacific Islander civic engagement.

Although there is plenty of data that clearly shows the advantages of students being civically engaged, AAPI youth is a group whose civic and political behavior have not been largely explored or investigated (Chan, 2009). Wray-Lake, Tang, & Victorino, (2017), affirms that even though there is strong evidence that supports the positive benefits of youth and active involvement in civic learning only a handful of studies have examined AAPI students within a community college context. Furthermore, past research on youth and civic engagement has largely looked at the experiences of White students; with little known about the civic participation of other racial and ethnic minority groups (Wray-Lake & Syvertsen, 2011).

There is a sense of urgency to study AAPI students especially as the current national political climate has become arguably hostile towards marginalized populations especially immigrants. Despite having been here since the 16th century, AAPI's have long been stereotyped as perpetual foreigners in this country and consequently the target of many racial profiling and violent attacks (Chan, 2009). The existing political climate has an eerie semblance of the Chinese Exclusion Act of 1882 and Executive Order 9066 better known as the Japanese Incarceration Camps. In both instances, there were anti-immigrant sentiments brewing in the country prior to the enactment of these racist

policies. Today, there is wide spread acknowledgment that these policies had a devastating impact on the AAPI community.

To prevent history from repeating itself, AAPIs must have a voice and strong presence in our democratic process in order to defend and protect the rights of the AAPI community. Focusing on AAPI civic participation at the two-year systems is particularly relevant because community colleges reflect the social and political challenges of our nation to a greater degree than the four-year institutions. Hence, this study seeks to address the persistent lack of civic engagement and social, and academic challenges faced by AAPI community college students. By understanding how we can increase civic participation in AAPI college students, we can then better confront issues such as racial stereotypes, closing achievement gaps, and increasing civic representation at all levels of the political process.

Need for civic engagement at the 2-year community college. Community college's open admission policy, coupled with low tuition and geographic proximity to home, makes them a clear choice for many students from lower socioeconomic backgrounds who are often the first in their family to attend college. As such, many students of color seek out their local community colleges to start their higher education journey (Ma & Baum, 2016). Compared to the four-year educational institutions, community college students arrive at the two-year systems predisposed to lower rates of civic engagement, largely due to the fact that the majority of community college students come from marginalized communities (Foster-Bey, 2008). High income and educational attainment are often predictors of civic involvement (Sander, 2012) therefore community college

students who typically come from low socio economic and underrepresented backgrounds have been found throughout the literature to exhibit low rates of civic engagement (Foster-Bey, 2008).

Given this backdrop, community colleges are ripe for building civic capacity given their mission and the fact that they serve the most vulnerable members of our society. Looking at how students are engaged at the two-year level is central to increasing civic learning opportunities as community colleges are a truer microcosm of our larger society, “...where the impact of wealth polarization, health care policy, and the working conditions of hourly workers are felt most strongly” (Reed, 2018 p. 1). Giving community college students a pathway for economic mobility and independence, which often leads to greater success in other areas of their life, is not just a noble goal but an essential approach to achieving equitable conditions and critical transformational changes in our competitive global world.

Importance of youth participation. It is well documented that youth can develop a lifelong pattern of civic engagement. According to research looking at civic behavior, the adolescent period is considered an advantageous time to develop their civic identities (Elder, 1994; Stewart & McDermott, 2004; Syvertsen et al., 2011). According to CIRCLE (The Center for Information and Research on Civic Learning and Engagement, 2019) a leading national research institute on youth and civic engagement, agree that it is important to intervene early in a young person’s life in order to raise a new generation of voters. CIRCLE’s most recent data on voter eligibility shows that there are 46 million young people, ages 18-29, who are qualified to vote, while only 39 million seniors are

eligible. With these large numbers, youth can influence future election results as they make up 21% of the voting eligible population in the United States. Hence, the need for civic learning opportunities during these formative years, such as in college, is critical in shaping a society grounded in democratic values where communities who were once excluded can finally participate equally.

Higher education's commitment to democracy. As the opening quote by Paulo Freire (1972), renowned critical pedagogy advocate suggests, educational institutions have essentially two ways of framing pedagogical approaches for shaping students' critical learning; either teach them complicity or challenge the status quo. Freire argues that educational systems should cultivate the practice of freedom, democracy and transformation. To do so otherwise is perpetuating a cycle of oppression, marginalization, and domination of the most vulnerable populations in our society (Freire, 1972). Hence, educational institutions have a duty to teach democracy in order to protect those that are less privileged and have less power in our society.

More recently higher education institutions have begun to respond to the call for the need of civic engagement opportunities on their campuses (Park et al., 2009). Colleges have embraced the idea of being the architects of civic learning and "cultivating civically engaged citizenry by training leaders and participants of a diverse democracy" (Alacantar, 2017, p. 1). Since the 2008 U.S. Presidential Election, there has been a surge of political activity on university and college campuses nationwide (New, 2016) and it appears to have a direct correlation on the rise of youth civic activity. Park et al, (2009) contend that the excitement of the 2008 elections resulted in increased civic participation

by college undergraduates. The idea of electing the first African American President, Barack Obama, contributed to this enthusiasm given the country's bleak and troubling past on racial discrimination (Park et al, 2009).

Disparities in civic participation among AAPI's. Even though AAPIs have been in the United States for hundreds of years they have largely remained invisible in the democratic process (Chan, 2009). Recent reports on the demographic changes of AAPIs suggest that, "AAPIs, though currently only 5.8 percent of the U.S. population, are the fastest-growing racial minority in the U.S., and are expected to make up one-tenth of all voters by 2044 (Kim, 2017 p. 1). Despite this impressive growth, however, AAPIs of all ages have one of the lowest voter turnout rates—47 percent—compared to 66 percent for black voters and 64 percent for non-Hispanic white voters" (Kim, 2017). Historically, AAPI voter participation in U.S. elections have been low compared to other racial and ethnic groups even though their presence in the country has been steadily increasing (Desai, 2018). Equally perplexing is that while some AAPI's have relatively high levels of educational and occupational attainment and income, they still have the lowest rates of formal political participation in contrast to their White counterparts; being underrepresented both among voters and in political leadership positions (Citrin & Highton 2002; Hsu, 2013; Lien, 2001; Lien et al., 2004; Ong et al., 2008).

One explanation for this trend is that the model minority myth has served to alienate AAPI's from being active participants in our democratic process. The model minority myth which is uniquely applied to AAPI community are usually applauded for their apparent success across "academic, economic, and cultural domains—successes typically

offered in contrast to the perceived achievements of other racial groups” (The Practice, 2018, p. 1). This, in turn functions as a wedge, not only between other racial minority groups but also within the AAPI community. One of the more glaring differences within the AAPI group is income disparities.

The prolific perpetuation of the model minority myth has deceptively characterized an entire group of people and has served to undermine the diversity within the AAPI community. The model minority myth has also been critiqued as being harmful to certain AAPI communities who fall under the AAPI umbrella term as they do not share in the same successes as those that may have achieved the “American Dream”. For instance, immigrants who came to the United States as a refugee or under less than ideal conditions compared to immigrants who came with a college education vary widely in their socioeconomic experience (Wray-Lake, Tang, & Victorino, 2017). As a result, it has prevented them from receiving appropriate resources aligned to the specific needs of their respective community as they are often lumped into one group with the perception that all AAPI are successful. Not only does the myth ignore the histories of AAPIs and the role of American immigration policies, but it also does not account for the variances within the AAPI community.

In regards to civic engagement, the model minority stereotype has negatively portrayed AAPIs and has long been perceived as being apolitical (Wray-Lake, Tang, & Victorino, 2017). This belief leads to erroneous assumptions that AAPI students are apathetic about politics and have little desire to confront the issues that negatively impact their communities (Wray-Lake, Tang, & Victorino, 2017). Furthermore, the model

minority stereotype unfairly pits AAPI groups with other Asian groups (like Chinese and Vietnamese) as well as with other racial minority groups (like Koreans and African Americans) against each other by stereotyping that all minorities can achieve the same level of success without any considerations for the differences in immigration history, educational attainment, and existing family structures, (Murjani, 2014).

A closer critical examination of the model minority myth, unveils a more disturbing detail about how white institutions of power have used this myth to exploit people of color in order to advance their own agenda's. Originated in the 1960's, the model minority myth was used by white elites to suggest there was no need for government action to adjust for socioeconomic disparities between certain groups and to pit other groups to show that there are no institutional barriers for success (Yu, 2006). Simply put, if Asian American's can successfully integrate themselves into the mainstream culture then certainly any other underrepresented groups can too. Yu (2006), explains, "the theory that Asians succeed by merit (strong family, hard work, and high regard for education) is used by power elites to silence the protesting voices of racial minorities and even disadvantaged Whites and to maintain the status quo in race and power relations" (p. 1). In actuality, the model minority myth has prevented groups from building coalitions and instead has operated as the impetus for unfair competition and division at the expense of AAPI communities. To be clear, there is no such thing as a positive stereotype, the model minority myth is a destructive and deceitful concept that must be eradicated from U.S. culture.

Statement of the Problem

As AAPI students are trending as the largest demographic population in community colleges (Teranishi, 2011), educators at the two-year systems can serve in a key role in increasing the civic participation of AAPI students. They are also considered the fastest growing segment of college participants as illustrated in how well they are represented in the California Community College (CCC) system (Chang et al., 2007; Pew Research Center, 2013). This mirrors the 2010 Census Data report that indicates that AAPIs are outpacing other racial cohorts in the United States surpassing Hispanics as the largest community of new immigrants. In more recent available data, Asian Americans had tremendous growth up to 72% between 2000-2015, with nearly 45% of US Asians living in the western region of the U.S., with 31% living just in California (López, Ruiz, & Patten, 2017). Given these statistics, community colleges can be a resource for enhancing youth participation and facilitate lifelong involvement with civic engagement. However, it is important to look at the specific experiences of the AAPI community college student especially paying close attention to how the model minority myth serves to disadvantage this group.

Significance of the Study

This study is significant because it will fill two important gaps in literature, AAPI Civic Engagement and Community College Civic Engagement. Current knowledge of this demographic is missing from critical civic engagement research. A broad search of literature specific to civic engagement resulted in more studies that observed four-year institutions over community colleges. Therefore, the results of this study will contribute

to the sparse research currently available on civic engagement regarding AAPI community college students. This paper will also forward our understanding of how AAPI community college students experience civic involvement by identifying the barriers and conditions that either hinder or increase civic participation amongst AAPI community college students.

Understanding the varied experiences of the growing AAPI college student's population will help in developing culturally relevant pedagogy both inside and outside the classroom experience by taking into consideration their specific cultural needs (Park et al., 2009). This will aid in identifying programs, policies, and practices to support meaningful and intentional opportunities that lend to positive pathways for better civic participation. Furthermore, AAPI's equipped with a wealth of critical knowledge can increase their collective voting power by participating in electoral politics and ensuring that their communities are well represented by leaders that can advocate for their community concerns. A true democratic society relies on the full participation of all segments of the population. Therefore, the absence of AAPI presence in the political process leaves out a dynamic group of people who have been an integral part of this nation's economic success and shaping the American popular culture.

Research Questions

This research examines the barriers and challenges of civic participation among AAPI community college students at BVCC as well as their experiences with regard to their level of civic engagement and impact on various academic performance, co-curricular, and social development outcomes. To this end, this paper will answer the following two

research questions: RQ 1: What factors support and constrain AAPI community college students' ability to fully participate in civic activities? RQ 2: How does being involved in civic engagement contribute to their academic achievement, campus involvement and leadership, and critical consciousness development?

Chapter Two: Literature Review

In this chapter, an overview of the relevant literature will be provided to help contextualize and support the research questions that were used to guide this study. In addition, the literature review will explore in depth the problem of practice and focus on the following three main area topics: (1) Youth Civic Engagement; (2) Civic Engagement in Higher Education; and (3) Asian American Pacific Islander (AAPI) and Civic Engagement. It will conclude with a brief review of what we already know about AAPI civic engagement, what knowledge we still need to gain about this population, and then end with a short summary.

Youth Civic Engagement Overview

What is civic engagement? The term “civic engagement” has been widely used, and the definitions can encompass a wide range of activities with varying age groups emphasizing different aspects of the term (Adler & Goggin, 2005). Historically, traditional forms of civic engagement included electoral politics such as voting and participating in demonstrations like boycotts and protests (Putnam, 2000). However, over the years the changing demographics of the country as well as movements like the civil rights and the women’s liberation, redefined what civic participation looks like today (Putnam, 2000). Current civic activities expand beyond politics to include community service, volunteering, and global awareness (Shepard, 2012).

Researchers studying this phenomenon noticed that “new patterns for involvement and associations” were emerging in populations that were not traditionally known to participate in electoral? activities (Putnam, 2000). Researchers also found that for

students of color, “youth civic engagement is rooted in cultural background and experiences, a tenet not always well-recognized in research”, (Wray-Lake, Tang, & Victorino, 2016, p. 3). To this end, researchers have attempted to capture the diverse and emerging activities involved in civic engagement but with little success. As a result, there is no agreed upon definition of civic engagement since it is a complex construct with various components. As Newell (2011) explains, “some definitions focus on the skills and abilities needed for future engagement while others focus on the community-based and political activities individuals participate in presently” (p. 9).

Political engagement vs. community-based engagement. A growing body of research on civic engagement has found that youth are more inclined to participate in civic related activities like volunteering and community service over activities that are deemed too politically radical like protests and boycotts (Syvertsen et al., 2011). Syvertsen et al., (2009) found that young people felt disconnected with conventional politics and found it to be uninspiring and not reflective of their personal values whereas community service provided an opportunity to make meaningful connections. As previous literature suggests, youth have lean toward volunteer opportunities but striking a balance between political engagement with community-based activities is the optimum goal in achieving an engaged citizenry (Newell, 2011).

Civic participation in the United States. In their 2011 national report, prepared by The Civic Learning and Democratic Engagement National Task Force (CLDENTF), described the declining trends in civic activity among U.S. citizens as being dangerously low based on evidence of low participation in voter turnout. A decade earlier, Robert

Putnam in *Bowling Alone* (2000) suggested that the withdrawal from civic activity including a decline in voter turnout, decrease in attendance at public meetings, and lack of interest in local community affairs may have been influenced by historical events like the Vietnam war, assassins, and Watergate which may have engendered feelings of untrustworthiness and apathy toward political institutions. This could explain why, compared to other highly developed democratic nations, the U.S. placed 26th out of 32 countries for voter turnout (DeSilver, 2018).

However, more recent reports reveal that there has been an uptick in civic engagement, particularly in electoral participation in the last several years (Misra, 2019). Based on the U.S Census Bureau report, “Voting and Registration in the Election of November 2018”, from 2014 to 2018 there were several notable increases in voter participation (Misra, 2019). Among youth engagement, 18-29-year old’s, there was a 79 percent jump from 20 percent in 2014 to 36 percent in 2018. Among “non-Hispanic Asians” voter turnouts, there was a dramatic increase from 27 percent in 2014 to 40 percent in 2018, a significant 49 percent increase. Some argue the current national political landscape has given rise to civic activity especially among youth (Rogers et al., 2017). These increases are noteworthy given historical patterns of low civic participation rates of youth and AAPI’s in this country (Park et al., 2009). Furthermore, Park and et al., (2009) argue, “despite the increasing numbers of AAPI students who wish to influence the political structure, the number of AAPIs in the 18- to 24-year-old age range participating in electoral politics through voting remains relatively low” (p. 91).

Benefits of youth civic engagement. Current research has started to look at the link between youth and civic engagement and its influence on their “subsequent developmental trajectories” (Conner, 2011, p. 923). These influences can be traced to a students’ academic performance, life-long attitude on political participation, and their sociopolitical development (Conner, 2011). Research suggests a direct link between young adult civic activity and lifelong participation (Chan, 2009; Park et al., 2009). The literature also indicates there are important benefits from being civically engaged as a youth including increased self-esteem and stronger connections to their respective community (Chan, 2009). Ballard, Hoyt, and Pachucki (2017) found evidence in their research that showed strong positive health associations between certain civic activities like volunteering and youth transitioning into adulthood. Perhaps the most salient effect is that civic engagement promotes political equality and upholds the integrity of our democratic process (Dewey, 1916; McFarland & Thomas, 2006).

The findings from current studies point to the critical need for more civic learning opportunities at the college level. Bowman (2011) and Checkoway (2001) argued that civic engagement is especially salient during the college years because they have more opportunities to engage in activities that promote awareness on different perspectives on culture and politics as well as community service. This is also supported by Finlay, Wray-Lake, & Flanagan’s, (2010) research that highlighted the variety of civic related activities after youth transition into adulthood. They include volunteering, participating in electoral politics, campaigns, and expressing their political opinions through discussion

and activism. As these findings suggests, college is a great time to “hook” student’s interest in civic participation so that it may lead to a lifetime of involvement.

Civic Engagement in Higher Education

Dewey, in his seminal work *Democracy and Education*, argued that the nation’s educational institutions primary responsibility is to prepare students to become engaged citizens by developing their civic capacity and moral compass (Shephard, 2012, p. 25; Dewey, 1916). Several decades of research point to higher education’s critical role in advancing the ideals of a democratic nation by promoting civic learning and engagement (Hurtado, 2007). This captured the spirit of President Truman’s 1947 report on the President’s Commission on Higher Education where it proposed that “the first and most essential charge upon higher education is that at all levels and in all its fields of specialization, (it) shall be the carrier of democratic values, ideals, and process” (p. 102). Correspondingly, more colleges and universities are paying closer attention to the rise of civic involvement on their campuses (Park et al., 2009).

The positive associations connected between students’ academic experience and civic participation has prompted many institutions of higher education to take a closer look at civic engagement activities on their campuses (New, 2016; Whitley & Yoder, 2015). In addition, the rising interest in civic engagement has coincided with recent political protest on campuses where incidents rooted in hate and racial bias has plagued institutions of higher education across the nation. Moreover, the current national political climate has ignited a furor of protests and demonstrations against Trump administration’s policy

stance on issues of immigration, Muslim travel ban, and Deferred Action for Childhood Arrivals (DACA) just to name a few.

Benefits of student involvement on campus. There is ample research that reveals that student engagement is directly tied to retention and the level of quality and satisfaction with a student's campus experience. Focused literature on motivation and engagement of students all point to how critical this is to student achievement. Wolfe, Steinberg, and Hoffman (2013) argues that "engagement plays a distinctive role in that it is the only absolute prerequisite for learning...a student simply cannot learn without being engaged" (p. 173). Therefore, identifying the motivational factors and institutional barriers is one way of addressing the achievement gap questions in education.

Looking at student engagement practices may serve as a window to help identify strategies for closing the achievement gaps, improving retention, and increasing enrollment. Understanding what programs, services, and type of climate students of color best perform in is essential to increasing graduation rates, academic achievement, and overall satisfaction with their college experience.

Studies show that college students who are engaged with their campus at the start of their collegiate experience have higher retention rates (Austin, 1999). Wray-Lake, Tang, and Victorino (2016), argue that civic engagement is especially critical during the college years as students are increasingly exposed to various political activities on campus as well as volunteering opportunities and therefore are more likely to engage in thoughtful discussions around difficult issues. This amplifies the need to make contact with students

in the early stages of their entry to college life to influence their civic capacity and academic success.

Why community colleges? Since 1901 community colleges have played an important role in the U.S higher educational landscape. However, community colleges didn't enter the spotlight until the 1947 Truman Commission Report which "called for the widespread establishment of affordable public colleges that would serve community needs and offer comprehensive educational programs" (Cooper, 2010). According to the U.S. Department of Education, about 43 percent of all undergraduate students are enrolled in a community college (Cooper, 2010). Their open admission policy, coupled with low tuition and geographic proximity to home, makes them a clear choice for many students from lower socioeconomic backgrounds who are often the first in their family to attend college. As such, many students from marginalized communities seek out their local community colleges to start their post-secondary education (Ma & Baum, 2016).

Researchers assert that civic learning matters in community colleges given its demographic population where many students come from marginalized communities. At the two-year system, there are more students who represent communities across the spectrum in terms of their socioeconomic status and racial and ethnic backgrounds (Kisker, 2017). Ballard, Hoyt, and Pachucki, (2017), found that immigrant youth as well as those from lower socioeconomic backgrounds have fewer access to high quality civic engagement opportunities. In addition, several studies conducted by the American Political Science Association found that community college students are "often disenchanted by the divisive nature of contemporary politics", which may explain the

lower levels of voter participation and other civic related activities (Kisker, Theis, & Olivas, 2017; Lopez & Brown, 2006; Newell, 2014). Furthermore, community college students do not believe that being active in the democratic process will have any meaningful impact in their lives nor their communities but do see a positive correlation with volunteering and doing other forms of community service, (Kisker, Theis, & Olivas, 2017). For these reasons, organizations like the “The Democracy Commitment” (2011), which is a national platform supporting the development and expansion of civic engagement at community colleges believes that higher education has an obligation to teach democracy and engage students in civic learning opportunities, Kisker (2017).

