

Asian American, and Native American Pacific Islander Serving Institution (AANAPISI)

2022-23 Focus Group Report

North Seattle College

Jordan Veniegas & Alex Matlock

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Background

In October 2021, North Seattle College was awarded a 5-year federally funded AANAPISI grant to enhance the institutions capacity to better serve Asian and Pacific Islander (A&PI) and low-income students. North Seattle College (NSC or North), an AANAPISI-funded institution, is committed to understanding the experiences, needs, and challenges of A&PI students to better integrate data-driven changes to enhance their academic success. As part of the grant goals and objective, AANAPISI seeks to ensure that research informs service approaches, curriculum, and overall campus operations to serve A&PI students more effectively by conducting annual focus groups to gain insight into the successes and needs of North Seattle Colleges A&PI student population.

The purpose of this report is to present the findings from a series of focus group discussions conducted with Asian and Pacific Islander students at North Seattle College during academic year 2022-23 (Year 2 of the grant). These discussions were driven by the need to gain valuable insights and identify strategies for enhancing the AANAPISI programs' effectiveness in supporting North Seattle Colleges' A&PI student community. By engaging directly with A&PI students, we gain a deeper understanding of their experiences, perspectives, and aspirations within the college environment, and inform institutional efforts to address their specific needs.

This report will explore the key themes that emerged from the focus group discussions, reflecting the experiences of A&PI students at North Seattle College. The focus groups ask students to define what a sense of belonging is and what the student experience entails. Finally, the report highlights the recommendations and solutions proposed by student participants to improve A&PI student experiences relating to academic and personal growth. Such insights and recommendations will be of immense value to the North Seattle College administration, faculty, staff, and other stakeholders invested in the success and well-being of A&PI students.

Report Overview

The report will be divided into several sections, covering different aspects of the focus group discussions. These sections will include an overview of the research methodology, an analysis of the major themes, challenges identified, and recommendations for action and improvement. By presenting these findings, we aim to contribute to the ongoing conversations about student success at North Seattle College. Ultimately, analysis should lead to actionable efforts to foster an increasingly inclusive and supportive environment that will empower A&PI students to thrive academically and prepare for their future careers.

Methodology

Research Design

This study utilized a qualitative research design, facilitating two focus groups (during Winter Quarter 2023 on Tuesday, February 28th and Spring Quarter 2023 on Tuesday, June 6th) to gain in-depth insights into the lived experiences of North Seattle College's Asian and Pacific Islander students regarding their

1) sense of belonging and 2) student experience at North Seattle College. Focus groups were chosen as the primary data collection method due to their ability to foster dynamic discussions, allowing for the exploration of shared experiences, and eliciting rich, nuanced perspectives on each topic. Both focus groups were structured as 1-hour sessions with two facilitators guiding the discussion and one notetaker.

See Appendix A for a comprehensive list of all questions asked in the focus group.

Sample Selection & Eligibility

Participants were selected based on specific pre-qualification criteria to ensure the relevance and focus of the discussions. The criteria for participation were as listed: 1) self-identification as Asian and/or Pacific Islander, and 2) current enrollment as a student at North Seattle College.

Recruitment

Participants were recruited through a mixed-method approach, utilizing purposive and convenient snowball sampling methods. A purposive sampling method allowed for a targeted approach inviting Asian and Pacific Islander identified students at North Seattle College. Two series of email campaigns were sent specifically to students at NSC who had self-identified as Asian and Pacific Islander and met the participation requirements. Additionally, a series of internal emails and Canvas announcements targeting AANAPISI enrolled students were sent. Furthermore, a convenience sampling method was deployed by posting visually appealing flyers (see Appendix B) in high traffic areas around campus and utilizing AANAPISI social media accounts. A snowball sampling method was utilized to expand our reach to more participants. As participants confirmed their participation, we asked them to share this opportunity with other eligible friends and classmates helping us spread the word widely and connect with a diverse range of Asian and Pacific Islander students.

Finally, participants from the first focus group (Winter Quarter) were incentivized with lunch, while the 2nd focus group (Spring Quarter) were incentivized with lunch and a \$25 visa gift card funded by North Seattle College.