4 years versus 2-year systems of higher education. Literature review is sparse on the complexity of the experiences of community college students as they are often overlooked in favor of 4-year institutions. Very little research has been conducted in the community colleges regarding student engagement, (Greene, Marti, & McClenney, 2008, p. 514). This is evidenced by the sheer lack of research conducted by one of the largest research institutions focused on adolescent civic participation, the Center for Information on Civic Research and Community Engagement (CIRCLE).

“Of the 290 reports or fact sheets on the CIRCLE website between December 2002 and June 2010, only one fact sheet, derived from survey research, specifically addressed the civic engagement of community college students” (Newell, 2011 (p. 21); Lopez & Brown, 2006).

This is also true for literature on best practices for how to support community college students. For decades, “researchers and practitioners have demonstrated that student

support services are critical to students' academic success in college; however, the vast majority of this work focuses on four-year institutions" (Cooper, 2010, p. 22-23).

Looking at how students are engaged at the two-year level matters more than studying universities because community colleges are a truer microcosm of our larger society. A study looking at a 30-year trend of youth and civic engagement found that students who aspire to attend a 4-year university were more inclined to participate in civic engagement over their peers who planned to attend a 2-year college or had no college aspirations (Syvertsen et al., 2011, p. 586). All the more reasons why it's critical for community colleges to create opportunities for civic engagement in hopes that it will lead to increased commitment and interest to participate in activities that relate to social change, equity, and political organizing. Kisker et al., (2016) affirms that "despite the close association between concepts of democracy and the mission of community colleges (Kisker & Ronan, 2012), nearly all assessments of civic learning in higher education have occurred at 4-year universities or private, liberal arts colleges" (p. 319). Even with all of the literature pointing to the advantages and benefits of incorporating civic engagement at the community college level, Kisker, Weintraub, Newell (2016) argue that "we know very little about the ways in which community colleges develop the civic capacities of their students" (p 317).

What is the Community Colleges role? Community colleges serve in a critical position to increase the civic engagement of their students considering they represent some of the most vulnerable populations in our society including lower socioeconomic, first generation, and immigrant families. Often these communities are the ones largely

affected by policy changes and yet they have the smallest collective voice to defend and advocate for themselves. Community college students may not have access to wealth and power like their more privilege counterparts, but they can develop the skills and tools to better advocate for themselves, their family, and community through their involvement with civic education and engagement. Civic capacity and social responsibility should thus be a “non-negotiable, sought after outcome for every student, whatever the specialty” in community colleges, (McTighe, Musil, 2015; Kisker, et al., 2016).

There is strong evidence that indicates that youth who are civically engaged leads to higher life satisfaction, civic participation, and educational attainment, while resulting in lower crime rates in emerging adulthood (Chan, 2014). In many ways, community colleges can help equalize the playing field by catering to a demographic more likely to be positively impacted by attaining their academic degree. In that regard community colleges serves an important dual purpose in our society; they provide a pathway for marginalized populations for upward social and economic mobility while shaping our society to be more of a democratic nation.

AAPI College Students and Civic Engagement

Overview. According to the 2010 Census Bureau AAPIs represented 5.6 percent of the total American population (U.S. Census Bureau, 2010). AAPIs have become the fastest growing population in the United States in the last decade (U.S. Census Bureau, 2013) and yet even with their rising demographic presence, they have been largely absent from local, state, and national political activities. Their lack of participation in electoral politics has equated to less influence, power, and authority in their communities. One

way of breaking through this cycle is through better civic participation and involvement with electoral politics. Increased voter turnout can help AAPI communities to select leadership that reflects their priorities and is sensitive to their cultural needs.

Several studies have examined the level of civic and political engagement of AAPI's on a wide spectrum of civic related activities. (Ong & Scott, 2009) provides a summary of what researchers have focused on in the past. They described that Karthick Ramakrishnan in his studies examined volunteerism and voting and found that AAPI's are an untapped community that can help sway political votes in future elections. Pei-te Lien narrowed his research by examining Asian immigrants voting pattern and learned that some foreign born Asians were more inclined to participate in electoral politics than U.S. born Asians, still others like Park, et al., who was one of the first researchers looking at Asian American students at the college level and discovered that they leaned toward more community service activities over politically charged events. Finally, Kang looked at the Internet as an emerging field that intersects with civic engagement and uncovered that civic activity also exists in the online realm. These studies confirm that AAPI's have interest in civic activities and yet are still confronted with several barriers to engagement including perceptions of AAPIs as being a perpetual foreigner, model minority myth, immigration history, and perceptions about AAPI belonging in Politics.

Chan's (2009) research highlights that there are differences in the level of participation as well as motivation based how AAPI youth identify themselves racially and ethnically. In her study where she reviewed relevant literature related to civic engagement of AAPI youth, she found that depending on the salience of their racial and

ethnic identities AAPIs who identifies as “pan-Asian” or belonging to the collective Asian community, are more inclined to participate in political activities that advocate for the rights of all AAPIs. Whereas, AAPIs who identifies only with their respective native country, are more interested in participating in civic related activities that promote their respective community.

Barriers to participation in community colleges. Across the country, institutions of higher education are working to create civic engagement opportunities so that students can apply their learning to real world problems (New, 2016). If students are given the opportunity to learn, develop, and practice their civic duties in school then they will most likely develop the foundation needed for greater participation in future civic activity well beyond their college years. This type of exposure in college can help solidify their lifelong commitment to upholding their civic responsibilities and being active members of our society (Bridgman et al., 2015). However, community college students find it difficult to be involved with campus activities outside of the classroom experience, even with all of the advantages of being involved and civically engaged.

Community colleges are designed to be a two-year experience hence the reason why they are sometimes referred to as the 2-year system. Given this context, students are expected to be ready for transfer to a 4 year institution or at the completion of their academic aspiration (s) (i.e. associates degree, certificate of achievement, technical training, etc.) in two years. However, according to the 2017 report titled, “The Transfer Maze: The High Cost to Students and the State of California” the average amount of time it takes community college students to transfer is about 5 years. Many community college

students work full time as they typically come from lower socioeconomic communities. Based on the Community College Research Center statistics, about 80 percent of community college students have jobs, with 39 percent working full-time. This could explain why many take more than two years to complete their educational goal.

Research on community college students show that they most struggle with work, financial aid, and family obligations. (Smith, 2019). Due to these challenges, students report that they don't have time to study let alone be engaged on campus. And while the average time spent at the community college is more than two years, much of the research on student engagement shows that community college students struggle to be involved with campus activities. Given their shortened time, community college students have fewer opportunities to utilize services and actively engage on campus (Cooper, 2010). Identifying systemic barriers like financial hardship can lead to better civic engagement and other learning opportunities on campus. Finding multiple ways to engage students at all stages of their academic experience including classroom related curriculum to co-curricular activities can expand the options for students to engage at their level of comfort or intensity.

Perpetual foreigner. Even though AAPIs have been a part of the social, cultural, and economic fabric of the United States since the 1800's (Chan, 2009). AAPIs unlike other immigrants (mainly European), have continually been treated as perpetual foreigners in this country. This perception has restricted the ability of AAPIs to feel a part of mainstream America. This is evidenced by the Japanese Incarceration camp which is on the more severe end of this stereotype to every day micro-aggressive questioning of our

citizenship like, “Where are you from” or “You speak English really well”, even if the AAPI individual was born in the United States. To be treated like a perpetual foreigner limits the AAPI community from fully participating in the political process and “reiterate the idea that Asian American communities are victims of oppression, racism, and discrimination, albeit in different ways than other communities of color” (Murjani, 2014, p. 84).

Model minority myth. The model minority myth is the false belief that AAPIs, through their hard work, drive and ambitious attitudes, innate intelligence, and emphasis on education and achievement, have been successful in American society and are therefore not impacted by the glass ceiling phenomena. In this study, the AAPI community consists of over 25 ethnic groups. Therefore, “creating monolithic truths based on two or three high-achieving ethnicities does a disservice to everyone” and “erases the experiences of AAPIs who do not achieve” (Ng et al., 2007, p. 99). Additionally, “high achievement cannot solely be attributed to even one group as this stereotype does not hold even within a singular AAPI identity” (Murjani, 2014, p. 83).

Unfortunately, an extensive amount of what is known about the AAPI population has been based on stereotypes and false perceptions rather than by empirical evidence (Goldrick-Rab et al., 2009; Teranishi & Nguyen, 2011). The dominant narrative about AAPI’s in higher education is that they are a model minority student who do not need the same level of support and resources as other minority populations. They are rarely considered “at-risk” and often miss out on programs and services meant to help students who need additional support and guidance. Even though AAPIs represent the highest

number of degree graduates, they still face the same challenges around retention, engagement, and graduation as other marginalized communities and deserve the same support services afforded to other underrepresented groups on campus.

AAPIs experience a unique conflict between being seen as highly successful and yet they have not been fully integrated into the mainstream American culture as leaders, role models, and even popular personalities in television and movies. This lack of visibility and representation in the various sectors of our social, cultural, and political institutions sends a strong message that AAPIs do not belong in this country.

Immigration history. AAPIs have been a part of the United States since the 1800's (Chan, 2009) and they represent over twenty-five AAPI communities in the United States (Murjani, 2014). AAPIs markedly began to experience systematic racism around 1882 with the introduction of the Chinese Exclusion Act which denied Asians to immigrate to the U.S. for almost 60 years (Zhou & Lee, 2004). A significant influx of Asians began entering the United State after the passing of the Immigration Act of 1965 and the fall of Saigon in the late 1970's (Chan, 2009). It is well known, although possibly contested by certain conservative groups, that immigrants have served as the backbone of this country's economic growth and continues to do so through cheap labor and the exploitation of one's undocumented status.

For decades, AAPI members faced a number of barriers that might explain their lower rates of voter registration and turnout. Because many AAPI's members are immigrants, they are likely to encounter informational barriers due to lack of English proficiency like the ability of getting information about voter rights in their respective language (Ong &

Scott, 2009). Since many AAPI communities are made up of recent immigrants, language has served as a primary barrier for political participation (Ong & Scott, 2009).

Perception that AAPI do not belong in politics. AAPIs have long been stereotyped and perceived as apolitical. This perception is not only damaging but also leads to erroneous assumptions that AAPI students are only passive observers that do not care about issues that negatively impact their communities (Wray-Lake, Tang, & Victorino, 2017). As discussed earlier, there is wide evidence that AAPI's are active participants in civic engagement and have historically participated in prominent civic movements including the Civil Right protests in the 1960's, the San Francisco State Ethnic Studies strike, and Farm Workers rights, (Ong & Scott, 2009; Park et al., 2009). To ignore the fact that AAPI's have stood in solidarity with these movements is a blatant disregard of their positive contributions to our country's progressive advancements in the political, academic, and social arenas.

Conceptual Frameworks

The following conceptual frameworks are offered to examine structural inequities as well as barriers that might inhibit AAPI community college students from fully engaging in co-curricular activities related to civic education and participation. The theoretical significance is that this paper will look at both AAPI civic engagement and community college civic engagement.

Critical race theory. Critical Race Theory (CRT) was an outgrowth of the critical legal studies movement that once help shape the ideals for civic values and help define the characteristic of an "effective citizen" in our society (Tyson & Park, 2008). A core

principal of CRT is that racism is pervasive and that it shows up in all aspects of our culture and therefore theorizes that white power structures within our society are supported and legitimized to benefit some and oppress others. (Tyson & Park, 2008). CRT has served as an instrumental tool for many organizations including educational settings to examine the power structure imbedded in their policies and practices.

Ladson-Billings (2005) argues that CRT has an important function in educational scholarship and that it serves as a framework to further analyze and critique educational research and practice. In addition, CRT provides a social justice lens to examine structural inequities that might explain the disproportionate success rates of students of color compared to their white counterparts and provides educators with tools to identify issues of inequity rooted in the educational system.

Using CRT as a framework to critically examine how AAPI's participate in civic education can help identify existing gaps in current literature. Understanding how AAPI's develop their racial identity especially as it relates to their experiences with discrimination, sense of belonging, and development of their civic capacities are important to analyze through a CRT perspective. CRT can also inform us on how students experience their campus environment and detect any campus environment influences in both learning and developmental outcomes (Pascarella, 2005). Current knowledge about campus climate reveals that campuses with hostile and discriminatory environments have a negative effect on student learning (Cabrera, 1999). To this end, this paper will study civic engagement among AAPI community college students through a CRT lens and investigate any forms of inequities that may hinder this population from

fully participating as active civic learners. Finally, CRT can help shape current practices and policies to ensure that more inclusive civic learning pedagogy for AAPI community college students are considered. .

Theory of involvement. Plutzer claims, “by far the greatest determinant of political involvement is past political involvement, and the biggest predictor of noninvolvement is past noninvolvement (Plutzer 2002). Using Alexander Austin’s (1999) Theory of Involvement, the word “involvement” is defined as “...the amount of physical and psychological energy that the student devotes to the academic experience” (p. 518). Austin reasons that students who are actively engaged on campus by devoting considerable time to their studies, co-curricular activities, and interacts frequently with faculty, peer, and staff, are more likely to be successful in college (Austin, 1999). Austin also argues if students are involved in meaningful volunteer activities associated with their college experience, they will likely develop life-long critical leadership and soft skills which support the ideals and goals of civic education (Austin, 1993). Utilizing Austin’s theory of involvement to design strategies for civic participation among AAPI youth will yield significant gains in citizenship engagement as well as positive academic impact among this population.

Critical conscious development theory. Critical Consciousness has been said that it “can be a gateway to academic motivation and achievement for marginalized students”, (El-Amin et al., 2017, p. 1). Critical Consciousness Development Theory (CCDT) is defined as “the capacity of oppressed or marginalized people to critically analyze their social and political conditions, endorsement of societal equality, and action to change

perceived inequities (Diemer et al., 2017, p. 462). Simply put, CCDT involves a process of critical thinking and developing a deeper understanding of structural inequities and oppressive systems that leads to some form of action and change.

CCDT has been found to serve a critical measurement tool for underrepresented populations by analyzing their “collective effort to produce sociopolitical change via transformative activism and civic engagement (Diemer et al., 2017, p. 462). For this study, CCDT will be utilized to examine the relationship between AAPI students’ experience with racial discrimination, their perception of inequity and social justice, and level of critical consciousness and whether or not these experiences led them to participate in civic activities.

Definition of Terms

To clarify and provide context to this research paper, I offer the following working definitions in order to understand civic engagement in higher education as it concern AAPI community college students:

AAPIs. While acknowledging that there is a wide spectrum of unique characteristics and differences within the diverse AAPI community in the United States, for the purposes of this study, the term AAPIs is all inclusive and is intended to reflect all Asian groups listed in the United States census bureau. While some AAPI’s may prefer to identify with their respective ethnic group (Hsu, 2013; Lien et al., 2003), others as many as six out of ten AAPI’s would label themselves pan ethnic during some point in their lives (Hsu, 2013; Lien et al., 2003). This paper illustrates the complexity of the AAPI label as this study will show the difficulties of getting out of the tendency to generalize the

experiences of this heterogeneous group. Even so, based on their shared experiences, we can come to some conclusion that are applicable to the general AAPI population without diminishing the importance of the varied and distinct differences among the subgroups. One such example is that AAPI's lean towards more liberal economic positions and vote as Democrat (Desai, 2018).

It is important to note that the term AAPIs in this study are those that self-report that "American" is an integral part of their identity. They include those who were born in the U.S, received U.S. citizenship, or culturally identify as an American. International students are not included in this study as their lived experience is vastly different from AAPIs and some of the variables being studied in this research paper (i.e. racial identity development in the context of growing up in the U.S.) does not apply to them.

Youth. The targeted population for this paper is college-age students. According to a number of studies looking at youth and civic engagement, many of them consider this group as "those who are in transition between adolescence and adulthood, frequently bracketed between the ages of 15-25" (Middaugh, 2012). However, some studies such as, The Center for Information & Research on Civic Learning & Engagement, use a more expansive age range for civic participation to include youth up to 29 years of age (Godsay, 2014). For this study, youth is defined broadly to include individuals between the ages of 19-29. Based on the most recent available data, over half of the student population at Bay Valley Community College (BVCC) falls within the 19-29 age bracket. According to the 2016 "Fall End-of-Term Headcount Percentage Distribution by Age Range", the report indicates that 21% of 19 years old and less, 46.8% between 20-24, and

13.8% between 25-29 years old attended BVCC. This accounts for over half of the student population at BVCC and is the primary reason why this age group will be targeted for this study. No minors will be included in this research.

Civic Engagement. The extant literature has contending definitions for civic engagement (Newell, 2011) but one widely accepted version adopted by civic scholars is a definition developed by Ehrlich (2000) where he contends that “civic engagement is working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes”, (p vi.). This paper will use the terms civic engagement, civic participation, civic education, and civic learning interchangeably throughout this study. In addition, “civically-minded” will refer to students who are civically engaged and those who experience a positive growth in their civic attitudes and values. Pulling from the above definitions, this study will investigate civic engagement by the three types of civic participation described below.

Civic behavior. Civic behavior are patterns, themes, and levels of engagement in a wide variety of academic and co-curricular activities that are civically related.

Civic agency. Civic agency in this research paper looks at students’ level of confidence, their sense of belonging on campus and in their respective communities, and whether or not they view themselves as having an impact in their local and external communities, as indicators of how well they can advocate for themselves and others. Civic scholars such as Yates & Youniss (1998) contend that the development of civic

agency requires students to be politically committed and knowledgeable about complex social issues as noted in the next definition.

Civic Knowledge. This study defines civic knowledge based on students self-reported level of increased knowledge about global and national issues as well as problems facing their local community and AAPI community. It also touches on the ability to view civic topics from multiple perspectives different from one's own position.

Conclusion

What we know about supporting AAPI youth civic engagement. The growing body of research tells us that AAPI youth are interested in leadership positions and have expressed that they have strong desires to serve in a leadership role within their respective community (Park et. al, 2009). We also know that they want to be engaged on campus and would like to participate in civic activities but adversities like financial hardships and family obligations keeps them from being actively engaged. Furthermore, existing literature has informed us that AAPI's typically are drawn to specific types of civic engagement activities based on their demographic and background experiences including their immigration status, socioeconomic conditions, age, and ethnic identity (Wray-Lake, Tang, & Victorino, 2017). For example, we know that AAPI's are "motivated by issues important to their particular ethnic communities" (Wray-Lake, Tang, & Victorino, 2016, p. 8). One notable find that doesn't seem to apply to AAPI's is the civic engagement indicator for socioeconomic status (SES) such as a parent's educational level, which showed that neither income nor education fully explained AAPI's voter attendance (Wray-Lake, Tang, & Victorino, 2017). Finally, we also know

that community service activities more so than politically based ones are much more attractive to AAPI students. With the increasingly number of AAPI's entering our community college systems, the time to create opportunities and expanding their civic capacity is now.

What we still need to know. Even though there is data that clearly shows the advantages of students being civically engaged, AAPI youth is a group who's civic and political behavior that has not been largely explored or investigated. A survey of the literature reveals there are a couple of primary areas where there are notable gaps. The first involves the absence of significant data related to AAPIs and civic engagement. (Vanada, 2010). There is ample research looking at civic engagement and college students but very little has targeted AAPI students. More research is needed to advance theory and practice by identifying the conditions for creating optimal environments for AAPI students to fully participate in civic related activities.

Understanding the varied experiences of AAPI college students “will help facilitate efforts to develop programs and co-curricular practices that can better serve the learning and development of this fast-growing population in higher education” (Park et al., p. 76). As a community, they can increase their voting power by participating in electoral politics and ensuring that their communities are well represented by leaders that reflect their cultural values and needs. Hence the reason why it is important for educational systems to recognize how cultural factors play into AAPI student level of engagement and unveiling their unique experiences and patterns that are distinct to this group. Furthermore, by understanding the unique challenges of AAPI community college

students, we can identify the impediments to participation and create culturally responsive programming which is a critical step to improving civic and political engagement among this population.

Chapter Three: Methods

The research questions examined in this study were: RQ 1: What factors support and constrain AAPI community college students' ability to fully participate in civic activities? RQ 2: How does being involved in civic engagement contribute to AAPI community college students' academic achievement, campus involvement and leadership, and critical consciousness development? This chapter presents the rationale for site and sample selection, a detailed description of the methods used to measure both quantitative and qualitative constructs followed by data collection and analysis, limitations of the research, researcher's positionality, and will conclude with a summary statement.

Site Selected & Rationale

The research site selected for this study was at Bay Valley Community College (BVCC) which is located in a highly dense, diverse, and affluent area of the western United States. BVCC is considered one of the premiere community colleges in the region for consistently receiving national recognition for its high transfer rates, diverse student body, and academic and other campus awards. BVCC is centrally nestled between several globally recognized high-tech companies. The campus is also a national leader in community college civic education known for its long history of supporting civic based programs as part of its core institutional mission and values.

BVCC mission statement emphasized equity and civic learning as part of their core values. The college explicitly included civic engagement in two of their six leading values which are: integrity, innovation, equity, developing human capacity, institutional core competencies, and civic engagement for social justice. The latter two specifically

speak to building student's civic capacity. For example, under institutional core competencies it described how students will achieve this skill by "participating in a democratic process, respect social and cultural diversity, appreciate the complexity of the physical world, and understand the significance of both environmental sustainability and social justice," (BVCC Website, n.d.)

Bay Valley Community College spent many years building and leading the civic engagement charge and elevating the message of why civic engagement is a critical part of student development at a community college. BVCC developed a reputation for being a staunch advocate of civic engagement and having authority on this subject. This perception led to an invitation by the United States Department of Education for BVCC to be part of a national task force on the role of civic engagement in higher education, with the BVCC President serving on the taskforce, resulting in the report "The Crucible Moment: College Learning and Democracy's Future" (The Civic Learning and Democratic Engagement National Task Force, 2011).

BVCC was chosen for this study for its civic engagement legacy coupled with its high number of AAPI students on campus. Asian/ AAPI students make up approximately 40% of the entire student population of about 18,000 based on the campus' 2016 enrollment report. That figure does not disaggregate AAPI students from International students. It does however represent the largest minority group at BVCC which is reflective of the demographic population in the city the college is located in. Although AAPIs are well represented within this region, they have been mostly absent in the representation of elected positions. This gap is what prompted the creation of the AAPI Institute for

Democracy (AAID) at BVCC. AAID is one of three thriving civic based programs at BVCC. The second well-established program is known as Bay Democracy in Action (DiA) which is a robust center that serves as the hub of civic related programs, activities, and events. The third civic based program falls under both the DiA center and the Political Science department called the California Action for Democracy Retreat (CADR). For the purpose of protecting the identity of the site institution, BVCC, all three program names above were given a pseudo name.

Participants

Population sample selected. Participants included in this study were AAPI identified students between the ages of 19-29, and currently attending Bay Valley Community College. Participants were invited to take the on-line survey which was available to take on their computer or cell phone. At the end of the survey, interview participants self-identified themselves and were followed up by the researcher, resulting in 92 total participants (31 males, 44 females, 3 others). They all acknowledged that “American” was an integral part of their identity including anyone who was born in the U.S, received U.S. citizenship, or culturally identified as an American. Since international Asians are culturally different from AAPI, the focus of this study largely remained exclusive to AAPIs.

Demographic profile of survey respondents. One of the complexities with studying AAPIs as a singular group is that there is often overgeneralization of their lived experiences in the United States. Unlike other racial minority groups where they largely speak the same language and observe the same religious and cultural holidays, “Asian-

Americans speak different languages, practice different religions, and come from different cultural backgrounds, and the consequence of that heterogeneity are unequal outcomes” (Chen, 2018, p. 1). Participants were given the option of 24 subgroups, of which 11 were selected. These 11 Asian countries were divided into four categories, grouped by geographic location, listed in no hierarchal order in Table 1.

Table 1.

AAPI Subgroup Categories (N = 80)

AAPI Subgroup	Racial/Ethnic Groups	Size	%
East Asian	Chinese, Japanese, Korean, and Taiwanese	<i>n</i> = 24	29%
Southeast Asian	Indonesian, Malaysian, Thai, Vietnamese	<i>n</i> = 30	33%
Filipinx	Filipinx	<i>n</i> = 15	17%
South Asian	Indian, Pakistani	<i>n</i> = 11	11%

Note. *n* = number of participants in each subgroup.

As mentioned above, AAPI communities are widely diverse in their background and lived experiences. This was true for this population sample, where survey respondents represented a range in socioeconomic background, immigration history, and citizenship status (see Table 2). About *n* = 44 (56%) of the respondents identified as female (see Figure 1). Recognizing that gender is non binary, male or female, this research provided the option of reporting gender in multiple categories.

Table 2.

Citizenship and Generational Status

U.S Born	Foreign Born	Naturalized Citizen	Permanent Resident
n = 56 (55%)	n =19 (19%)	n =9 (9%)	n =16 (16%)
First Generation	Second Generation	Third Generation	Fourth Generation
n = 65 (92%)	n =3 (4%)	n =2 (3%)	n =1 (1%)

Note. n = number of participants in each group.

The age of the survey participants ranged from 18 years of age to 29 years and older. It was reported that 72% who participated in the survey were between the ages of 18-25 ($n = 78$).

Figure 1. Gender profile

As Table 3 illustrates, about half of the respondents, $n = 33$, came from low to lower middle-income Socio-economic Status (SES) families that made less than \$59,999

annually prior to enrolling at BVCC. The income question phrasing were taken directly from BVCC's annual civic engagement survey (as part of the national The Democracy Commitment project) which they have been collecting since 2012.

Table 3

Annual Family Income (N = 71)

Perceived Annual Parent/Guardian Income in High School	Size	%
< \$19,999 (low income)	<i>n</i> = 10	14%
\$20,000 - \$59,999 (low middle income)	<i>n</i> = 23	32%
\$60,000 - \$99,999 (middle income)	<i>n</i> = 16	23%
\$100,000 - \$149,000 (upper middle income)	<i>n</i> = 14	20%
\$150,000 or more (high income)	<i>n</i> = 8	11%

Note. *n* = number of participants in each subgroup.
Academic and Work Profile of Survey Respondents

Survey respondents' academic profile shows that the majority of them, *n* = 64, have the desire to transfer to a 4-year university as their intended academic goal. Twenty reported that they want to receive their Associate of Arts degree, 9 want to earn a certificate of achievement, and 1 is working towards a vocational degree also known as Workforce Education. At the time of the survey, 60 (81%) students were enrolled full-time (12 units or more) and 34 (45%) identified as being a First-Generation college student.

Approximately 70% of the survey respondents worked as shown in Table 4. The number of hours worked per week varied between 19% working less than 10 hours and

25% working over 21 hours per week, of which an alarming 5% worked over 40 hours per week. The number of students who reported that they work on campus was $n = 17$. It is plausible that these students work closer to 20 hours as the campus has a 19 hour per week cap on student workers. Assuming this is the case, that would result in a higher percentage of students who work at least part time while attending school.

Table 4

Work Commitment (N = 74)

Work Hours Per Week	Size	%
1-10 hours	$n = 14$	19%
11-20 hours	$n = 18$	24%
21-30 hours	$n = 8$	11%
31-40 hours	$n = 7$	9%
More than 40 hours	$n = 4$	5%
I do not work	$n = 23$	31%

Note. n = number of participants in each subgroup.

Interview participants profile. Among the eleven survey participants that volunteered to be interviewed, 5 identified as female and 6 identified as male. As shown in Table 5, Vietnamese American students made up the majority of the interviews, followed by Chinese American and Filipinx that had a tie of two participants each. The rest had only one participant each including Asian Indian, Korean, and Taiwanese. All participants indicated that their academic goal is to transfer to a four-year institution and 5 shared they wanted to obtain an Associated of Arts degree. When asked why they

choose to come to BVCC, there was a wide range of responses from getting better preparation to transfer to their choice schools, financial reasons, sibling recommendation, and being known as one of the best community colleges in the region.

Table 5

Interview Participant Profile

Interviewee	Ethnicity	Female	Male	Involvement
1	Vietnamese	X		High
2	Vietnamese		X	High
3	Taiwanese		X	Med
4	Vietnamese/Chinese	X		Med
5	Korean		X	Low
6	Chinese		X	Med
7	Asian Indian		X	High
8	Vietnamese/Chinese	X		High
9	Filipina	X		High
10	Filipina	X		Med
11	Chinese		X	High

Note. I = Interviewee. Coding (I-2 = Interviewee number 2). Involvement (High = before college AND during college, Med = before OR during college, Low = none)

Materials

Civic engagement survey. To capture AAPI student's civic engagement experience, participants completed a revised version of the "Civic Engagement Survey" designed by

The Democracy Commitment (TDC) which is a national platform exclusively aimed at advancing civic participation among community college students (AASCU, 2019).

Additionally, the survey was supplemented with items drawn from surveys of youth civic engagement (Flanagan, 2007) and research on critical consciousness around perceived racial discrimination (Ballard, 2015) and positive identity formation (Iwamoto and William, 2010).

The survey was organized into two overarching categories a) student profile information and b) civic engagement experience (see Appendix A for complete list of questionnaire items). Respondents provided background information regarding their basic demographic profile on their racial/ethnic identity, age, citizenship, and family income and education status (Questions 3-12), academic status (Questions 14-16), and work commitments (Questions 17-19).

Participants were asked about the types of civic activities and how frequently they were engaged with them in high school and at BVCC (Questions 21-23). In addition, questions about their electoral and political participation (Questions 24-25) and involvement with specific civic based programs at BVCC (Questions 26-29) were asked to further identify their exposure to civic activities. Survey questions exploring student's motivation, political identities, attitudes, beliefs, and family influence (Questions 30-40) help contextualize their personal engagement with civic activities. Respondents were also asked to share their experience about whether or not they think BVCC promotes civic engagement, is welcoming of different political views, and contributes to their civic learning development (Questions 42-46).

Students were probed about their views on civic engagement and it impacted their academic success (Questions 47-52), their racial/ethnic identity development (54-64), campus involvement and leadership growth (Questions 65-68), and their experience with racial discrimination and future interest in electoral politics (Questions 69-73). This survey instrument measured several broad categories of civic activity that community college students might engage in. I provide some examples of the constructs I examined below.

Civic engagement. Civic engagement was divided into three types of civic participation and each was measured by looking at specific indicators related to civic behavior, civic agency, and civic knowledge.

Civic behavior. Civic behavior was measured by examining the level of frequency AAPI students actively engaged during their time at BVCC. Students who participated in 15 or more civic related activities between high school and college were scored as having high engagement. Anything below that was considered having low engagement. Respondents were given a list of 15 civic activities that ranged from their involvement with school-based clubs to discussing politics with their family and friends (see Appendix A). Students were asked to indicate their level of participation on a Likert scale ranging from “Never, Annually, Semi-Annually, Monthly, Weekly, Daily” before and after coming to BVCC.

Civic agency. Civic agency was measured by asking respondents a range of questions regarding their ability to advocate and contribute to their respective community and the larger world. They were asked a series of statements including, “I see myself as part of

the campus community, as an individual who can have impact on what happens on campus, and as someone who and can speak out for themselves and others”. They selected from the Likert scale ranging from, “Strongly Disagree to Strongly Agree” to rate themselves.

Civic knowledge. Civic knowledge was measured by asking respondents to self-assess their knowledge of global issues, national issues, issues facing the community where they live, and issues facing Asian American community. The response options for each of the items followed a Likert scale ranging from “Not at All to a Great Extent”. Respondents were also asked about their views on the value of civic engagement at the community college level.

Academic achievement. To measure the level of academic enhancement resulting from AAPI students’ involvement, participants were asked to what extent it helped them stay in school, helped with their academic performance in class, and whether or not it had any influence over their future career direction. A 3-point Likert scale was used and the response choices ranged from “Not at All to a Great Extent”.

Campus involvement and leadership. To measure campus involvement and leadership development, participants were asked if they considered themselves a leader and whether or not they currently served in a formal leadership role with a simple yes or no response. AAPI students were also asked to reveal to what extent they agreed or disagreed about their ability to make a positive contribution in this world. Lastly, participants were asked on a 4-point Likert scale ranging from “Hardly to Almost Always”, how frequently they plan on engaging in civic activities post college.

Critical consciousness. Survey respondents were asked the following question, “have you ever experienced discrimination or harassment based on your Asian American identity?”. They were given the response options of “always, very often, sometimes, rarely, never, and I don’t know”. They were also asked if their experience with discrimination motivated them to get involve with civic related programs and activities.

Survey respondents were asked, “how important is being Asian American to your identity” and were given the response options of “extremely important, very important, moderately important, a little important, or not important at all”. Furthermore, students were asked a succession of questions about their post college civic involvement to determine if having prior engagement will lead them to want to actively engage as an adult.

Background variables. While the study had several background variables, only two of them were measured using statistical analysis; gender and socioeconomic status. This study did not use a binary system (either woman or man) to categorize gender, instead it also offered respondents the ability to also choose non-binary/third gender, gender fluid, or self-describe their preference. However, because there were so few who identified other than male or female, they were not used in any of the analysis. One measurement looked at the difference between men and women when examining their level of increased civic knowledge at BVCC. The socioeconomic status was based on the student’s perceived combined annual family income while they were in high school.

Interviews. The interviews were designed to dig deeper into the survey questions and to cross-validate, corroborate, and confirm the results of the quantitative analysis (see

Appendix B). The interviews also allowed me to investigate aspects of my research questions that are not as easily captured through a survey. This method permitted me to get at meanings, a richer narrative that might clarify their civic behavior that cannot be explained in numbers. For instance, when asked why AAPI students don't participate in civic engagement, I was able to get more in-depth answers behind this question as they offered their perspective which is tied to their values and beliefs. Using the above framework, interview participants were asked about the benefits of being civically involved and how it empowered them.

Participants were questioned about the connection between their civic and leadership experience with improving their academic performance and increasing their confidence level (Questions 11-12). In addition, they were asked if they believed that their involvement with civic engagement/leadership helped them connect with the campus better than if they had not been involved (Question 10). These two questions intersect between civic engagement and student involvement theory, the latter provided by Austin (1999) where he validates the importance of campus engagement as a way to develop leadership skills among college students. Lastly, students were asked to identify a current AAPI leader in the country to test their civic knowledge on how much they know about their own community as well as current civic affairs.

Research Design and Procedures

This study used a mixed method approach to explore and investigate the factors that create an optimal civic learning environment for AAPI students at a single community college. I employed a mixed method approach known as the "Concurrent Triangulation

Mixed Method Design” (see Figure 2) to measure the impact of civic engagement on AAPI student’s academic achievement, campus involvement, and critical consciousness development at the two-year system (Creswell, 2003).

Both the quantitative and qualitative were administered essentially during the same 4-week period and were collected concurrently in one phase. I conducted one on one interviews to investigate a deeper understanding of the research questions and to validate the survey results. I used Qualtrics, an on-line survey instrument, to collect qualitative data while applying IBM SPSS Statistical Analysis software to perform the statistical tests on the quantitative data. The data was analyzed separately and then compared to each other in order to confirm, cross-validate, and corroborate findings.

Survey participants were recruited by email and classroom presentations. Participants had the choice of completing the survey on their personal computers or mobile device. Interview participants were recruited through self-identification in the survey. The interview times ranged between 30-45-minutes each, and were asked 19 questions that followed up on the survey questions. The semi-structured interviews were held in my private office, was audio recorded using a digital recording device and was immediately backed up on a password encrypted computer accessible solely by the researcher. Qualitative data was coded and analyzed for themes, patterns, and links to literature review. Prior to the interview, participants were required to complete a consent form (see Appendix C). Survey participants had the option of entering a drawing for a \$25 gift card (a total of 4 were given away) while each Interview participants received a \$10 gift card for their time.

Figure 2. Research Design Map Showing Mixed Methods Analysis

When developing the mixed method approach, both methods were examined to determine the best design. Creswell (2003) explains that qualitative research stems from the social sciences and is utilized to interpret human behavior. “It is an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting” (Creswell, p. 1-2). Whereas, quantitative research is more concerned with measuring things (Miles & Huberman, 1994).

The rationale for using qualitative methods is best explained by Merriam and Tisdell (2016), “qualitative research is based on the belief that knowledge is constructed by people in an ongoing fashion as they engage in and make meaning of an activity, experience, or phenomenon” (p.23). Furthermore, they point out that qualitative research gives voice to those that have been historically marginalized and under-represented in our society (p.7). It also seeks to understand their experiences and provides findings to legitimize them.

There was no definite number for how far the survey reached across BVCC’s campus as email distribution was used as just one approach to recruiting participants. The recipients of the emails were encouraged to invite as many AAPI identified students in their respective classes, programs, and clubs hence the reason why an exact number is not known. In the seven weeks that the survey was available on-line, 92 surveys were returned. However, not all 92 completed the survey in its entirety, about one third of the participants dropped mid-way leaving approximately 60 completed surveys.

The survey was only available in electronic form and could be accessed using a mobile device or computer. The survey was distributed electronically to various academic units and student affairs departments on campus. A total of thirteen emails were directly sent to the leadership members of AAPI based clubs as well as civic-based organizations on campus. Others were emailed directly to Faculty members and Directors of programs that were related to AAPI studies or had a civic component to their syllabus such as political science and history classes (10).

One of the best recruiting methods was asking faculty members if I could come to their classrooms and speak briefly about my research. A total of 10 different classrooms were visited during the process of data collecting. A short 5-10-minute informational presentation was delivered followed by a brief question and answer period. Flyers were distributed (see Appendix D) at the end of the session with information about the research including the link to the survey. The number of flyers distributed to each of the classrooms varied based on the classroom size and the total number of AAPI students who were eligible to take the survey, this ranged from 5-40. Soon after these classroom presentations were done, there was a noticeable spike in the survey responses.

Analytic Approach

Data analysis of the quantitative survey response included both descriptive and inferential statistical analyses. I used three statistical tests to analyze and measure the findings in my survey, they include a) Pearson's Correlation which tested for the strength of the association between two continuous variables, and b) Chi-Square which tested for the strength of the association between two categorical variables, and c) Descriptive data

to look for meaningful patterns, frequencies, and summarization of either the whole or partial sample of the population. Qualitative data from the interviews were transcribed, coded and then analyzed for themes and patterns that could substantiate the findings in the survey.

To answer RQ #1, I used descriptive data to look for patterns in civic behavior, civic agency, and civic knowledge in examining both the quantitative and qualitative methods. For civic behavior, I examined the frequency of civic activities (see Table 5) to determine if the level of engagement was high or low. A Paired Samples t Test was performed to measure any significant changes in their civic behavior from high school to entering community college. In addition, Chi Square tests were performed to examine whether there were significant differences between low SES and high SES participants regarding rates of participation in civic engagement during high school and at BVCC. I also looked for themes in the interviews to identify factors that support and constrain AAPI student's ability to participate in civic engagement.

For civic agency, I again used descriptive statistics to look at respondent's perception on their ability to make a difference in the world. Using Chi Square test to analyze for statistical significance, I examined low SES and high SES AAPI students to determine if socioeconomic factors influenced the level of civic agency between those two groups. Qualitative data analysis explored factors that undermine and support a strong sense of civic agency.

Descriptive statistical analysis was used to measure participants civic knowledge. I examine respondents experience on whether or not BVCC increased their knowledge on

various community issues. Specifically, participants were asked to select from a 4-point Likert-scale (not at all, very little, somewhat, and to a great extent) to what extent did their experience at BVCC increase their knowledge on global, national, local, and AAPI community issues? Chi square tests were completed to determine if there were differences in civic knowledge among low and high SES as well as between males and females.

To answer RQ #2, bivariate correlations were performed to examine the relationship between civic engagement and the following: enhanced academic experience, campus involvement and leadership, and critical consciousness development. In particular, I searched for themes in the interviews that showed a link between academic success and increased levels of confidence through their participation with civic activities. To explore the correlation between civic participation and co-curricular experience among AAPI students, I performed a bivariate correlation (using Pearson's R) test for relationships between highly engaged student and their civic growth and development. Survey respondents were asked to select from a 4-point Likert-scale (not at all, very little, somewhat, and to a great extent) to what extent did their participation in civic engagement enhance their academic experience.

Researcher's Positionality

Milner's (2007) article discusses the importance of positionality and offers four frameworks to consider when doing research. They include: "researching the self, researching the self in relations to others, engaged reflection and representation, and shifting from self to system" (p. 395). With that in mind, I approached this study with the

understanding of how my many identities, including the power that I hold in my professional position, has influence on the research process from beginning to end. This framework also made me think critically about the power I hold as a researcher and the inherent tensions that may exist in my relationship with my study participants. This was especially true when I was recruiting students for my research as there were several instances where I had to cross paths with students that I supervise. I also checked for personal biases, checked my values and beliefs, and steered clear from making assumptions based on my own personal experiences by being transparent and mindful throughout the process. Thus, I tried to remain neutral so that my research findings were not perceived as bias or prejudicial.

Chapter Four: Findings

Introduction

This chapter addresses the findings that emerged from the mixed method study that investigated Asian American Pacific Islander (AAPI) community college students and their varied experiences with civic engagement. The first section examines factors that support or constrain three aspects of civic engagement: Civic Behavior, Civic Agency, and Civic Knowledge. The second section examines the relationship between civic engagement and three sets of outcomes: Academic Achievement, Campus Involvement and Leadership Development, and Critical Consciousness and Racial Identity Development.

Findings: Research Question 1

What factors support and constrain AAPI community college students' ability to fully participate in civic activities?

Civic behavior. To learn about the factors that support and constraint civic engagement, I first examined patterns of civic activity as reported on the "Civic Engagement Survey" developed by The Democracy Commitment (AASCU, 2019). Understanding what civic activities AAPI students are drawn to can help shape best practices and campus policies for changing civic behavior among this population. Additionally, interview participants were asked about their experience with civic involvement, why they think AAPI students don't generally participate in civic activities, and to provide ideas and suggestions for increasing civic engagement among their peers.