Data Collection

Data was collected through two distinct one-hour focus group sessions, each with two facilitators and one notetaker. A semi-structured discussion guide was utilized to ensure consistency across both groups while allowing flexibility for emergent themes and in-depth explorations. The facilitators posed open-ended questions designed to elicit participants' perceptions and experiences. These questions were specifically related to a student's sense of belonging within the North Seattle College campus environment and the types of support they found beneficial to their academic and personal success. All focus group sessions were audio-recorded with the explicit consent of the participants to ensure accurate capture of the discussions. Detailed notes were also taken to document non-verbal cues, group dynamics, and contextual observations.

Data Analysis

The audio recordings from both focus groups were transcribed verbatim to facilitate comprehensive data analysis. Thematic analysis, an iterative and systematic process for identifying, analyzing, and

reporting patterns (or themes) that arise within the data, was employed to analyze the qualitative data. The analysis processed involved several stages. AANAPISI staff:

1. Independently familiarized themselves with the data through repeated reading of transcripts;
2. Initiated coding to identify interesting features across the entire dataset;
3. Searched for themes by collating codes into broader potential themes;
4. Reviewed themes to ensure they are coherent and distinct;
5. Defined and naming emerging themes;
6. Produced the report; and
7. Found discrepancies in coding and theme identification, which were discussed and resolved through consensus

Participant Demographics & Background

This section of the report will provide an overview of the demographic characteristics of the participants who took part in the focus groups.

Focus Group #1

Demographics	Breakdown
Date of Focus Group	2/28/23
Total Participants	6 students
Age	20 (2), 25, 33, 52, 69
Gender	5 female, 1 male
Ethnicity	Filipino, Chinese (3), Thai, Lao
International Student Status	1 International Student, 5 Domestic Students
Student Status	5 Full-Time, 1 Part-Time
Field of Study	Computer Science, Business, Associate in Arts (3), Non-Degree Other

Figure 1a. Chart showing demographics breakdown of focus group #1

Focus Group #2

Demographics	Breakdown
Date of Focus Group	6/6/2023
Total Participants	4 students
Age	19, 20, 21, 69
Gender	3 female, 1 male
Ethnicity	Asian (2), Filipino, Mongolian
International Student Status	4 Domestic Students, 0 International Students
Student Status	2 Full-Time, 2 Part-Time
Field of Study	Computer Science (2), Associate in Arts, Engineering

Figure 1b. Chart showing demographics breakdown of focus group #2

Findings

The findings from North Seattle Colleges 2022-2023 Asian and Pacific Islander focus groups are presented below. This section is organized by main discussion categories and questions, followed by the themes that emerged for each specific question. The themes are supported by direct participant quotes, and recommendations for the institution to consider in their efforts to foster an ever-increasing environment conducive to meeting the needs of Asian and Pacific Islander students at North Seattle College.

Sense of Belonging

Goal 1: To understand how students define “belonging” within the context of North Seattle College

The initial discussion aimed to understand how A&PI students define “belonging” within a college or organizational setting. Generally, belonging can be described as the feeling of being an integral and valued part of a group, where one's contributions are appreciated, and one's authentic self is embraced. It encompasses an understanding of one's agency and influence within the group and is ultimately the affective and emotional consequence of true inclusion.

Question Asked: What does it mean to “belong” at a college or in an organization?

Several key themes emerged from participants' definitions of belonging, highlighting the multifaceted nature of this concept for A&PI students at North Seattle College.

Emerging Themes:

- ***Institutional Connectedness and Integration***

This theme highlights the importance of students feeling connected to and integrated into the college's structure, resources, and operational aspects. For A&PI students at North, belonging extends beyond social interactions to include a sense of being a recognized and supported member within the institutional framework.

- **Access to Resources and Support:** Participants (primarily international students) often connect belonging with the distribution and accessibility of institutional support. *“In terms of belonging at a college or in an organization, I would say to belong you'll fairly receive what they give, like their resources and their benefits.”* This indicates that a sense of belonging is intrinsically tied to the perception of fair access to the resources and benefits offered by the college, suggesting that inequitable access could undermine this feeling.
- **Inclusion in Campus Operations:** Participants often shared an enhanced feeling of belonging if they were working on campus, leading us to presume working on campus provided a deeper connection to the institution. *“I felt belonging from becoming a student staff...it really was a prime development in my life.” “Then later, I work on campus, so I feel much better. I think I belong here for now.”*
- **Feeling Seen, Accepted, and Acknowledged by Students, Faculty, and Staff:** Participants often shared a strong sense of belonging when they felt recognized and respected by those in positions of authority and/or support. *“So, for me, to belong*

means to just feel seen, accepted, and just acknowledged.” “When people show interest in me or care that I’m here and they appreciate that I’m here, that makes me feel like I belong. Also, they see me and respect all parts of my identity.” “Accepted by the people who work with you and help you grow.”