Finally, differences in patterns of behavior reported on the survey were examined by gender and socioeconomic status.

Patterns of civic behavior. Survey respondents were asked how frequently (based on a Likert scale of never, occasionally, and frequently) they participated in a set of 15 civic activities both when in high school and since arriving at BVCC. As seen in Table 6, following news (62% & 56%) was the highest ranked activity, followed by school sponsored clubs (41% & 32%). Discussing politics with friends (24% & 29%) and family (18% & 23%) also had high percentages of participation.

Students appeared to be drawn to leadership roles on their campuses with 29% of them participating in high school and 26% of students continuing in their leadership experience at BVCC. They also seemed to gravitate toward volunteer opportunities in the community (27% & 23%). Other school based civic activities AAPI students participated in included cultural clubs (15% to 18%) and civic based organizations (15% to 15%), both of which were moderately ranked. The least frequent activity in this category was community-based service for class at only 8% in high school and 9% at BVCC.

AAPI students at BVCC did not participate as frequently in activities that involved political action and expression. Ranked in order of highest to lowest frequently participated political based activities, expressing political opinion on social media (18%) had the highest score followed by signing online petitions, raising awareness about political issues, and participating in local, state, and/or national campaigns which all

ranked at 15%. Participating in a boycott or other types of protest received the lowest rank at 6% in both high school and since entering BVCC.

A Paired Samples t Test was used to compare participants' level of activity in high school versus college. Results indicated a statistically significant decrease in participating in a school sponsored group or organization, $t(64)=2.51$, $p < .05$, an increase in discussing politics with family, $t(63)=3.07$, $p < .01$, and an increase raising awareness about politics with others, $t(63)=2.38$, $p < .05$.

The overall pattern suggests that a majority of participants demonstrated interest in the news, and many are socially active, participating in school sponsored activities. A substantial minority (1 in 4) are substantively engaged through volunteering, school leadership and political discussion. Very few actively express their political views or participate in electoral politics. Following news (i.e. internet, tv, print, radio) in comparison to discussing politics with family and friends suggest that AAPI students favor solo activities where they can engage on their own time. And while there was a slight decrease in following news in college, the opposite occurred when discussing politics with friends and family members, both reporting 5% increases. The changes overtime suggests that as AAPI students get older, they are gradually seeking out their peers and family to actively engage with them about politics.

Table 6

Participants' Rates of Civic Engagement as Indicated by Behavior

Civic Engagement Indicator: Behavior	Prior to CC (<i>n</i> = 70-72)	Since Entering CC (<i>n</i> = 65-67)
Informational Engagement		
Obtain news through internet, tv, print, radio	62%	6%
Discuss politics with friends	24%	29%
Discuss politics with family	18%	23%
School Based Civic Participation		
School sponsored clubs & orgs	41%	32%
Served in leadership role at school	29%	26%
Participate in cultural club	15%	18%
Participate in civic-based club	15%	15%
Engage community-based service for class	8%	9%
Community Based Civic Participation		
Volunteer in your community	27%	23%
Political Action and Expression		
Express political opinion on social media	17%	18%
Sign on-line petition	16%	15%
Raise awareness about political issues	11%	15%
Attend event on social or political issue	10%	12%
Participate in local, state, national campaign	7%	15%
Participate in boycott or other protest	6%	6%

Note. *n* = number of participants in each group.

Participant perspectives on civic behavior. In order to better understand what enables and constrains participation, interview participants were asked a series of questions related to their civic behavior. They include, “what leadership activities/organizations/clubs are you involved in at De Anza?” and “what motivated you to get involved at De Anza?” Interview participants were also asked, “what do you think are the main reasons why AAPI students don’t get involved with politics?” and “if you have not been involved in civic related activities, can you explain why you haven’t taken an active interest?” While some of the findings were commonly understood phenomena as supported by existing literature, others offered a rare glimpse in the life of an AAPI community college student struggling to find their voice in a complex system that is heavily influenced by race and politics.

Barriers.

AAPIs and model minority myth. Four of the interviewees directly commented on the model minority myth as acting as a barrier for civic and leadership involvement. Interviewee-7 claimed that the model minority myth is one main reason why AA students don’t get involved in politics saying, “they don’t fit the prototype of a civic(ally) engaged person”. This aligns with the quantitative results that showed that students are not as involved in political based activities including boycotts and other forms of protests both in high school and in college. One student described it best by explaining,

(AAPIs are) to be obedient and polite, this is in direct contrast to how someone would behave in politics. We don't want to act out and draw attention to ourselves...you don't want to make a scene. You don't want to cause a ruckus and draw negative attention to yourself. Politics is a very controversial topic, so obviously you don't want that kind of attention. (I-8)

Another destructive way the model minority myth has worked against AAPIs is that they often subject them to labels. Such is the case of what type of profession and activities they should engage in. Several interviewees commented that the reason why AAPIs students don't get involved in politics is because they have been steered into majors and profession that don't include politics and leadership. Rather they have been encouraged to go into the STEM field or other traditional "Asian" career paths like medicine, law, or business. Interviewee-6 shared, "...a lot of Asian-American parents would stress to their kids, "oh, you should be a doctor," or something like that. They are pressured to go into that field when they don't really want to." Another student provided this perspective,

I feel like one of the main reasons AAPIs are not generally involved in politics is because that—there's a stereotype. Since I'm an AAPI, I have to be in, for example, a STEM field. It's not always the case, but I have to be in the STEM field. I have to do a 9:00 to 5:00 job. I need to be a part of a big company and earn a lot of money. (I-7)

Lack of leadership and civic identity. Nine out of the eleven students were not aware that they held a leadership position and appeared to only recognize the connection during the interview process. When asked the type of civic engagement and leadership activities they participated in before and during their time at BVCC, these students often paused and asked the researcher if I thought the position qualified as a leadership role. Some of these positions included being a math tutor, school year book editor, and serving in a strategic role in a club sport. Since these activities were not accompanied with a specific title like "president, chair, or team captain", these students were not aware that they in fact were in a leadership position. One student explained that until he received a highly

selective leadership role at BVCC, he didn't think his prior experiences qualified as leadership roles even though there were clear indicators (I-2).

Likewise, about half of the interviewees initially did not think that some of the activities they were engaged in were indeed civic-related. One interviewee didn't consider his involvement with a local health clinic which was a Chinese based non-profit that serviced the AAPI community as civic engagement only because his only contribution was doing data entry. He believed because he was instructed by his mother, who was also a volunteer at this organization, that it did not qualify as civic engagement (I-6). Some of the participants raised the problem that AAPIs do not generally see themselves as leadership material in part because society does not see them as leaders and therefore, they do not seek leadership roles. This provides more context for the quantitative finding that 26% of the survey respondents reported serving in a leadership position on campus. This leaves 74% of students who do not engage in leadership and civic activities that could serve to positively impact their experience while in college.

Parental values and cultural influences. Five of the participants pointed out that parental and cultural influences are significant barriers for civic involvement. They all spoke about parental and cultural expectations and how being in a leadership or political position are not congruent with AAPI norms and values. One participant spoke about how her parents instilled in her to believe that “everything we do is for college...and to not go off the beaten path” (I-9). Another interviewee shared, “I feel like in a lot of Asian communities we were taught with our parents to lay low...” just look after yourself, but keep everything on the—don't really try to speak up and everything. Be very reserved”. I

had a lot of conflicting issues with that growing up.” (I-9). The same participant pointed out that there are clear gender inequities in the AAPI culture where it is not appropriate for women to speak their mind. She characterized herself as being defiant for speaking her mind and spoke about its impact, “I think I've always been a really rebellious person. When we talk about gender stereotypes and the restrictions we had growing up, I identify with that so much.

Still yet another participant explained that AAPI culture does not view leadership as being important nor do they have the perceived leadership qualities and the power to participate in politics, “I don’t think that they’re that confident enough to get into politics, because the Asian culture...In a way, like maybe they don’t have the power to do that” (I-11). Still others offered other possible reasons why their family influences mattered. One of the students who identified as being Vietnamese and Chinese American explained how her mother’s own history as a refugee hindered her ability to engage in civic activity.

Yeah. I think I didn’t really realize it, like I said, when I was growing up, but now that I’m trying to be more actively involved for myself[...]I guess to my family and my cultural ties. I think definitely for my mom it played a big role because she escaped as one of the Vietnamese boat people. I know in terms of going through trauma like that, it’s easier. I realize it passed on to me as a personality as well. You like to push things aside like if you don’t think about it, it’ll go away. When you bottle it up, you’re going to explode eventually, so I think just with that experience in mind it definitely affected her mindset of everything’s gone now. (In her mom’s words) “why do we have to—why should I vote and cause more unnecessary chaos? You know, everything is stable, and I like it stable”. (I-8)

Other responses included "maintaining balance and harmony is more important than going in your individual direction and following your own ideas" (I-9), further explaining that deviating from cultural norms can create conflict and that AAPI parents raised their kids to “not go off the beaten path and express our individual beliefs”. Finally, one

student shared that his mother gave him this advice, "don't volunteer too much in class, or else the teachers, they'll get annoyed with you" (I-11).

Parental influences are strong as illustrated in Table 6 where the least frequently engaged activities consisted of those that were either perceived as political or controversial in nature. There is a cultural expectation for AAPI students to act accordingly to their family values and oblige with their parental wishes which may be explain the lack of AAPI youth participation in civic activities. As one student shared about the conflict between him and his mother, he expressed how he wants to participate in political activities but because of his mother's experience growing up in a communist country, he feels conflicted as she often sways him from participating in activities that might disrupt the current "stable government" in which they live in (I-11).

No visible AAPI representation. Students were asked to name a current AAPI leader in our country; however, the majority of the students could not identify any one person. Interview participants visibly struggled with this question perhaps because they have never been asked this question before but more so for their inability to name a person on the spot. Of the 4 survey respondents who answered this question, only 2 reported that they could name a leader. Five of the interviewees said that the lack of visible AAPI leaders in the United States was a significant reason why youth are not more civically engaged. When probed further about the reasons why they believe there was low representation of AAPI politicians, one suggested that apathy in youth discouraged young people from participating. Expressing his own feelings of disconnect with politicians he states, "Yes, you represent me racially, but you don't represent me politically" (I-3). This

gives additional context to understanding the finding that only 7% ($n = 59$) of the survey respondents said they would run for office frequently in the future.

Structural and institutional barriers. Additionally, there were conflicts with time mostly with work, family, and school obligations that prevented some of the students from engaging in civic and leadership opportunities. One student explained that he wished he could participate but he just doesn't have the time to commit to co-curricular activities (I-3), which was a consistent theme for all four participants who raised this as an issue. Another offered this explanation for why students don't engage.

[...] it's time dependent for some people. If you're working three to four jobs and you're a student, obviously you're not going to get enough time. Then the rest of the people, I think they have the time, but they either just don't have that drive or that motivation or any—or there's the third group which they have no reason to get involved [...] people are kinda selfish. Like, "Oh, if this is not affecting me, why should I get involved and waste my time?" [...] there's a variety of a different (reasons) why they don't get involved (I-7).

Aside from the lack of time, there were other critical structural barriers that restricted some students from participating. Of note, one shared that the reason why she couldn't join any clubs on campus was because she didn't drive and therefore transportation was her biggest barrier from participating (I-10). For another student, being a student athlete prevented her from participating in other activities on campus as her schedule was mostly constrained to her study and sport and simply did not have flexibility built into her schedule (I-9). Another student offered up a practical reason for the lack of student participation, money. "Students don't get involved because they are simply too busy, they have more urgent things to do, that's (to make) the money. Making money is their priority" (I-5). Another noteworthy factor was the lack of a safe places on campus to

engage in political discussion. One student shared, “I can’t find the right space to talk about difficult topics” (I-1).

Consistent to the quantitative results, students upon entering BVCC showed a decrease in student involvement of clubs and organizations from 41% to 32%. Competing priorities such as juggling college level work and the need to hold down a job may intimidate students from getting involved once they enter college life.

Factors enabling participation.

Integrate into coursework and motivation incentives. Many participants suggested that civic engagement or components like a service-learning project, should be integrated into the course work (I-5). One shared that civic engagement should also connect to the student’s career goals in order to amplify their resume in hopes of facilitating their chances of transferring to a university. Anything that improves the likelihood of student’s getting into their top schools is considered a major motivating factor for community college students (I-9). Along the same theme, another student proposed that civic engagement should be linked directly to a job opportunity as students are more concerned with paying for their school and rent than being involved on campus (I-4).

A subgroup of students involved in civic-based programs at BVCC all advocated for the support of these programs and the need for the college to continue them (this was shared in the context of the college going through a budget deficit crisis). One student spoke passionately about an AAPI civic based program that she had participated in recently.

More programs like AAPI Institute for Democracy aimed at "having fun and uplifting" and "very serious"[...] ability to have space to reflect on themselves and how that is connected to politics (p12); requiring civic engagement hours; having faculty who is engaged, is relevant and current in their teachings; making it a "community thing [...] power to the people" (p. 13-14).

Personal and emotional connections to civic issues. Many participants spoke about the critical need for AAPI students to participate in the political discourse currently taking place in the country. They would like to see more educational programs that help students connect their personal lives with meaningful discussions about the potential impacts of legislative policies on their families and community. One student suggested that we go directly where the student may already be experiencing a sense of disruption in their lives and help them see the direct impact between their experience and how to take action (I-7). An example the student shared was the current budget deficit crisis at BVCC.

If they're more aware of how it directly relates to them—for example, if I'm in a certain math class or a music class, for example, and they're shutting down the music department, that's a direct connection, right? I have a pathos reaction. Like, "Oh, this is emotional. I'm getting directly affected, so I have to do something about this." Then there's that small spark or fire that they need to kind of get involved. If there's a direct connection between what's happening and what the student is kind of doing, then I think that's one way you can definitely get more students involved in politics or just civic engagement in general. (I-7).

A similar take on the one described above, another student explained that it's important to evoke an emotional response and educate students about their community issues using media platforms about real life people struggling in their

communities. She adds, “help show the personal connection to the issue being raised to help students connect the dots” (I-8).

Differences in civic behavior based on gender and socioeconomic status. In addition to examining overall patterns of behavior, I looked for relationships between types of civic activities varied by gender and socioeconomic status. There were no statistically significant differences based on gender. One area where socio-economic conditions appeared to impact the level of civic behavior was participation in cultural-based activities, [$\chi^2 (2) = 6.61, p < .05$]. A closer look at their civic behavior, students from low socio-economic status, (SES) families that had an annual parental income less than \$59,999, participated in cultural-based activities more than students from higher income families prior to attending BVCC.

Civic agency. I examined AAPI student’s perception regarding their ability to make a difference in the world. Understanding how they viewed their level of civic agency is directly tied to their capacity for civic learning. In order to identify conditions that could lead to better civic engagement, participants were asked how being involved in civic and leadership activities aided them in their personal and social growth; ultimately increasing their sense of confidence and self-advocacy. First, I examined participants’ patterns of civic agency as indicated by their responses on the “Civic Engagement and Impact on AAPI Community College Students” survey. Interview participants were also asked, “ how has your involvement with (civic engagement) aided in your personal and social growth and development” and “what are some specific skills that you have developed having participated in (civic

engagement) that you believe you will carry with you in your lifetime”. Finally, patterns based on SES and gender were measured by performing Chi square tests.

Patterns of civic agency. Responses were mixed on how students perceived themselves in the area of civic agency. Nearly 64% of students saw themselves as someone who has something to offer the world, and yet only 36% reported that they can have an impact on what happens in this country, and only 3 percent more (39%) reported that they can have an impact on what happens on campus. One hopeful result showed that 63% of students reported that they are able to speak out for themselves and others. Additionally, about 50% of respondents reported feeling connected to their communities on (51%) and off (56%) campus.

The discrepancy between their positive attitude on their ability to contribute and their negative position about their ability to have an impact may be explained by AAPI cultural values. Humility is a revered virtue practiced by many AAPI communities (Park and Kim, 2008) and as such being humble is not only a cultural norm but a behavioral expectation. Therefore, “offering” could have been interpreted as “giving” which is another AAPI cultural custom but “impact” may imply as one making an important contribution which is in contrast to being modest thus explaining the inconsistency in that particular response. In addition, the relatively low perception on their ability to make change in our country and on campus could be due to feelings of apathy, a lack of confidence, feeling disempowered, or not having the right resources, access, or tools to advocate for change. Furthermore, AAPI student’s positive level of connection to their community and on campus can be an indicator

that they have culturally based resources available to them within their respective communities and at BVCC. The latter may also be due to the fact that BVCC has a large AAPI demographic and being the largest racial/ethnic group on campus, could by default, produce a strong sense of belonging.

Table 7

Participants' Rates of Civic Engagement as Indicated by Agency

Civic Engagement Indicator: Agency ($n = 59$)	Agree	Disagree
Something to offer the world	64%	3%
Speak out for themselves and others	63%	3%
See themselves as a part of community outside	56%	5%
See themselves as a part of campus community	51%	2%
Have impact on what happens on campus	39%	8%
Have impact on what happens in this country	36%	14%

Note. n = number of participants in each group.

Participant perspectives on civic agency. AAPI students identified several factors that help shaped their civic agency (see Table 7) as well as reasons why they felt disempowered by our political process, hence the lack of civic participation. There were also different results between low and high SES students related to how they viewed their level of civic agency. They are described later in this section.

Factors that support a strong sense of civic agency. Interview participants were asked to identify benefits of being involved in civic engagement as it relates to building their capacity for civic agency. Findings showed that there is a direct link between

students who are actively engaged in civic learning and leadership development with that of feeling more connected to their campus and community.

Nine out of eleven participants agreed that being involved in civic and leadership activities helped them better connect with their campus. One student spoke about how being involved forced her to familiarize herself with campus resources which aided her ability to navigate the campus better. In addition, it gave her a greater sense of purpose because she felt she was doing something meaningful and contributing to campus life, “I feel like also being involved in organizations gives you a purpose ... it’s about helping the community by volunteering. It makes you feel you’re doing something meaningful” (I-9).

Included in many responses was the sense of value in participating in civic learning as it helped them develop important practical skills that will carry with them through their lifetime. They spoke about how being involved increased their listening and public speaking skills, working with diverse groups, perspective taking, and better understanding of different learning and leadership styles. As one participant described it, “I feel maybe collaborating with people and knowing—it taught me that not everyone works the same way and other people have different approaches to things” (I-9). They also believed that being engaged in civic learning helped them become a more informed citizen which prompted them to want to take action as this participant explained, “what I believe in is the first step to making a better world is helping people who aren’t—who are outside your immediate community, whether that’s your family, friends, or everything in

between. I guess in terms of civic leadership... I just saw injustice growing up. I guess, growing up, I knew I wanted to get involved” (I-2).

Factors that undermine civic agency.

Apathy and disempowerment. The results of the survey data corroborate with the findings from the interviews where students’ feelings linked to apathy and disempowerment are reasons why students are not civically engagement. One student commented, "if there's no issues directly affecting us, then why get involved [...] there is a feeling of discouragement among youth, even though we do speak up, nothing will change...that's what I feel every day" (I-5). Still another student states, “my vote doesn't matter, so why am I going to vote and get involved in all of this" (I-4). Three other participants agreed they don't think their vote has any "power" or will make a difference (I-7).

Colorism, accents, and language as forms of barriers. Colorism, a form of prejudice based on the color (or shade) of the skin which are attached to social meanings, highlights an invisible problem that exists among AAPI groups but largely kept hidden. Participant I-9, a darker skin Filipina, shared that students with darker complexion may internalize the idea they should not be in a leadership position largely because “lighter skin people reaffirm that belief by setting their expectations low of darker skin people”.

Asian accents also serve to act as a barrier for civic engagement as one Korean American student shared a specific example of how this affected his family. As a relatively recent immigrant, the student felt because of their strong accent and limited English proficiency, that prevented his family from feeling empowered and in control of

their lives. When they lived in S. Korea his parents had the ability to speak with their local representatives to fix whatever that needed attention. Here in America, his family does not feel like they have access to their local city officials due to the language barrier. There is a sense of inequity because people with a strong accent are not taken seriously (I-5).

Differences in civic agency based on socioeconomic status. As with civic behavior, I examined whether levels of civic agency varied by gender and socioeconomic status. Students from low socio-economic status (SES) families that had an annual parental income less than \$59,999 saw themselves as having lower civic agency their peers from a higher income home. Chi square test suggested a statistically significant difference between low SES and high SES participants. Specifically, low SES students thought they had less of an impact on what happens on campus, $\chi^2 (2) = 6.28, p < .05$, as well as someone who has something to offer the world, $\chi^2 (2) = 6.43, p < .05$.

One area low SES participant scored higher than their high SES counterparts was their connection to the external community. As seen in Figure 3, more low SES students saw themselves as part of a community outside the college (62%) compared to their high SES counterparts (46%). Low SES students were less likely to agree that they can have impact on campus compared to high SES students (23% vs. 54%). In addition, low SES students showed less civic agency than high SES students (46% vs. 79%), when asked the statement, “I see myself as someone who has something to offer the world”.

Figure 3. A comparison between low SES and high SES students on their level of civic agency.

Civic knowledge. Recognizing that knowledge is dynamic and important part of building one's capacity for civic involvement, I examined the extent to which BVCC had an impact on AAPI student's civic knowledge. For instance, both survey and interview participants were asked to name a current Asian American leader in our country. The reason for this question was to examine their level of awareness about their own community which is associated with developing lifelong habits of civic engagement. Survey respondents were also asked about their position on whether or not civic engagement is important to learn in college. Furthermore, they self-assessed their level of knowledge related to global, national, local, and AAPI community issues. Interview participants reflected on their own knowledge and how it impacted their level of civic participation.

Participant assessments of the impact of BVCC on their civic knowledge.

Respondents were asked if they believe civic engagement is important to learn about in community college. 52% strongly agreed, with 32% somewhat agreeing, and 0% indicating that they disagree, ($n = 60$). The result clearly indicates that AAPI community college students' value civic learning and want to be more civically engaged. In addition, 67% ($n = 61$) have taken a class centered around politics, civic engagement, and social inequities. Students reported that by taking these courses, 27% ($n = 37$) plan to vote in the next election and 22% plan on taking another similar course.

Table 8 provides information on survey participants level of civic knowledge based on their academic experience at BVCC. Only 13% of survey respondents reported that their experience at BVCC increased their knowledge of AAPI community issues to a great extent. In contrast, 25% said that they increased their knowledge about national issues, and 23% said they increased their knowledge about global issues and their own community where they reside to a great extent. The lack of AAPI representation within political arenas may explain the low knowledge level about AAPI community issues. For example, only five out of 11 interview participants could identify a current AAPI leader in our country, and 2 named the same person in office.

Table 8

Participants' Evaluations of the Impact of BVCC on their Civic Knowledge

Civic Engagement Indicator: Knowledge (<i>n</i> = 60)	Great Extent	Not at All
National issues	25%	15%
Table 8 Continued		
Global issues	23%	20%
Community where I live	23%	25%
AAPI community	13%	25%

Note. *n* = number of participants in each group.

Participant perspectives on civic knowledge.

Absent of basic knowledge and motivation. Nine of the eleven participants expressed that the leading cause for why they and their peers do not participate in civic activity is because they lack the basic knowledge, approach, and understanding about politics. One student provides this viewpoint.

“...a lot of AAPIs have trouble being able to speak up on their issues, or even being able to identify what their issues are...that really affects and really translates over to how involved they are politically. Because I think one, they don't see it. Two, they don't really know how to approach it. Three, I don't think we have—sometimes it's hard for them to find the right space to talk about it, too, because it's such a heavy topic” (I-1).

Some students raised questions about the definition of certain terms including civic engagement, generational differences between first, second, etc., and model minority myth (I-11). For example, when questioned about his civic engagement activities, I-11 responded by asking, “what is civic engagement?”. Eleven (*n* = 56) survey respondents

reported that they didn't know what Model Minority Stereotype was and therefore could not answer whether or not they believed the stereotype hurt AAPI communities.

Although many AAPI community college students want to engage, they are embarrassed because of their lack of confidence and knowledge about electoral politics whether that be on a national or local scale. As a result, they would rather not participate at the risk of being shamed, ridiculed, and negatively judged by their peers. One interviewee described how she intentionally avoids participating in small group discussions whether they are inside or outside of the classroom. She explains that she fears being humiliated, embarrassed, looking stupid, and uninformed (I-4). Student, I-9, shared, "I'm not sure if I'll feel welcome there (political based clubs) because I don't know a lot about politics, so sometimes it's easier to not go in". One student spoke about the integrity of the voting process and shared her discomfort with voting "blindly". She described that "[...]if I don't know the full information (about a candidate or issue), I don't feel it's right for me to vote" (I-10).

Differences in civic knowledge based on gender and socioeconomic status.

Respondents were asked whether or not their experience at BVCC increased their knowledge of global issues, national issues, issues facing their general community where they reside, and issues facing the AAPI community. As with civic behavior and agency, I examined whether participants' indicators of gains in civic knowledge varied by gender or socioeconomic status (see Figures 4 and 5).

Chi square test suggested a statistically significant difference between low SES and high SES participants on self-reported gains in level of knowledge related to global

issues, $\chi^2 (2) = 6.13, p < .05$. As seen in Figure 4, students from low socio-economic status (SES) families, reported higher gains in their level of knowledge related to global issues. Interestingly, there was no statistical difference between low and high SES participants related to the other dependent variables. When looking at gender as the independent variable the results showed that men did not experience an increase level of knowledge as the women had around issues facing their general community where they live, $\chi^2 (2) = 6.86, p < .05$.

Figure 4. A comparison between income and level of civic knowledge. SES = Socio-economic Status.

Figure 5. A comparison between gender and level of civic knowledge.

Findings: Research Question 2

How does being involved in civic engagement contribute to their academic achievement, campus involvement, and critical consciousness development?

Academic achievement. I approached this section by examining the level of influence civic engagement had on student's academic achievement. Survey respondents were asked about whether or not being actively involved in civic activities helped them stay in school, direct them to a career path, and aided them with their academic performance in class. Descriptive statistics was used to identify where the impacts of civic engagement on their academic experience were the strongest. In addition, bivariate correlations were performed to identify relationships between the level of civic involvement and its significance on AAPI students' academic experience. Interview participants were asked to explain whether or not their involvement with civic

engagement helped them academically. The results of this discovery can lead to increase resources for civic learning as it can facilitate the college's goals related to academic success, retention, and graduation. It can also amplify the campuses' student equity initiatives that all California Community Colleges has as a part of their strategic master plan.

Relationship between civic engagement and academic achievement. To examine the relationship between civic engagement and academic achievement, I first used descriptive statistics to examine participant responses to a series of questions in which they evaluated the impact of civic engagement on their own academic achievement. As seen in Table 9, participants reported that being involved with civic activities had the greatest impact on helping them stay in school, closely followed by influencing their career path, and assisting them with their performance in class.

Table 9

Civic Engagement and Academic Achievement

Academic Experience (<i>n</i> = 57-58)	To Great Extent	Somewhat	Not at All
Helped me stay in school	26%	43%	31%
Influence career path	23%	39%	39%
Helped with academic performance in class	22%	45%	33%

Note. *n* = number of participants in each group.

Additionally, bivariate correlations (using Pearson's *R*) were used to analyze the relationship between participants' level of civic engagement (measured by the sum of their involvement in the 15 civic behaviors measured in section 1) and their reports of the

impact of civic engagement on their academic performance. The types of civic activities can be reviewed again in Table 6. There was a positive correlation between the total number of activities and student reports that civic engagement helped them stay in school because they felt more connected to campus, $r = .303$, $p < .022$. There was also a positive correlation between the number of activities and students' belief that civic engagement influenced their career options, $r = .426$, $p < .001$. Lastly, there was a positive correlation between number of activities and students' belief that civic engagement had a positive effect on their academic performance in class, but this relationship only approached statistical significance, $r = .230$, $p < .085$. This suggest that being engaged on campus has transferable benefits inside the classroom.

Participant experiences of gaining academic skills and competencies. Interview participants were asked how their involvement in civic engagement and leadership activities helped them academically. Congruent to the quantitative results, where respondents favorably reported that civic engagement helped them academically, the findings of the survey participants also expressed positive associations with civic learning.

Yeah, my confidence definitely skyrocketed from that. Then, as for the sense of belonging, being part of the council for my class alone, it did feel like I was part of something just because we were working together collectively for the benefit of the class and the benefit of people in our grade. Cause we did want everyone to succeed in academics, competition wise, and stuff like that. I did feel like I did belong within that community (I-10).

In addition, being civically involved appear to motivate this participant to stay in school.

It gave me something to do during high school. At first, yeah, it gave me something to do 'cause, like I said, I was going through some stuff, so it made it hard for me to want to do well in school. I knew I had to stay in school. That wasn't a question, but as for doing well, I wasn't very motivated. I think [redacted student club] gave me something to look forward to. I mean, I would have stayed in school whether I was in it or not, but it was nice to have something to look forward to (I-4).

Increased confidence. Five participants spoke about how being engaged in civic and leadership activities positively contributed to their academic experience. They described that being an involved student increased their confidence, help develop their social and interpersonal skills, and gave them real life experience working with people from diverse backgrounds which will prepare them to enter a diverse workforce. Several of them shared how these skill sets easily transferred into the classroom including how having increased knowledge of current politics raised their confidence level and as a result felt more comfortable contributing their voice in class.

Being involved increased my confidence which in turn help me be more confident to speak up in class. It also helped me to be more empathetic toward my teachers because I got to see them beyond the classroom and saw they did a lot more than just teach a class. They were responsible for much more than I was aware (I-10).

They also developed concrete life skills like public speaking, empathy, organization, and time management. One participant emphasized that being involved in civic based leadership helped her develop an open mind which allowed her to better understand others from their perspective.

I think the most important one was definitely empathetic listening. I've always been the type of person to be—before, I guess, I used to be about me and always talk about myself first. When I first learned what empathetic listening was through [redacted civic program], it made me realize how important it was to do that in so many different group settings. Not just academically but professionally. Even just socially as a friend, right? It's very important, because it shows that you're—you care about what that other person has to say first. In a way, you're

showing that you're trying to be more open minded to a lot of different thoughts and opinions before you speak up on it, too, (I-1).

While there were many positive associations with being civically engaged, there were some who didn't think it had any impact on their academic performance (I-4). One student acknowledged that being involved had both positive and negative effects. Being too involved was a distraction as it took away from his academic priorities but on the same token it helped him be more organized and better at managing his time which helped him with his academic work (I-8).

Not gonna lie. I'd say my high school, at least throughout my last two years of high school, I mean I'm gonna blame it on senioritis as well, but it definitely was more on me, of course. Not the academic activity itself, but it deferred me away from my priorities I'd say just 'cause I was so invested in it, which I believe is still as important, but like you said, it's good to have a balance. I think in terms of communication skills, organizational skills definitely, I could apply that to my academic life as well.

Campus involvement and leadership development. I investigated the relationship between AAPI students' level of civic engagement with their experience and perception of their own leadership strengths and civic agency by applying a bivariate correlation test. Survey respondents were asked to self-assess their level of confidence on having a positive impact on their campus and in the larger world. In that same line of questioning, they were also asked to rate their ability to advocate for themselves and others. Interview participants were asked to reflect and describe whether or not they felt better connected to their campus due to their civic involvement. Examining the links between civic engagement, sense of campus belonging, and the influence on AAPI's student's leadership development, is critical to understanding how to motivate and prepare the next generation of leaders among this invisible community.

Correlation between civic engagement and campus involvement. I conducted a bivariate correlation (using Pearson's R) test to determine if there was a relationship between participants' level of civic engagement (measured by the sum of their involvement in the 15 civic behaviors measured in findings section 1) and how they view their sense of civic agency and leadership capacity. The results of the test indicated that there were several significant positive associations between the two variables. The highly engaged students saw themselves as a) having positive impact on what happens on campus, $r = .415$, $p < .001$; b) having positive impact on what happens in this country, $r = .337$, $p < .01$; c) someone who has something to offer the world, $r = .325$, $p < .05$; and d) and finally, someone who can speak out for themselves and others, $r = .333$, $p < .05$. There appears to be a strong association between students who are highly engaged on campus and civic growth.

Participant experiences with campus involvement and leadership. Interview participants also noted that being engaged helped develop a sense of belonging and richer connection to campus. All but two of the interview participants reported that they felt better connected to their campus when they were involved in some kind of campus engagement (I-8). When asked if the student felt a strong connection to BVCC through her involvement with sports, she replied,

Yeah, definitely. I feel because I'm involved in these activities, it forces me to spend more time at school rather than just isolating myself and be like, "oh, class is over I'm going to go home". It forces me to stay here and actually become familiar with a campus and familiar with the facilities that this school offers. Also, to actually have to step out and talk to people like when we have donation drives and stuff and we're like, when you're out promoting, then I actually have to talk to them (I-9).

Another student spoke about how his involvement on campus helped him get better connected to other students who share the same cultural values and interest. “Yes, it helped me get connected to my community better; because I'm already involved that helped me to initiate my interest in starting a new club” (I-11).

Critical consciousness and racial identity development. To better understand the role of civic engagement in AAPI student’s racial identity and critical consciousness development process, I asked survey participants how important their AAPI label was important to their identity. In addition, respondents were asked to reveal whether or not they had experienced racial discrimination in their lifetime to test the critical consciousness theory that implies a process where a person who is “awaken” by their experiences with injustice prompts them to take action. I was also interested in learning what types of civic activities AAPI students would most likely participate during their post college life. Looking more closely at the correlation between highly engaged students and their post college civic interests, a bivariate correlation Pearson’s R test was performed.

Correlation between civic engagement and racial identity development. Survey respondents were asked how important is being AAPI to their identity? Using the bivariate correlations Pearson’s R test, I examined the relationship between level of activity and participants’ racial identity development. Results of the Pearson correlation indicated that there was a positive association between students who are highly engaged and who expressed being AAPI is important to their identity, $r = .277$, $p < .05$. This

suggests that AAPI students are recognizing their identity formation through a critical social justice lens which validates the critical consciousness theory.

High engagement and post college civic involvement. The results of the survey showed that about 60% of the survey respondents claimed to have experienced discrimination or harassment based on their AAPI identity. However, there was no significant difference between those that experienced discrimination and a post college civic involvement. Asked if their experience with discrimination motivated them to get involved with civic related programs and activities, only 31% reported yes ($n = 59$). Without the benefit of deeper exploration, the low response rate may be attributed to AAPI's student's lack of awareness about civic opportunities or the unavailability of accessing civic activities on their own. In addition, AAPI students may not have yet developed their critical consciousness lens. Whatever the reasons may be, the low response rate raises some valid questions about the impact of civic engagement and critical consciousness theory. However, more research is needed in order to fully understand the reasons why more AAPI students did not respond more favorably to that question.

Only the students who are highly engaged reported to having a direct correlation with post college civic involvement. Students appeared to show a strong association with activities that centered around community service and helping others. Participating in electoral politics, $r = .377$, $p < .05$, and running as a political candidate in the future, $r = .324$, $p < .05$, indicated a slight decrease in correlation compared to the other post civic activities as illustrated in Table 10 below. Survey findings suggest that the route to civic

participation is not exclusively through critical consciousness. Some AAPI students may enter civic learning through developing their civic agency. That said the 30% who shared that they were motivated through experiences with participation may be taking a different route through critical consciousness.

Table 10

Correlation between Highly Engaged and Post College Civic Involvement

Activity	r	P value
Promote social or political change with others	.627	< .001
Be actively involved in political and social issues	.638	< .001
Donate money to political or social causes	.456	< .001
Demonstrate leadership in my community/work	.485	< .001
Help other who may not be as well off as I am	.345	< .001
Vote in local, state, national elections	.377	< .01
Run for political office in the future	.324	< .05

Participant experiences with critical consciousness and racial identity development.

Internalized oppression. When asked about their experiences as an identified AAPI, the students provided a wide range of responses that were rich and complex. They shared stories of racial discrimination, navigating their identity conflicts, and managing the tension between living in two cultures. Some spoke about their shame around their Asian identity as in this example told by one student.

Honestly, growing up for the longest time I didn't like being Asian. I don't know why. "Cause I think it wasn't trendy, so I was like I didn't like being Asian. It was in middle school, that's when I was like, "You know what? There's nothing wrong with it." I don't know what clicked, but I was like there's no problem with it because I can't change the fact that I'm Asian. Then I started trying to force myself to learn the language more 'cause even though I spoke it at home, I stopped speaking it at home 'cause then I just got used to speaking English (I-4).

Another student shared he used to want to be White because he believed that they had more power and privilege in our society but after seeing how other Chinese celebrated their nationality, he too then became prouder of his Asian identity (I-11).

One student described how having dual citizenship created some internal conflict for him as he was often torn between his allegiance to the United States and his native country (I-5). While another shared how her experience with the AAPI civic based program helped her find her voice and civic agency.

I think it shaped me in a lot of different ways. I think [redacted civic program], the first organization, the first space that really piqued my interest and really made me curious about my identity as an AAPI. More specifically, how important that identity is. Why is it so important for me to be civically engaged with that? I think [redacted civic program] has helped me reidentify myself as an Asian America in many ways...it's made me care a lot more for the community. It's made me care for more particularly the AAPI/Pacific Islanders in our community. I have a lot more meaningful topics to talk about with my friends. Before, we'd just talk about what we did throughout the day and boys or whatever, right? I think now, it's like we can talk about toxic masculinity, and being AAPI in the queer community, and a lot more in depth and—yeah, a lot more in depth and deep topics about a lot of issues that we had growing up that we never really fully addressed. I can now put my experience into words. I think that's very meaningful (I-1).

AAPI pride. Many of the participants spoke about their pride for their culture and ethnic identity. They shared proudly about how their families persevered despite the adversity and humble beginnings as immigrants and continued to be rooted in their cultural values and beliefs. One participant described that due to their shared hardships,

the AAPI community can relate better with one another and build empathy through their common experiences (I-11). The participants were also able to articulate how AAPIs positively contributed to the economic and cultural fabric of U.S. society, ultimately benefitting every person who lives in this country. They also recognize the diversity within the AAPI community and believes that this serves as a strength rather than a weakness.

Chapter Five: Discussion

Need for Civic Engagement for Growing AAPI Community College Students

The purpose of this mixed method study was to examine AAPI student's civic capacity and investigate the conditions that either aid or prevent them from fully participating in civic activities at a two-year community college. Furthermore, the study was interested in understanding the impact of civic engagement on academic achievement, campus involvement and leadership, and critical consciousness and racial identity development. Even though AAPI's are the fastest-growing segment of the U.S. population and have the largest segment of college attendees (Pew Research Center, 2013; Wray-Lake, Tang, & Victorino, 2016), AAPI's have yet to participate in electoral politics at the same rate as other minority communities have historically (Chan, 2009). Therefore, using the findings of this study I invite educational and civic leaders to think about how they can best engage with AAPI community college students at their own campuses and organizations, not only because they are a growing demographic but because it is essential that all communities have the ability to participate in the democratic process equally.

There are important benefits of being civically engaged in college as it is connected to increased self-esteem, stronger connections to their community, and a stronger sense of belonging (Schmidt et al., 2006). Furthermore, focused literature on youth and civic engagement point to the importance of youth participation showing a direct link to greater engagement even after college (McFarland & Thomas, 2006 and Park, et al., 2009). Understanding how we can better engage AAPI students will lead to better

involvement in civic activities throughout their lifetime. To that end, this paper will forward our thinking of how AAPI community college students are engaged with civic activities and recommend programs, policies, and practices to support meaningful opportunities and positive pathways for sustainable involvement in civic participation in the future. This chapter discusses the most salient findings of the study, implications, and provides recommendations for future research and direction for professional practice. Finally, limitations of the study and concluding thoughts are presented.

Supports and Barriers to Civic Engagement

Overall, the findings of this study aligned with research on youth in general showed that AAPI community college students were more likely to participate when they feel that they have adequate information about basic civic knowledge. Students who are highly involved in civic and other leadership activities exhibited increased confidence, a sense of belonging on campus, and better academic performance. Students were also more drawn to activities like community service and campus clubs and organizations. Furthermore, they frequently engaged in seeking news stories through various media outlets as a solo activity.

Also similar to the general literature on youth and civic engagement, participants in this study were unlikely to participate in activities that involved political based events like protests and boycotts and very few would actually ever consider running for a political position in the future. In addition, students from low SES backgrounds were less likely than their high SES counterparts to view themselves as making a positive impact

on our society. However, low SES students felt a stronger connection to their community outside of campus.

For this population of AAPI community college students, some additional considerations emerged that may help better serve this population. It's necessary to keep in mind a certain context when working with AAPI students as there are important differences related to their cultural values, immigration history, and how they have been socialized and targeted in this country.

AAPI students shy away from civic activities that are considered too political as these are often perceived to be in direct conflict with their cultural values around obedience, humility and reverence for their parents and elderly. Another significant factor to remember is the model minority theory which has served to be a detriment to understanding the true needs of the AAPI community. Contrary to the belief that AAPI's are apolitical, this study learned that AAPI students do in fact want to participate in civic activities. They expressed overwhelmingly that they want to have civic learning as part of their academic experience.

Supports for civic engagement. Previous literature suggests that US youth tend to gravitate more towards civic and volunteer activities compared to political activities (Park et al., 2009; Syvertsen et al., 2011). This study aligns with those findings, as indicated by the finding that 23% engage in volunteerism vs. 6% who engage in political activities involving protest and boycotts while in college. Additionally, this study draws attention to the importance of taking into account the role of cultural organizations, as 32% of participants noted this form of activity. This is particularly important when

considering AAPI youth civic engagement as it has large implications for how to design curriculum and co-curricular civic learning opportunities for this population. By identifying the types of activities AAPI students were engaged in prior to arriving to college can help educators better understand their motivation and interests.