- **Social Connectedness and Community**

This theme captures the critical role of peer relationships and the formation of a supportive community in fostering a sense of belonging for A&PI students. For many, belonging is deeply intertwined with finding “go-to people” or a group where they can relate, share experiences, and feel understood. Participants often shared how a sense of belonging is tied to interpersonal connections with peers and/or community that has the following attributes: relatability and shared experiences, feeling heard and valued within a group, and supportive and proactive peer interactions.

- **Relatability and Shared Experiences:** Ability to connect with others on a personal level and share common ground. *“...to have a community of people, where I can relate to them and just talk to them.”* This suggests that a sense of shared identity or experiences facilitate deeper connections and a stronger sense of belonging.
- **Feeling Heard and Valued within a Group:** Emphasizes the importance of interpersonal relationships in fostering a sense of belonging for students. *“Having my views heard.”* This indicates that active listening and validation from peers and others contribute to a sense of inclusion and belonging.
- **Supportive and Proactive Interactions:** Participants described belonging through the active support and engagement of faculty and staff, when seeking support. *“I do feel like I belong to a group when I’m asking them a question, and they are doing their own research, asking their own people, and putting my email in the questions and just knowing that their willing to that is nice.”* This indicates that a willingness to go above and beyond to support students reinforces a sense of community and belonging for students.

- **Welcoming Campus Atmosphere**

This theme encompasses the overall environmental and cultural aspects of North Seattle College that contribute to or remove a sense of belonging for students. A campus that feels inherently welcoming and inclusive allows students to feel comfortable and authentic.

- **Welcoming Learning Environment & Community Congruence:** Participants often shared that a precursor to feeling a sense of belonging is a welcoming campus atmosphere or climate.

Goal 2: To better understand the significance of a sense of belonging for students at North Seattle College.

Question Asked: Why is it important for Asian and Pacific Islander students at North Seattle College to feel that they belong here? For instance, in your college courses, course curriculum, amongst faculty and staff, student groups and programming, on campus, etc.

Several key themes emerged from participants' definitions of belonging, highlighting the multifaceted nature of this concept for A&PI students at North Seattle College.

Emerging Themes:

- ***Student Retention & Persistence***

This theme was most prevalent from focus group discussions, indicating that a sense of belonging is a critical factor to A&PI students' decision to continue their education at North Seattle College and succeed. Participants elaborated on how feeling connected and accepted directly impacted their commitment to staying enrolled and persisting through academic challenges.

- Direct Quotes:

- *"I mean, it kept me here. I've always not been extremely academic. Not been very academic, it was easy for me to skip class or just leave..."*
- *"I couldn't see myself in college or in a college class. I felt weird... In general, I felt like I was almost invisible."*
- *"If you don't belong, that's what it is. If you don't feel you belong, then why am I here? I could be somewhere else. That's so true."*
- *"I've also felt isolated at North Seattle. Lately, I'm not sure what I want to major in. So, I've been kind of debating on whether I should stay in college. But, I think having a sense of belonging would be a strong factor to make someone want to stay."*

- ***Identity Formation***

This theme revealed that feeling a sense of belonging is intricately tied to identity formation for Asian and Pacific Islander students in a predominately non-A&PI environment. Participants expressed how belonging provides a safe space to authentically express themselves and navigate their multifaceted identities, rather than feeling pressured to confirm or diminish aspects of who they are.

- Direct Quotes:

- *"Sometimes we can feel excluded, like the minority. It's nice to be part of a space where others may feel the same and we can just sort of be more of ourselves."*
- *"Sometimes when we're trying to fit into a group, we may or may not feel like we belong, and we try to change ourselves: like how we speak or what we talk about or what we like. So, here, we can just be ourselves. So, it's nice to have that sense of family."*
- *"I moved here alone. I didn't know everything. Here (in American culture) it is like being a new person, like an alien from another world. Here at NSC, it is like my home. When I went from Asian to American, I felt different from others."*

- ***Mental Health & Well Being***

This theme highlights the connection between a sense of belonging, mental health, and well-being of A&PI students. Participants often connected feeling accepted and seen to their emotional health, emphasizing how a lack of belonging can contribute to feeling "invisible," "weird," and "isolated." Participants noted that student support services and programs were crucial to their overall wellbeing.