To support AAPI youth civic engagement, this study parallels previous literature that indicates the importance of making available opportunities for AAPI students to explore their cultural, social, and political identities coupled with developing their critical social justice lens to have the confidence to challenge oppressive systemic institutions (Chan, 2009). Chan (2009) argues that “this type of civic education helps students to understand and experience their multiple dimensions of citizenship and apply their knowledge and skills to promote social justice” (p. 69).

Catering to AAPI youth is essential in designing appropriate civic programs to increase participation. It appears that being highly active in school has major benefits including increased confidence, a stronger connection to campus, and better academic outcomes. This matches literature that strongly supports campus involvement as a necessary part of a students’ collegiate experience (Astin, 1999). By providing multiple and varied opportunities for involvement while in college, AAPI students will likely develop a lifelong interest in civic engagement (Wray-Lake, Tang, & Victorino, 2017). Equally important, current literature shows that AAPI college students who participate in co-curricular activities results in higher satisfaction with their campus experience as it often facilitates opportunities for personal growth and development around their leadership skills and career and academic pathways (Park et al., 2009).

Barriers to civic engagement. Several core findings in this study identified barriers for civic engagement among AAPI students. Identifying these barriers yielded possible ideas and suggestions for creating conducive environments for AAPI students to participate in civic activities in the future.

Lack of visible AAPI representation. There were a wide variety of reasons research participants reported as being barriers to civic involvement. The one barrier that seemed to rise to the top was the lack of visible AAPI representation in prominent positions. About half of the interview participants expressed that the lack of representation of AAPIs in politics and in high profile leadership positions in our country makes it more difficult for youth to see themselves in these roles. This finding was congruent with the survey results which reported that the lack of representation in national politics as well as in executive leadership position are the most critical issues facing AAPI today.

Focused literature affirms that the absent of role models and visible representation of AAPI's in leadership roles impacts their ability to imagine themselves in those positions (Lin, 2007) This may explain why only 7% of survey respondents reported that they would consider running for a political office in the future. The lack of visible leadership in politics has real detrimental consequences for the AAPI's as it means less outreach to this community which further exacerbates the feelings of alienation from the political process. These finding suggests the critical need for greater civic engagement opportunities in community colleges so that more AAPI's students will consider taking a leadership position in the future. These opportunities can serve as a training ground to

prepare students to run for political office so that future generations can visualize their own potential as a leader in our political institutions.

Model minority myth as a barrier. The model minority stereotype emerged as a barrier for civic participation for AAPI community college students. This study found that AAPI students struggle with the model minority myth as they are confronted with competing virtues that are rooted in both the Asian and White American cultural values. For instance, the model minority myth restricts AAPIs from deviating from the perception that they are supposed to be obedient, non-confrontational, and polite. This is in direct contrast to how they view political engagement which is characterized as being controversial and full of aggression. In addition, the popular perception that Asians don't belong in politics because they lack the perceived power and leadership skills also serves as a deterrent for students who want to be politically engaged. As a result, AAPI youth tend to stay away from politics and other forms of leadership and civic engagement activities. This finding parallel other studies that have examined the negative influences of the model minority myth. Park, et al., (2009) maintains that

such stereotypes further mischaracterize Asian Americans as a group with little interest in becoming activists, community leaders, or politically engaged citizens. These common portrayals of Asian Americans could be harmful if they deter students from participating in service, political, or other civic-oriented activities. Moreover, elected officials might overlook Asian Americans as an important segment of the population due to stereotypes of passivity and a perceived lack of community involvement” (p. 79).

Parental and family background influences and cultural values. AAPI students in this study appeared to be persuaded by their cultural values and their parental influences when looking at their level of civic engagement. Five of the interview participants all

addressed the issue of how being involved in politics were not congruent with AAPI cultural values and norms and therefore not supported by their parents. The students believed that drawing unnecessary attention to oneself was an act of disobedience and that bringing shame and embarrassment to the family would be a dishonor. Previous literature validates the finding that cultural values may be attributed to low civic participation specifically with low voter turnout (Wray-Lake, Tang, & Victorino, 2017).

Another factor that might negatively influence student's level of participation may be connected to the family's history related to immigration and their experience with such traumatic events like poverty, being a refugee, escaping from a war-torn country, and living in internment camps. Perhaps getting involved in political activities may be triggering to parents and older generations as it may bring up distressing events from their past. Thus, discouraging their children from participating in political events. One interview participant shared that his mother once told him to not go around stirring up a "stable government", making reference to the United States democratic institution. To provide context, this particular student's family ancestry comes from a communist country. Whether or not there is a direct link to a family's own political history and that of their children's ability to participate is unknown but this study provides some inferences. Nowhere in the literature that was studied made mention of this connection and thus presents a unique research opportunity to further investigate this question.

Lack of confidence in their civic knowledge. A majority of the interview participants ($n = 9$ out of 11) expressed that the primary reason why AAPI students do not participate in civic activity is because they lack the basic understanding about our political systems.

They had rudimentary knowledge of civic education including our government structure as well as limited awareness of events related to politics and current affairs. These perceived deficiencies negatively impacted students sense of self confidence and efficacy. Although many wanted to participate in civic related activities, they were often left feeling embarrassed, discouraged and disempowered. An example of a gap in civic knowledge, some of the interview participants could not explain the concept of civic engagement and in other instances some were not even aware that the activities they were participating in were in fact civic related activities. Literature also touches on the wide variance and terminology of civic engagement which illustrates why students themselves are not clear about the actual definition of civic engagement. This suggest that greater exposure to civic engagement is needed to help close the knowledge gap.

Survey participants reported that they knew the least about their AAPI community (13%) versus issues concerning national affairs (25%) which received the highest ranking. This finding corroborates with the research results where less than half of interview participants could name an AAPI leader in the country and no one could name a person on the survey. This also suggest that the lack of AAPI representation in politics may contribute to the low levels of knowledge about AAPI community issues.

Lack of time. Examining why a gap exists between the desire to participate and actual participation, the study learned that a primary barrier to participation was the issue of time – over half of the survey participants mentioned this as a major factor. Interview participants expressed that the lack of time or in some cases competing priorities got in the way of their ability to participate. Participants shared that going to school and having

a job made it difficult for them to engage on campus. This was also reflected in the quantitative data where 70% of survey respondents reported having a job. About 50% worked anywhere between 11 to over 40 plus hours a week with only 17 ($n = 74$) reported working on campus. These numbers are not surprising considering the demographic characteristics of community college students; where many of them are typically first in their families to go to college and come from working class backgrounds.

While most of the respondents spoke about their interest in being more involved on campus, they expressed the challenges of trying to balance work and school, expressing that anything above work and school would be too stressful to manage. In one case, a student spoke about her challenges with transportation as being a barrier for participation. The student explained that they could not make any of the club meetings and activities which are usually in the late afternoon or evenings because she doesn't drive herself. She explained that she usually catches a ride with her friends as she doesn't feel comfortable using public transportation even though students are provided with a free bus pass to use throughout the year.

The issue of time is a real concern for community college students especially since they are constrained by the two-year process as opposed to a 4- year university where students have essentially double the time to get involved and develop meaningful connections with their respective campus. A few of the study participants eluded to the "get in and get out" mentality that students have upon entering the community college system. Previous studies also found that the primary barrier to participation was time and

that students were consistently pressured with juggling multiple priorities including family, work, and their academic studies (Lui, et. al., 2012).

Even though time is a significant factor, survey respondents reported that about 80% participated in a school club or team sport in high school but dropped to 62 % participation after entering college. The finding suggest that educators should look at the reasons why there is a decline in participation as well as review possible structural and institutional barriers that might prevent students from participating fully on campus. Astin (1984) suggested that institutional policies be evaluated in terms of the degree to which they can increase or reduce student involvement.

Discrepancy in Low Income Youth Participation Level

A closer look at civic outcomes among low SES students revealed some conflicting findings in previous research studies that shows a connection between low civic participation among low income youth (Lui et al., 2012). In looking at their civic behavior (types of activities and frequency) in high school and at BVCC, this study showed that students from low SES families, participated in cultural-based activities at a higher rate than students from higher income families prior to attending BVCC.

In looking at civic agency, students from both high and low SES equally saw themselves as being a part of the campus community while more low SES students saw themselves as part of a community outside the college (62% vs. 46%). This suggest that low SES students may find more comfort and connection to their respective community as they tend to be recent immigrants and generally pull from their community resources.

This may also explain why low SES students have a higher participation rate in cultural based clubs and activities.

Despite the difference, much of current literature suggests that students who come from low socio economic and marginalized communities exhibit lower rates of civic engagement (Foster-Bey, 2008). Some of the findings from this study point to a possible explanation in looking at the levels of civic agency among low SES students. The study shows that low SES students were less likely to agree that they can have impact on campus compared to high SES students (23% vs. 54%). This was also true for how they felt about their ability to contribute to the world; low SES students showed less civic agency than high SES students (46% vs. 79%). The results suggest that providing meaningful civic related opportunities to help increase self-efficacy for low SES students can lead to better participation in the future and increase their capacity for civic agency.

Increase in Civic Knowledge Based on Gender and Socioeconomic Status

Survey respondents were asked whether or not their experience at BVCC increased their knowledge of global issues, national issues, issues facing their general community where they reside, and issues facing the AAPI community. The independent variables used for this analysis was gender and socioeconomic status. Interestingly, students from low (SES) families, reported higher level of knowledge related to the global issues compared to their higher income counterparts. There were no differences in increased knowledge when looking at the other dependent variables. Examining why these differences exist is something future researchers should inspect more closely.

In looking at gender differences, the findings revealed that men did not experience an increase level of knowledge as the women had around issues facing their residential community. This finding supports previous studies that indicates that AAPI women have consistently participated more than males in community service and other civic activities. Park and et al., 2009, found "... the general trend has been that AAPI females have become more likely than their male counterparts to prioritize community action program involvement, with 34.5% of women versus 25.9% of men rating the item as a top objective in 2005" (p 82). This suggest that women have consistently been interested in participating in civic engagement especially those activities grounded in community service. This may imply that AAPI women are drawn to civic activities that have elements of social exchanges combined with servant leadership. How to engage more men to participate in civic activity will be the work of future studies.

Benefits of Civic Involvement for AAPI Students

There is ample research that suggests that students in general benefit from participating in future civic engagement. We also know that civic involvement can serve to help students academically. Based on the findings from this study, we know that this to be true of AAPI's at BVCC.

For this research question, I looked at highly engaged students (having participated in 15 or more activities on or off campus) to determine if their level of involvement had any impact on their learning outcomes. The most interesting findings from the bivariate correlation analysis were the relationships between highly engaged students and the post college civic involvement variables. Across the board (see Table 6), highly engaged

students reported that they would occasionally or frequently participate in all of the activities with the exception of running for a political office in the future. As noted earlier in this chapter, AAPI students do not see themselves as leaders within our political institutions largely because they have been alienated by the process.

The other findings suggest that there are positive correlations with highly engaged students and increased sense of self confidence, a greater sense of belonging on campus, and positively impacting their career trajectory. All of these outcomes make a strong case for this study as it implies that being involved on campus leads to enriching personal development and growth. Pascarella and Terenzini (1991) found that the frequency and quality of students' participation in activities was associated with high educational aspirations, enhanced self-confidence, and increased interpersonal and leadership skills. It also points to other literature that stresses the importance of student engagement and how it is directly connected to greater satisfaction of their college experience. This is directly linked to Astin's (1999) theory of involvement where he argues that active student learning should be a desirable outcome of any higher education.

Several interview participants spoke about how their involvement at school and in their community, help develop practical life skills such as public speaking, time and conflict management, learning how to adapt and change to new situations, and the ability to work in diverse environments. They also spoke about how it forced them to be more reflective of themselves and others around them; acquiring an important life skill on perspective taking where one learns how to be more empathetic and compassionate.

For students involved in activities rooted in community activism, they developed a deeper understanding of their identities and heightened connection with their respective ethnic and racial community. This is supported by extant literature that links community service with developing a greater sense of self-awareness and as a result advancing their personal and social identities. (Park, et al., 2009; Youniss, McLellan, & Yates 1997). Studies also link civic participation to facilitating the stages of identity development which results in greater sense of belonging to their respective community and increase sense of pride and appreciation of one's culture, (Chan 2009). As one interviewee powerfully explained,

I think [redacted civic program] was the first organization, the first space that really piqued my interest and really made me curious about my identity as an AAPI. More specifically, how important that identity is. Why is it so important for me to be civically engaged with that? I think APALI has helped me reidentify myself as an Asian America in many ways. More importantly, it's also given me this whole door of opportunities of this network, and people for me to reach out to, and engage myself in the community more. It's made me care a lot more for the community. It's made me care for more particularly the AAPI/Pacific Islanders in our community. Because it's like there's this lack of representation, I feel like. Being able to have the opportunity to have all that, it's really, really great (I-1).

Survey respondents reported positive associations when asked "to what extent did participating in civic engagement enhance your academic experience"? As noted in the previous chapter, almost 70% indicated that being involved helped them academically; somewhat (45%) and to a great extent (22%). Almost the same scores reflected how they felt about how civic participation helped them stay in school because they felt more engaged on campus. Interview participants however shared mixed result when asked the same question but adding leadership activities as well. Some students faced "burn-out"

and over commitment which resulted in poorer performance in their classes but others spoke highly about how it helped them stay more focused, more organized, and increased their confidence level.

Implications

AAPIs as a heterogeneity group. The results of this research paper have important implications for community colleges and how they can best serve AAPI students in developing their civic capacity. The study found that certain civic behaviors among AAPI students in community college have powerful effects on their personal and educational goals. The findings showed a positive association with students who are highly engaged with better outcomes related to their academic experience, leadership growth, and critical consciousness development. The study also found distinctions between lower and higher SES students when comparing their civic experience. This was also true when looking at gender differences where women were reported to be more engaged with their community more so than their male counterparts. These variances in experience and outcome legitimizes that AAPIs are not a homogenous group but rather a large and diverse ensemble connected only by arbitrary geographical grouping. This makes a strong case for having disaggregated AAPI data so that institutions can better identify and cater accordingly to the particular needs of that community.

Campus clubs as a gateway to civic participation. One interesting finding found that over 52% of the survey respondents reported participating in a civic-related program at BVCC through their involvement with student clubs or organizations. As BVCC is known for their nationally recognized civic based programs it was surprising to learn that

AAPI students did not participate in these programs at the same rate as they did with student clubs. This suggest that student clubs and organizations can serve as an important gateway for AAPI students to connect with meaningful civic activities on campus. The civic based programs should consider working closely with student clubs and find ways to collaborate on events like voter registration and community service.

Importance of cultural relevant pedagogy in civic activities. The study also revealed that low SES students connect well with cultural based programs so community colleges should ensure that there are spaces on campus as well as ample opportunities for AAPI students to engage in programs that are reflected of their culture. Using culturally relevant pedagogy in the classrooms can also help AAPI students feel more engaged and can lead to better academic outcomes. Classrooms are a great way to introduce civic engagement to AAPI students. As one interview participant shared, he didn't think about politics as being relevant and important in his life until his professor encouraged him to think through a critical lens.

One alarming finding showed that about 60% of the survey respondents claimed to have experienced discrimination or harassment based on their AAPI identity. Although it's not clear if those incidents played out in their time at BVCC, nonetheless the rate of these incidents are disturbing. With this in mind, community colleges should have a strategic diversity plan that includes examining their campus climate both in and out of the classroom experience. Simply put, students thrive in healthy environments where they feel safe and welcome, free of the negativity of discrimination and where inclusion and respect for diversity is the daily norm on campuses.

All of the items above have great implications for community colleges since they are in a position of enormous influence and power in shaping generation of leaders in our global world. Community colleges have an opportunity to engage AAPI students who make up one of the largest demographic groups in the two-year system by helping to dispel the model minority myth by preparing them to realize their civic and political potential. As the study showed AAPI students are interested in civic activities and serving in leadership positions. Engaging them during their formative college years can lay the foundation for a lifetime of greater civic and political participation. Syvertsen et al., (2011) confirms this notion, “the period in which young people come of age is highly relevant to the formation of their civic identities” (p. 586).

There is no better time than now for community colleges to close the gap between AAPI students and their civic involvement. A critical first step requires broadening awareness and conducting more applied research on AAPI youth and civic engagement. This is not only important to the AAPI community but also to community colleges as the demography of our country continues to evolve and become more diverse. Future research can broaden the perspective on AAPI community college students and demonstrate the need to study this important group.

Limitations and Strengths of the Study

Limitations. There are two limitations in this study that could be addressed in future research. First, this study included a small convenience rather than a representative sample of the broader targeted population. Therefore, although the results provide insight to the experiences of some AAPI youth, they may not be indicative of the perceptions of

the wider group. Some caution should be noted when looking at selected data. The data represented only one community college in a geographic region that is uniquely different than most parts of the country. The high cost of living coupled with wide income variability may have been factors that impacted the findings of this study.

Furthermore, the results that looked at frequency should be interpreted within this specific context. For example, in assessing the types of activities students engaged in, the frequency levels may have been influenced by the availability of those opportunities at their respective schools. For instance, at BVCC, they do not have a cultural center but they do have a student activities office that manages multiple programs like student clubs and associated government. In this case, the results are a bit skewed as it would make sense that there were more students engaged in “school sponsored clubs, sports, and organizations” over “cultural-based clubs and organizations”.

Second, the sample of students that did participate is not representative of the student population at BVCC. For example, options to recruit participants were limited to classrooms that had a civic engagement component or the nature of the course was civically based like political science and American history courses. I was also able to outreach to campus AAPI based clubs and organizations but had little luck in getting them to participate. This might be because only an email was sent to clubs and organizations whereas I personally went to the classes to speak to the students. The students who most likely responded to my survey came from classes where I had the opportunity to present my study. In those cases, I saw an immediate uptick of participants. The restrictions on where I could recruit likely impacted my findings as

most students in the classrooms that were targeted already had some interest in civic engagement. Whereas if I had the ability to recruit from the general campus, I might have seen more diverse responses to my survey and interviews.

Additionally, the length of the survey may have affected my study findings where participants who completed the survey may have been more motivated and as a result gave a more optimistic estimate of civic engagement. For future researchers that wants to replicate this study, I offer several suggestions to improve the response rate. First, I would limit the survey to only 15 minutes, anything beyond that timeframe may end up costing full participation of students. Students consistently talked about the lack of time as being a primary factor from active involvement in co-curricular activities. Secondly, I would recommend visiting all of the AAPI cultural based clubs and organization meetings as this seemed to work very well with the classroom presentations. And finally, I suggest that working with the host institution to expand the restrictions in order to collect a more representative sample of the targeted population.

In spite of these limitations, the analysis offers insights for other institutions that aspire to increase civic engagement among AAPI students. It also provides a practical framework for researchers to replicate in the future. Nonetheless, these results must be interpreted with caution and the limitations addressed above should be borne in mind.

Strengths. Using a triangulation mixed method design strengthens the findings. First, this approach can be viewed from a comprehensive lens as it allows the researcher to look at the research problem from many perspectives which in turn will offer a more complete picture when analyzing results. In addition, the strength of one method can

compensate for the weakness of the other. Triangulation affords the opportunity to combine individual and group research methods to help reduce measurement bias. For instance, as in the case of the interviews where participants may feel forced to say what they want the researcher to hear, this method allows for both self-reporting and observation to balance out the problem. And finally, a mixed method approach may validate each other and provide stronger evidence for a conclusion.

Recommendations for Future Research

The present study offers a valuable glimpse into AAPIs that have largely been ignored in academic literature and in popular culture; however, replication studies are needed to further understand the nuances and particulars of this group. Future research can improve on this study by widening their focus to other community colleges in different regions of the state and country for better cross comparisons and richer narratives. By expanding the study to include other community colleges, it may yield stronger findings to validate the outcomes. In particular, future work should consider using existing frameworks based on national initiatives already studying civic engagement and youth. These include but are not limited to the The Democracy Commitment (TDC), Cooperative Institutional Research Program's (CIRP) Freshman Survey, and the National Survey of Student Engagement (NSSE). In addition, an institution's campus climate survey, diversity strategic report, student equity plan, and the like can serve to help guide research in this area. Furthermore, it is important to use Critical Race Theory as a framework for studying AAPI students in order to investigate any hidden systemic inequities and institutional biases against them, (Hiraldo, 2010).

More focused research is needed to understand the motivations and attitudes of AAPI students to increase their civic capacity. One interesting finding of this study, which was not explicitly mentioned in any literature used for this research, was the connection between a family's political history and the degree of influence it has on their child's ability to participate in political activities. More studies looking at this link should be investigated and would make an interesting contribution to existing literature. Lastly, more research is required to ensure that AAPI's students have substantive civic development opportunities during their college years and have clear pathways for civic leadership post college. These recommendations can inform practitioners on how to design their campus programming for AAPI students to increase their educational and learning outcomes for greater civic engagement.

Recommendations for Future Directions & Practice

Community college can encourage AAPI students to become more politically involved by providing intentional experiences that are catered to the specific interest and needs of this community. For example, survey respondents indicated that a paid internship opportunity on campus is the most likely civic activity they would consider participating in. This implies that monetary factors may influence whether or not AAPI student will participate in civic life. Wray-Lake, Tang, & Victorino, (2017) found that many Asian American college students are involved with civic learning especially if they are more easily accessible like activities that have little to no cost to participate. This means that educators have to be thoughtful in the design of their civic programs on

campus and ensure that it does not require a lot of monetary contributions in order for AAPI students to participate in civic activities.

Participants in the study offered their recommendations for how to best connect AAPI students with civic engagement. They believed that integrating civic learning into coursework is a powerful way to introduce students to civic engagement. They also emphasized the importance of helping AAPI students connect civic issues to their personal lives in a deep and emotional way. Administrators, staff, and faculty should work together to develop partnerships in creating these different avenues for civic participation, mainly faculty and student affairs practitioners who can integrate both course work and practical application types of experiences.

Practitioners should also note the important role campus climate serves at their institutions and how that interfaces with developing a culture of civic engagement on campus. There is ample research that shows that there are negative associations with hostile and discriminatory environments on students of color and that it can be detrimental to their learning and developmental outcomes (Pascarella & Terenzini, 2005 & Cabrera and et al., 1999). Addressing systemic issues of racism and institutional practices that are oppressive and serves to harm marginalized communities is critical in developing an inclusive space for optimal learning.

Concluding Thoughts

In a moment in our country's history where partisan politics have grossly disrupted the integrity of our democratic institution, it is critical that civic education becomes an integral part of our educational system. An increasing number of colleges are looking for

ways to institutionalize civic education in their curriculum and develop their student's capacity for civic engagement. National movements to embrace civic engagement has also caught the attention of the U.S. Department of Education in their 2011 report that calls on all higher educational institutions and its stakeholders "to embrace civic learning and democratic engagement as an undisputed educational priority for all of higher education, public and private, two-year and four-year" (p. 6).

We now know that civic development should be an important outcome of the college student experience (McTighe Musil, 2015). Results of this study are consistent with previous research on the importance of participating in civic engagement especially at the community college level where two-year institutions are seen as the great equalizer for social inequality in our society (Kisker et al., 2016). Findings from this study indicates that a large majority of survey participants are interested in civic learning and have expressed that civic engagement be taught on campus. This implies that AAPI students have a desire to expand their civic learning which is promising news for educators and civic leaders alike. Current literature on AAPI youth and civic engagement align with those findings that AAPI students are not apathetic towards civic activities like politics and voting (Vanada, 2010).

Furthermore, the results from this study show that AAPI student's value civic activities and want to engage in meaningful ways. Prior literature explains that the reasons why AAPIs in general don't participate in civic engagement may be attributed to language barriers, citizenship status, and their relative lack of exposure to U.S. political system. These factors serve to disrupt AAPIs from equally participating in our

democratic process which gives the perception that they are uninterested and apolitical when clearly there are serious systemic issues at play (Wray-Lake, Tang, & Victorino, 2017). Knowing that AAPI community college students are interested in civic engagement provides a good start to operate from. What follows then are the challenges of civic involvement that AAPI students expressed in this study. Investigating how we can address these barriers will lead to greater civic involvement among this group.

At BVCC, they highlight the importance of developing their students as civic leaders in their 2019-2022 Student Equity Report. They affirm their commitment to equity by emphasizing one of their institutional goals in the report, it reads “Empower all students to attain their educational goals, develop an equity-based mindset and become civic leaders in their communities.” (p. 2). While there is positive movement towards educating a new generation of civic leaders, we are still far from achieving this goal. For marginalized communities in this country, there are problems that still exist today that prevent communities of color as well as other disenfranchised communities from fully participating in our democratic process.

To fully engage in meaningful and intentional civic engagement practices, it is critical that civic education is directly tied to equity work. Kiskel (2016) supports this theory, “for community colleges, this is especially important, given their large population of students from groups historically marginalized in the nation’s education and political systems and their mission to both democratize opportunity and do the work of democracy (p. 317).

Based on this study and extant literature, we know that AAPI youth have a strong desire to participate in our democratic institutions, influence our political systems, and serve as community leaders. The results of this study also suggest that being highly involved in civic activities and other campus programs have a host of benefits and advantages for both personal and academic enrichment. These outcomes should convince community colleges to create pathways for AAPI students to develop their capacity for a life-time of civic engagement and where civic learning is an integral part of their institutional mission and goal.

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Civic Engagement and Impact on Asian American Community College Students

Q1 CONSENT FORM FOR PARTICIPATION IN A RESEARCH STUDY SURVEY PARTICIPANTS TITLE OF STUDY

Civic Engagement and Impact on Asian American Community College Students: “Effects on Academic Achievement, Campus Involvement, and Critical Consciousness Development”

NAME OF RESEARCHERS

Dr. Ellen Middaugh, San Jose State University
Hyon Chu Yi-Baker, SJSU Doctoral Student
San Jose State University Ed. D. Educational Leadership

THE PURPOSE OF THIS STUDY

You are being asked to participate in a research study investigating the impact of civic engagement on Asian American community college students at De Anza College. The purpose of this study is to develop a better understanding of Asian American community college students’ views of civic engagement and to what extent does it affects their academic performance, campus involvement, and racial and political identity development. You are being asked to participate in the study because of a) your experience with civic engagement; and/or b) because you have identified yourself as an Asian-American community college student that is currently attending De Anza College.

THE PROCEDURES TO BE FOLLOWED

If you decide to participate in the study, you will complete several questions about your civic capacity as it relates to your community college experiences. The survey will take approximately 15-20 minutes. Please read through the following information about your rights as a research participant. If you agree to take the survey, please hit the

"AGREE" button at the bottom of this page and it will automatically direct you to the survey.

POTENTIAL RISK

This study may include only minimal risks, i.e. you may become uncomfortable when answering some questions.

POTENTIAL BENEFITS

There are no foreseeable benefits anticipated.

COMPENSATION

There is no compensation for participation this study. However, a drawing of four \$25 gift cards will be given to 4 survey participants who provide their name and contact information (email and phone number) after they complete the survey. This drawing is open to anyone regardless if they participate in the survey or fail to complete it. To enter the drawing, you can either complete the survey or email: hyonchu.yi@sjsu.edu for more information on how to enter. Everyone will be given an equal chance of winning one of the four gift cards. The gift cards will be drawn at the completion of data collection on or around February 1, 2019. Winners will be chosen in a random drawing conducted by the Student Investigator and witnessed by the Faculty Advisor. All winners will be notified by email and will have 5 days to collect their prize. Reasonable attempts will be made to contact the winner. If winner fails to collect their prize another winner's name will be drawn. Winners have an approximate 1:150 chance of winning.

CONFIDENTIALITY

Although the results of this study may be published, no information that could identify you will be included. Your responses will be coded and kept in a password protected computer. Any identifying information provided for the drawing will be removed from the data analysis. It is purely for entering the drawing or being willing to participate in future research.

YOUR RIGHTS

Your participation in this study is voluntary. If you choose to participate, you may quit the survey at any time without negative consequences. You can also choose not to answer any survey questions that you do not wish to answer. No service to which you are otherwise entitled will be lost or jeopardized if you choose not to participate in the study or quit partway through the study.

CONTACT INFORMATION

Questions about this research may be addressed to the researchers: Hyon Chu Yi-Baker (Primary Student Investigator, San Jose State University, 408-857-3478). Dr. Ellen Middaugh (Department of Child and Adolescent Development, San Jose State

University, 408-924-6594). Complaints about the research may be presented to Dr. Arnold Danzig (Chair, Ed. D Educational Leadership Program, San Jose State University, 408-924-3722). For questions about research subjects' rights or to report research-related injuries contact Dr. Pamela Stacks (Associate Vice President, Office of Research, 408-924-2479).

AGREEMENT TO PARTICIPATE

Please select from the choices below. If you click "AGREE", it is implied that you have read the information above about the research, your rights as a participant, and give your voluntary consent. Please print out a copy of this page and keep it for your records.

PARTICIPANT CONSENT I have read the above information and agree to participate in this study. I am at least 18 years of age and identify as a Asian American student at De Anza College. This serves as my copy of the consent form for my records.

- ☐ AGREE to take the survey (1)
 - ☐ DECLINE to take the survey (2)
-

Q2 Demographic and Family Background Information

This first section will ask about your background and family history. It is understood that some of the questions in this section may be uncomfortable to answer given the current political climate on immigration issues. Understanding the varied experiences of Asian Americans as a community is a critical component to this research and the reason why these questions are presented in this study. However, you have the option of declining to answer any of the questions in this survey.

Q3 Do you identify as an Asian American?

- ☐ Yes (1)
 - ☐ Sometimes (2)
 - ☐ No (3)
 - ☐ I don't know (4)
-

Q4 What is your specific racial or ethnic background? (Select all that apply. They are listed alphabetically).

- ☐ Bangladeshi (1)
- ☐ Bhutanese (2)
- ☐ Burmese (3)
- ☐ Cambodian (4)
- ☐ Chinese (5)
- ☐ Fijian (6)
- ☐ Filipino (7)
- ☐ Hmong (8)
- ☐ Indian (9)
- ☐ Indonesian (10)
- ☐ Japanese (11)
- ☐ Korean (12)
- ☐ Laotian (13)
- ☐ Malaysian (14)
- ☐ Native Hawaiian (15)
- ☐ Nepalese (16)

- ☐ Pakistani (17)
- ☐ Samoan (18)
- ☐ Singaporean (19)
- ☐ Sri Lankan (20)
- ☐ Tahitian (21)
- ☐ Taiwanese (22)
- ☐ Thai (23)
- ☐ Vietnamese (24)
- ☐ Other (please specify) (25)
- ☐ Decline to state (26)

Q5 I am (Select all that apply).

- ☐ U.S. born (1)
- ☐ Foreign born (2)
- ☐ Naturalized citizen (3)
- ☐ Permanent resident (4)
- ☐ International Student (F1, J1, M1 Visa status) (5)
- ☐ I don't know (6)

☐

Decline to state (7)

Q6 Is English the primary language you speak at home?

- ☐ Yes (1)
 - ☐ No (2)
 - ☐ I speak both English and my Native language at home (3)
-

Q7 How long have you been in the United States?

- ☐ 1st Generation in the U.S. (You were either born or came to the U.S. as a young child) (1)
 - ☐ 2nd Generation in the U.S. (Your parents were born in the U.S.) (2)
 - ☐ 3rd Generation in the U.S. (Your parents and grandparents were born in the U.S.) (3)
 - ☐ 4th Generation in U.S. and beyond (4)
 - ☐ I don't know (5)
-

Q8 What is your gender?

- ☐ Female (1)
 - ☐ Male (2)
 - ☐ Non-binary/third gender (3)
 - ☐ Gender fluid (4)
 - ☐ Prefer to self-describe (5)
-

Q9 What is your age?

☐ 17 or younger (1)

☐ 18-19 (2)

☐ 20-21 (3)

☐ 22-23 (4)

☐ 24-25 (5)

☐ 26 or older (6)

Q10 Please provide an estimate of what you perceive to be the combined annual income of your parents/guardians while you were in high school.

- ☐ Less than \$19,999 (Low Income) (1)
- ☐ \$20,000-\$59,999 (Lower Middle Income) (2)
- ☐ \$60,000 - \$99,999 (Middle Income) (3)
- ☐ \$100,000 - 149,000 (Upper Middle Income) (4)
- ☐ \$150,000 or more (High Income) (5)
- ☐ I don't know (6)

Q11 What is the highest education level of your primary parent/guardian?

- ☐ Grade 9 or less (1)
- ☐ Some high school but did not graduate (2)
- ☐ High school graduate (diploma, GED, or equivalent) (3)
- ☐ Some college but no degree (4)
- ☐ Associate degree (AA, AS) (5)
- ☐ Bachelor's degree (BA, BS) (6)
- ☐ Graduate degree (Master's, Doctorate (PhD, EdD, MD, or professional degree beyond bachelor's) (7)
- ☐ I don't know (8)

Q12 I am a First-Generation College student (For example, I (and my siblings) am the 1st in my immediate family to attend college).

- ☐ Yes (1)
- ☐ No (2)

☐ I don't know (3)

Q13 Academic and Work Information:

In the following section you will be asked about your academic and work information.

Q14 What is your current enrollment status at De Anza College?

☐ Part-time (Less than 12 units) (1)

☐ Full-time (12 units or more) (2)

Q15 Approximately how many credits have you completed at De Anza College?

☐ 0-15 (1)

☐ 16-29 (2)

☐ 30-59 (3)

☐ 60-89 (4)

☐ 90-119 (5)

☐ 120 or more (6)

Q16 What is your intended academic goal at De Anza College? (Select all that apply)

☐ Transfer to a 4-year university (1)

☐ Receive my AA degree (2)

☐ Earn a Certificate of Achievement (3)

☐ Workforce Education (Vocation degree) (4)

☐ Other (please specify) (5)

Q17 On average, how many hours per week do you work for pay?

- ☐ 1-10 hour (1)
 - ☐ 11-20 hours (2)
 - ☐ 21-30 hours (3)
 - ☐ 31-40 hours (4)
 - ☐ More than 40 hours (5)
 - ☐ I do not work (6)
-

Q18 Do you currently work on campus at De Anza College?

- ☐ Yes (1)
 - ☐ No (2)
-

Q19 Do you currently receive financial aid? (e.g. Pell Grant, Scholarships, Book Vouchers, Work Study, and Loans)?

- ☐ Yes (1)
 - ☐ No (2)
 - ☐ I don't know (3)
-

Q20 Civic Engagement: The following section will ask about your experiences with civic engagement and political activities.

Operating Definition: Civic engagement is actively working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.

Q21 PRIOR to entering De Anza College, how frequently did you participate in the following activities?

	Never (1)	Occasionally (2)	Frequently (3)
a. Participate in a school-sponsored group or organization (e.g. student clubs, debate team, sports, etc.) (1)	☐	☐	☐
b. Participate in a culturally based club or organization (e.g. Asian American Student Union) (2)	☐	☐	☐
c. Participate in a civic-based club or organization (3)	☐	☐	☐
d. Served in a leadership role in a school-sponsored organization or club (4)	☐	☐	☐
e. Attended an event about a social or political issue (5)	☐	☐	☐
f. Obtain news through the internet, television, print, radio, etc. (6)	☐	☐	☐
g. Discuss politics with family (7)	☐	☐	☐
h. Discuss politics with friends (8)	☐	☐	☐

i. Volunteer in your community (9)	☐	☐	☐
j. Engage in community-based service as part of a class (10)	☐	☐	☐
k. Express your political opinions via social media or internet (11)	☐	☐	☐
l. Sign an on-line or paper petition (12)	☐	☐	☐
m. Participate in a boycott or other form of protest (13)	☐	☐	☐
n. Raise awareness with other people about a political issue, campaign, party, or group (14)	☐	☐	☐
o. Participate in a local, state, or national campaign (15)	☐	☐	☐

Q22 PRIOR to entering De Anza College, had you participated in any of the following activities?

	Yes (1)	No (2)
a. Registered to vote (1)	☐	☐
b. Voted in a student election (e.g. high school student government) (2)	☐	☐
c. Voted in a local, state or federal election (3)	☐	☐

Q23 SINCE ENTERING De Anza College, how frequently have you participated in the following activities?

	Never (1)	Occasionally (2)	Frequently (3)
a. Participate in a school-sponsored group or organization (e.g. student clubs, debate team, sports, etc.) (1)	☐	☐	☐
b. Participate in a culturally based club or organization (e.g. Asian American Student Union) (2)	☐	☐	☐
c. Participate in a civic-based club or organization (3)	☐	☐	☐
d. Served in a leadership role in a school-sponsored organization or club (4)	☐	☐	☐
e. Attended an event about a social or political issue (5)	☐	☐	☐
f. Obtain news through the internet, television, print, radio, etc. (6)	☐	☐	☐
g. Discuss politics with family (7)	☐	☐	☐
h. Discuss politics with friends (8)	☐	☐	☐

i. Volunteer in your community (9)	☐	☐	☐
j. Engage in community-based service as part of a class (10)	☐	☐	☐
k. Express your political opinions via social media or internet (11)	☐	☐	☐
l. Sign an on-line or paper petition (12)	☐	☐	☐
m. Participate in a boycott or other form of protest (13)	☐	☐	☐
n. Raise awareness with other people about a political issue, campaign, party, or group (14)	☐	☐	☐
o. Participate in a local, state, or national campaign (15)	☐	☐	☐

Q24 SINCE ENTERING De Anza College, have you participated in any of the following activities?

	Yes (1)	No (2)
a. Registered to vote (1)	☐	☐
b. Voted in a student election (2)	☐	☐
c. Voted in a local, state or federal election (3)	☐	☐
d. Run for office (student government, student trustee, or other on- or off-campus elected position) (4)	☐	☐
e. Taken a political science or government course (5)	☐	☐
f. Taken a course that deals with social, political, or economic inequality (6)	☐	☐

Q25 Over the past year, how often have you done the following activities?

	Never (1)	Occasionally (2)	Frequently (3)
a. Engaged in a substantive discussion with students who hold different political perspectives than your own (1)	☐	☐	☐
b. Sought out a conversation with someone who holds different political viewpoints than your own (2)	☐	☐	☐
c. Engaged in a substantive discussion with students from different backgrounds or experiences (3)	☐	☐	☐

Q26 Have you ever been encouraged or recruited to participate in a civic engagement program on campus? (Select all that apply)

- ☐ Registered to vote (1)
 - ☐ Join DASB (De Anza Student Body-student government) (2)
 - ☐ Attend a VIDA (Vasconcellos Institute for Democracy in Action) program, workshop, or activity. (3)
 - ☐ Participate in the California Campus Camp Retreat (4)
 - ☐ APALI (Asian Pacific American Leadership Institute) Civic Leadership Program, College Intern Program or Summer Youth Leadership Academy (5)
 - ☐ Other (please specify) (6)
-

Q27 Have you participated in any of the following civic related programs at De Anza College? (Select all that apply)

- ☐ DASB (student government) (1)
 - ☐ Student Club or Organization (2)
 - ☐ VIDA (Vasconcellos Institute for Democracy in Action) (3)
 - ☐ California Campus Camp Retreat (4)
 - ☐ APALI (Asian Pacific American Leadership Institute) Civic Leadership Program, College Intern Program or Summer Youth Leadership Academy (5)
 - ☐ Other (please specify) (6)
 - ☐ None of the above (7)
-

Q28 If you have never been involved in any civic engagement related program/activity, would you consider being involved in any of the following in the future? (Select all that apply)

- ☐ Asian American Studies class (exploration of identity, community, and civic engagement) (1)
 - ☐ Club/Organization (i.e. student government, campus club) (2)
 - ☐ Political Science course (3)
 - ☐ Intensive weekend training on community organizing and activism (4)
 - ☐ Certification course where you receive a certificate of completion (5)
 - ☐ Paid internship opportunity on campus (6)
 - ☐ Non-paid internship opportunity (7)
 - ☐ Weekend retreat on Asian American leadership development (8)
 - ☐ Other (please specify) (9)
-

Q29 In general, do you feel De Anza does a good job of connecting students to civic and political activities on and/or off campus?

- ☐ Yes (1)
 - ☐ Sometimes (2)
 - ☐ No (3)
 - ☐ I don't know (4)
-

Q30 Select all the reasons why you are involved or would be involved in civic engagement?

- ☐ Looks good on my resume (1)
 - ☐ Can help me transfer to my school of choice (2)
 - ☐ Civic engagement is important to me (3)
 - ☐ A friend encouraged me to get involved (4)
 - ☐ Great leadership training and opportunity (5)
 - ☐ Have not yet participated in anything civic-related (6)
 - ☐ Other (please specify) (7)
-

Q31 What is your primary motivation for being involved or why you would get involved with civic engagement? (Only select your top 3 choices).

- ☐ Will look good on my resume (1)
 - ☐ Can help me transfer to my school of choice (2)
 - ☐ Civic engagement is important to me (3)
 - ☐ A friend encouraged me to get involved (4)
 - ☐ Great leadership training and opportunity (5)
 - ☐ Other (please specify) (6)
-

Q32 From which sources do you get most of your information about current events, politics, or social issues? (Only select your top 3 choices)

- ☐ Fox News (1)
- ☐ MSNBC or CNN (2)
- ☐ ABC, NBC, or CBS (3)
- ☐ NPR (National Public Radio)/ PBS/ KQED (local bay area station) (4)
- ☐ Talk radio or podcast (5)
- ☐ Facebook, Twitter, or other social media (6)
- ☐ Websites such as Vox, Politifact, or FiveThirtyEight (7)
- ☐ Newspapers (either print or online) (8)
- ☐ Other (please specify) (9)
- ☐ None of the above (10)

Q33 How would you describe the political leanings of the community where you grew up?

- ☐ Far Right/Conservative (1)
- ☐ Moderately Conservative (2)
- ☐ Centralist (half liberal and half conservative) (3)
- ☐ Moderately Liberal (4)
- ☐ Far Left/Liberal (5)
- ☐ I don't know (6)

☐ Other (please specify) (7)

Q34 How would you describe your own political leaning?

- ☐ Far Right/Conservative (1)
 - ☐ Moderately Conservative (2)
 - ☐ Centralist (half liberal and half conservative) (3)
 - ☐ Moderately Liberal (4)
 - ☐ Far Left/Liberal (5)
 - ☐ I don't know (6)
 - ☐ Other (please specify) (7)
 - ☐ Decline to state (8)
-

Q35 Do you think your political leaning has changed since entering De Anza college?

- ☐ Yes, it has become more conservative (1)
 - ☐ No, it has stayed the same (2)
 - ☐ Yes, it has become more liberal (3)
 - ☐ I don't know (4)
 - ☐ Decline to state (5)
-

Q36 Did you vote in the recent November mid-term 2018 election?

☐ Yes (1)

☐ No (2)

Q37 There are many reasons why people don't vote, please SELECT ALL the reasons why you didn't vote in the November mid-term elections in 2018.

☐

I was not registered to vote (1)

☐

I wasn't able to find my polling station (2)

☐

I wasn't able to get transportation to my polling station (3)

☐

There was nothing on the ballot that interested me and therefore did not vote (4)

☐

I forgot it was election day (5)

☐

Other (please specify) (6)

Q38 I believe there is power to my vote? (e.g. change policies, improve democracy)

☐ Strongly agree (1)

☐ Somewhat agree (2)

☐ Neither agree nor disagree (3)

☐ Somewhat disagree (4)

☐ Strongly disagree (5)

Q39 I believe that young adults (ages 18-25) can shift the current political climate of this country?

- ☐ Strongly agree (1)
 - ☐ Somewhat agree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Somewhat disagree (4)
 - ☐ Strongly disagree (5)
-

Q40 Growing up, did your own parents/guardians participate in politics (e.g. voting, attend political rallies and events, ran for office, community organizer/leader)

- ☐ Often (1)
 - ☐ Rarely (2)
 - ☐ Never (3)
 - ☐ I don't know (4)
-

Q41 Campus Climate: In the following section you will be asked about your experiences at De Anza College and its campus environment.

Q42 Do you think that De Anza College fosters a climate of respect for differences of political opinion?

- ☐ Sometimes (1)
 - ☐ Most of the time (2)
 - ☐ Rarely (3)
 - ☐ Never (4)
 - ☐ I don't know (5)
-

Q43 Do you think that De Anza College infuses a culture of civic mindedness throughout the student experience? (Civically-minded is defined as students who are involved in civic engagement activities as well as those who experience a positive growth in their civic attitudes and values)

- ☐ Sometimes (1)
 - ☐ Most of the time (2)
 - ☐ Rarely (3)
 - ☐ Never (4)
 - ☐ I don't know (5)
-

Q44 Please indicate your level of agreement with the following statements.

	Agree (1)	Neither agree nor disagree (2)	Disagree (3)
a. My professors care about me, including my academic development and personal well-being. (1)	☐	☐	☐
b. Administrators care about me, both my academic development and personal well-being. (2)	☐	☐	☐
c. My professors are open to ideas and perspectives different from their own. (3)	☐	☐	☐
d. I can rarely tell whether my professor leans liberal or conservative. (4)	☐	☐	☐
e. There are well-known places on campus where students gather to discuss political or social issues (5)	☐	☐	☐
f. Free expression is important on this campus; all political views are welcome. (6)	☐	☐	☐
g. Other students on this campus are open to new ideas and perspectives different from their own. (7)	☐	☐	☐

h. The institution regularly hosts speakers or panel discussions involving guests whose political views differ from mine. (8)

☐☐☐

i. Derogatory statements based on a person's social identity are quickly addressed and publicly rebuked by the administration. (9)

☐☐☐

j. Derogatory statements based on a person's social identity are quickly and openly refuted by other students. (10)

☐☐☐

k. I generally feel safe expressing my political views on campus. (11)

☐☐☐

Q46 My experiences at De Anza college have contributed to my ability to:

	Not at all (1)	Somewhat (2)	To a great extent (3)
a. Have a civil conversation about controversial issues with someone whose background or views are different than my own. (1)	☐	☐	☐
b. Have my views challenged by others (2)	☐	☐	☐
c. Understand people from other cultures, races, or ethnicities. (3)	☐	☐	☐
d. Work with others to make a difference on campus or in the community. (4)	☐	☐	☐
e. Voice my opinions on campus, at work, or in my community. (5)	☐	☐	☐

Q45 Academic Success:

In this following section you will be asked questions about your classroom experience.

Q47 To what extent did participating in civic engagement enhance your academic experience?

	Not at all (1)	Somewhat (2)	To a great extent (3)
a. It has helped me stay in school because I feel more engaged on campus. (1)	☐	☐	☐
b. It has helped me with my academic performance in class. (2)	☐	☐	☐
c. It has influenced what kind of career I would like to have in the future. (3)	☐	☐	☐
Other (please specify) (4)	☐	☐	☐
Not applicable (5)	☐	☐	☐

Q48 Do you believe that civic engagement is important to learn about in community college?

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Disagree (5)

☐ Strongly disagree (6)

Q49 Have you ever taken an Asian American studies class at De Anza College?

☐ Yes (1)

☐ No (2)

☐ I didn't know we had Asian American studies (3)

Q50 Have you ever taken a course that centered around politics, civic engagement, social inequities?

☐ Yes (1)

☐ No (2)

☐ I don't know (3)

Q51 Did the class(es) motivate you to do any of the following (Select all that apply)

☐

Take another similar course (1)

☐

Get more involved in civic engagement activities? (2)

☐

Take a leadership role in a civic related organization? (3)

☐

Participate in future politics? (4)

☐

Vote in the next elections or a future election when you are eligible to vote? (5)

☐

None of the above (6)

Q52 To what extent have your experiences at De Anza college increased your knowledge of:

	Not at all (1)	Somewhat (2)	A great deal (3)
Global Issues (1)	☐	☐	☐
National Issues (2)	☐	☐	☐
Issues facing my general community where I live (3)	☐	☐	☐
Issues facing Asian American community (4)	☐	☐	☐

Q53 Racial/Ethnic Identity Development:

In this next section you will be asked about your racial and ethnic identity experience.

Q54 I am proud to identify as an Asian American.

- ☐ Yes (1)
 - ☐ Sometimes (2)
 - ☐ No (3)
 - ☐ I don't know (4)
-

Q55 I am proud to identify with my specific Asian American identity (Chinese, Korean, Vietnamese, etc.)

- ☐ Yes (1)
 - ☐ Sometimes (2)
 - ☐ No (3)
 - ☐ I don't know (4)
-

Q56 I prefer to label myself as Asian American as opposed to my specific racial/ethnic identity like Korean American.

- ☐ Yes (1)
 - ☐ Sometimes (2)
 - ☐ No, I prefer to label myself with my specific ethnic identity (3)
 - ☐ I don't have a preference (4)
 - ☐ I don't know (5)
-

Q57 How important is being Asian American to your identity? Would you say it is

- ☐ Extremely important (1)
 - ☐ Important (2)
 - ☐ Moderately important (3)
 - ☐ Not very important (4)
 - ☐ Not important at all (5)
-

Q58 Do you feel a sense of unity with members of your ethnic group?

- ☐ Yes (1)
 - ☐ Sometimes (2)
 - ☐ No (3)
 - ☐ I don't know (4)
-

Q59 Do you feel a sense of unity with other Asian American groups in general?

- ☐ Yes (1)
 - ☐ Sometimes (2)
 - ☐ No (3)
 - ☐ I don't know (4)
-

Q60 Do you feel that what generally happens to other Asian Americans in the U.S. will also affect what happens in your life?

- ☐ Yes (1)
 - ☐ Sometimes (2)
 - ☐ No (3)
 - ☐ I don't know (4)
-

Q61 Do you believe the Model Minority Stereotype hurts Asian American communities?

- ☐ Yes (1)
 - ☐ Sometimes (2)
 - ☐ No (3)
 - ☐ I don't know (4)
 - ☐ I don't know what Model Minority stereotype is (5)
-

Q62 Are you currently a member of any organizations that represent the interests of a specific Asian American ethnic group or Asian Americans in general? (e.g. campus clubs, community interest groups, political associations, professional organizations, etc.)

- ☐ Yes (1)
 - ☐ No (2)
-

Q63 Do you think Asian American groups would be more effective in resolving issues that affect Asian Americans than other racial/ethnic groups?

- ☐ Yes (1)
 - ☐ No (2)
 - ☐ I don't know (3)
-

Q64 What do you feel are the most critical issues facing Asian Americans today?
(Select all that apply)

- ☐ Lack of representation in national politics (1)
 - ☐ Lack of representation in executive leadership positions (CEO's, College Presidents, Local Community leaders, etc. (2)
 - ☐ Asian Americans are not unified as a community (3)
 - ☐ Asian Americans are still seen as foreigners in the United States (4)
 - ☐ Asian Americans are hurt by the model minority stereotype (5)
 - ☐ Other (please specify) (6)
 - ☐ None of the above (7)
-

Q79 Campus Involvement and Leadership Development:

In the following section you will be asked about your campus involvement and leadership experience.

Q65 I consider myself a leader.

- ☐ Yes (1)
 - ☐ Sometimes (2)
 - ☐ No (3)
 - ☐ I don't know (4)
-

Q66 I currently serve in a formal leadership role in an organization on and/or off-campus.

- ☐ Yes (1)
- ☐ No (2)
- ☐ I don't hold a leadership position but would be interested in the future (3)

Q67 I see myself:

	Agree (1)	Neither agree nor disagree (2)	Disagree (3)
a. As part of the campus community. (1)	☐	☐	☐
b. As part of a community outside this college. (2)	☐	☐	☐
c. As an individual who can have an impact on what happens on campus. (3)	☐	☐	☐
d. As an individual who can have an impact on what happens in this country. (4)	☐	☐	☐
e. As someone who has something to offer the world. (5)	☐	☐	☐
f. As someone who can speak out for themselves and others. (6)	☐	☐	☐

Q68 After leaving this college, how frequently do you plan to do the following?

	Very little (1)	Occasionally (2)	Frequently (3)
a. Work with others to promote social or political change. (1)	☐	☐	☐
b. Vote in local, statewide, or national elections. (2)	☐	☐	☐
c. Be actively involved in political or social issues. (3)	☐	☐	☐
d. Run for a political office in the future. (4)	☐	☐	☐
e. Donate money to political or social causes. (5)	☐	☐	☐
f. Demonstrate leadership in my community or workplace. (6)	☐	☐	☐
g. Help others who may not be as well off as I am (7)	☐	☐	☐

Q80 Critical Consciousness Development:

In this last section, you will be asked questions about your critical consciousness development.

Operating Definition: *The ability to think critically and develop a deeper understanding of structural and internalized oppression that leads to some form of action and change.*

Q69 Have you ever experienced discrimination or harassment based on your Asian American identity?

- ☐ Always (1)
 - ☐ Frequently (2)
 - ☐ Sometimes (3)
 - ☐ Rarely (4)
 - ☐ Never (5)
-

Q70 Did your experience with discrimination motivate you to get involved with civic related programs/activities?

- ☐ Yes (1)
 - ☐ No (2)
 - ☐ Not applicable (3)
-

Q71 What would be your primary reason for voting in the 2020 Presidential elections?

- ☐ Select a new President (1)
 - ☐ Keep the current Administration in office (2)
 - ☐ I believe it's my civic responsibility to vote (3)
 - ☐ I don't plan to vote (4)
 - ☐ Other (please specify) (5)
-

Q72 There are many reasons why people do not vote, please select all the reasons why you do not plan to vote in the 2020 Presidential elections?

- ☐ I will not be eligible to vote (1)
 - ☐ I don't think my vote will make any difference (2)
 - ☐ I'm not interested in electoral politics (voting) (3)
 - ☐ It's too far in advance to answer this question (4)
 - ☐ Other (please specify) (5)
-

Q73 Can you name a current Asian American leader in our country?

- ☐ Yes (please specify) (1)
 - ☐ No (2)
-

Q74 If you would like to provide any more information that was not captured in the survey, you may do so here, otherwise you can leave it blank.

Q75 If you would like to be entered into a drawing for a \$25 gift card, please provide your name and email here. A total of four gift cards with a value of \$25 will be drawn at the conclusion of the data collection on or around January 30, 2019. Your name, phone # and email will only be used for the purposes of the drawing. No identifying information will be linked to your responses. All the information provided will be strictly confidential.

- ☐ Name (1) _____
 - ☐ Phone # (2) _____
 - ☐ Email (3) _____
-

Q76 If you would like to be contacted for a follow-up interview, please provide your name, phone number, and email and you will be contacted shortly. All participants will receive a \$10 gift card for volunteering their time. Your name,

phone # and email will only be used for the purposes of contacting you for the follow-up interview. No identifying information will be linked to your responses. All the information provided will be strictly confidential.

☐ Name (1) _____

☐ Phone # (2) _____

☐ Email (3) _____

Appendix B- Interview Questions

Follow-Up Interview Questions & Protocol

Introductory Protocol

To facilitate my note-taking, I would like to audio tape our conversation today. For your information, only researchers on the project will be privy to the audio recordings which will be eventually destroyed after they are transcribed. In addition, you must sign a form devised to meet our human subject requirements. Essentially, this document states that: (1) all information will be held confidential, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (3) I do not intend to inflict any harm. Thank you for your agreeing to participate.

I have planned this interview to last no longer than 45 minutes. During this time, I have several questions that I would like to cover. If time begins to run short, it may be necessary to interrupt you in order to push ahead and complete this line of questioning. Feel free to stop me anytime if you need clarification.

Introduction

You recently participated in an on-line survey and provided your contact information for a follow-up interview. The purpose of this research is to examine the impact of civic engagement on Asian American community college students at De Anza College. The focus of this interview is to develop a better understanding of Asian American community college students' views of civic engagement and to what extent does it affect their academic performance, campus involvement, and racial and political identity development. As a way to thank you for your time, you will be given a \$10 gift card at the end of our interview.

Researcher: Hyon Chu Yi-Baker

Interview Location: Office of College Life in private office

Purpose: Qualitative Interviews

Date/Time: Various times in January 2019

Each participant will be given an assigned ID number.

1. Can you tell me why you chose to come to De Anza College?
2. What are your academic goals at De Anza?
3. Can you tell me how you identify yourself racially/ethnically?

4. What are you most proud of as an Asian American in this country?
5. Were you involved in any civic engagement/leadership activities in high-school or before coming to De Anza? (*Remind participant the definition of civic engagement*)
 - a. If so, what kinds of activities were you involved in?
 - b. If not, why not?
6. What leadership activities/organizations/clubs are you involved in at De Anza, if any?
7. What motivated you to get involved at De Anza?
8. How has your involvement in civic activity/leadership shaped your identity, if any?
9. Has your involvement in civic engagement/leadership helped you academically?
 - a. If so, can you explain?
10. Do you believe that your involvement with civic engagement/leadership has helped you connect with the campus better than if you had not been involved?
 - a. If so, can you explain?
11. How has your involvement with (name of organization) aided in your personal and social growth and development? Can you explain and provide some examples?
12. What are some specific skills that you have developed having participated in (name of organization) that you believe you will carry with you in your lifetime?
13. If you have not been involved in civic related activities, can you explain why you haven't taken an active interest?
14. What do you think are the main reasons why Asian American students don't get involved with politics?
15. If you have been here for over a year, did you participate in the DASB elections?
16. Can you name a current Asian American leader in our country?
17. Do you plan on voting in the next Presidential elections in 2020?
18. What are some of your thoughts about how to get more Asian American students involved in civic engagement and leadership activities?
19. Is there anything else you would like to share that hasn't already been shared?

Note: The questions may be slightly altered upon receiving some of the initial survey responses.

Appendix C- Interview Participant Consent Form

CONSENT FORM FOR PARTICIPATION IN A RESEARCH STUDY

INTERVIEW PARTICIPANTS

TITLE OF STUDY

Civic Engagement and Impact on Asian American Community College Students:

“Effects on Academic Achievement, Campus Involvement, and Critical Consciousness Development”

NAME OF RESEARCHERS

Dr. Ellen Middaugh, San Jose State University

Hyon Chu Yi-Baker, SJSU Doctoral Student

San Jose State University Ed. D. Educational Leadership

THE PURPOSE OF THIS STUDY

You are being asked to participate in a research study investigating the impact of civic engagement on Asian American community college students at De Anza College. The purpose of this study is to develop a better understanding of Asian American community college students’ views of civic engagement and to what extent does it affect their academic performance, campus involvement, and racial and political identity development.

THE PROCEDURES TO BE FOLLOWED

If you decide to participate in the study, you will be asked several follow-up questions related to the survey that you already completed on-line. The questions serve to elaborate and to gain a better understanding of your experience with civic engagement at De Anza College. The interview will take approximately 30-45 minutes. In order to facilitate my note-taking I will be using an audio recorder app on my I-Pad Pro. Recordings will not be shared, but portions of the transcriptions will be discussed by the research team during data analysis and non-identifying participant responses will be included in the results and dissemination of study findings. At no time will any identifiable information be published or shared in this study.

POTENTIAL RISK

This study may include only minimal risks, i.e. you may become uncomfortable when answering some questions.

POTENTIAL BENEFITS

There are no foreseeable benefits anticipated.

COMPENSATION

There is no compensation for participation this study. However, at the end of the interview, you will be given a \$10 gift card for your time.

CONFIDENTIALITY

Although the results of this study may be published, no information that could identify you will be included. Your responses will be coded and kept in a password protected computer.

YOUR RIGHTS

Your participation in this study is voluntary. If you choose to participate, you may quit the interview at any time without negative consequences. You can also choose not to answer any interview questions that you do not wish to answer. No service to which you are otherwise entitled will be lost or jeopardized if you choose not to participate in the study or quit partway through the study.

CONTACT INFORMATION

Questions about this research may be addressed to the researchers:

- Hyon Chu Yi-Baker (Primary Student Investigator, San Jose State University, 408-857-3478).
- Dr. Ellen Middaugh (Department of Child and Adolescent Development, San Jose State University, 408-924-6594).

Complaints about the research may be presented to Dr. Arnold Danzig (Chair, Ed. D Educational Leadership Program, San Jose State University, 408-924-3722).

For questions about research subjects' rights or to report research-related injuries contact Dr. Pamela Stacks (Associate Vice President, Office of Research, 408-924-2479).

AGREEMENT TO PARTICPATE

If you agree to participate in this study, it is implied that you have read the information above about the research, your rights as a participant, and you give your voluntary consent. Please print out a copy of this page and keep it for your records.

PARTICIPANT CONSENT

I have read the above information and agree to participate in this study. I am at least 18 years of age. I have been given a copy of the consent forms for my records.

SIGNATURE	DATE

Appendix D- Recruitment Presentation Flyer

YOU ARE INVITED...

(not your typical kind of party but nonetheless an exciting opportunity)

- To take a 20-minute online survey
- To contribute to an exciting area of research
- To be entered into a drawing for **\$25 gift card** for just completing the survey
- To sign up as an interview participant (after taking the on-line survey) and receive a **\$10 gift card**

NUTS & BOLTS

- Research Title: Civic Engagement and Impact on Asian American Community College Students: “Effects on Academic Achievement, Campus Involvement, and Critical Consciousness Development”
- You can take the survey either on a computer or from the comfort of your phone
- To proceed to the survey please go to (cut and paste to your browser):

<https://tinyurl.com/APIAcivic>

- OR contact: hyonchu.yi@sjsu.edu and I will personally send you the link.
- DEADLINE TO TAKE SURVEY: **February 22nd 2019**

3 GREAT REASONS TO PARTICIPATE

- Think of it as your “civic duty”- you are contributing to the betterment of your community and society by participating in research that will help advance this study and add to the existing body of knowledge...YOU CAN FEEL GOOD ABOUT THAT!

- As a college student you are a SCHOLAR, participating in scholarly work can help build your critical thinking skills which is considered a highly desirable trait amongst the top employers...COOL, NOW YOU CAN ADD THIS TO YOUR RESUME!
- And let's not forget you can WIN BIG...keep reading below.

TWO WAYS TO WIN...and one is guaranteed!

- YOU CAN WIN A **\$25 GIFT CARD** for just completing the 20-minute on-line survey
(A total of 4 gift cards with a value of \$25 each will be drawn out of a pool of 100-150 survey respondents. Winners will get to choose from Target, Amazon, Ulta, Best Buy, or Panera's)
- THE 1ST 10 TO SIGN UP FOR THE FOLLOW-UP INTERVIEWS WILL EACH RECEIVE **\$10 GIFT CARD**