- Direct Quotes:
 - *"I'm lucky to have North because I feel like I never felt any of that here which is why I feel I like it's super important to have people of AANAPISI to advise Asian American and Pacific Islanders to be accepted because it's just crucial for their well-being their personal well-being"*
 - *"It's kind of like feeling secure, if that makes sense. You know having like people to go to being secure knowing that there's a program wants to help you and already know what I am going through"*
 - *"If I ever have like anything like I'm struggling with, and I know that I can go to that group of people that they will use their resources and connections to like to help out other people and like they will listen to me."*
 - *So, I feel that belonging is important and is just general community. Belonging to a community is very essential to the well-being [of students] and that is a right. Everyone has the right to education."*

Goal 3: To uncover the extent and nature that of Asian and Pacific Islander (A&PI) inclusivity and support within North Seattle College.

Question Asked: In what ways do you see A&PI representation at North Seattle, for instance in course content, faculty and staff, student support services and programs?

Several key themes emerged from participants' definitions of belonging, highlighting the multifaceted nature of this concept for A&PI students at North Seattle College.

Emerging Themes:

- **Increased Need for Representation**
 - **Employee:** This theme emphasizes A&PI students' desire for a more visible A&PI presence amongst faculty, staff, and administration at North Seattle College. For instance, one participant noted, *"So seeing A&PI faculty here could help me visualize myself in those spaces."* Another student pointed out that having A&PI staff helped them academically and encouraged leadership. The current reality, however, is a perceived lack of representation, particularly in administrative roles: *"For admin, I don't really see any representation of Asian. I can remember [admin] being traditionally just white, and I guess that is kind of expected. It's not great, but it's reality."*

This theme underscores that representation fosters a sense of aspiration and validates the potential for A&PI individuals to succeed and lead within their own lives. Lastly, participants felt that hiring more A&PI staff would directly address many of the identified needs. With one participant sharing, *"I would say to invest and hire A&PI staff because it really boils down to the individual. It's the staff themselves who are bringing the "good medicine"* This "good medicine" refers to the culturally resonant support, understanding, and guidance that A&PI staff are perceived to uniquely offer, contributing both to academic success and overall well-being.

- **Course Curricula:** This theme emphasizes A&PI students' desire for more inclusive course curricula that appropriately integrate A&PI history, people, cultures, and communities. Participants expressed a lack of A&PI stories being discussed or presented inadequately, particularly when taught by instructors who did not share the same cultural background. One participant articulated this by stating “...*But as far as content, content is a bit more sparse. It's not as commonly talked about ever.*” This theme underscores a desire for A&PI representation within course curricula.

A&PI Student Experience

Goal 4: To understand the ways A&PI students feel supported academically at North Seattle College.

Question Asked: In what ways are you supported by North Seattle College to succeed academically as an Asian and Pacific Islander student? Please give specific examples.

Several key themes emerged from participants' definitions of belonging, highlighting the multifaceted nature of this concept for A&PI students at North Seattle College.

Emerging Themes:

- **Student Support Programs & Services**
 - **Asian American, and Native American Pacific Islander Serving Institution (AANAPISI) Grant:** Participants highlighted the positive impacts of the AANAPISI program and the resources it has facilitated. One participant stated “*How I've been supported as an Asian student has been by North Seattle College having the AANAPISI grant here and hiring the program navigator and grant manager. Just how much this program blasted off, and how we were given the new space (TARC). I've been going here for three years...*” Another student shared “*AANAPISI supports me as a student staff. It's keeping me financially, spiritually, emotionally, and professionally supported. I would say it's really a holistic benefit.*” This indicates that the AANAPISI program offers multifaceted support beyond academic assistance. Additionally, the discovery of AANAPISI programming proved transformative for some participants. One sharing, “*I didn't know about AANAPISI. But, I'm really glad I found out about it because this is the first event that I've been to and I already like this. I haven't really been a part of groups like this before and I'm already feeling more seen than I have been.*”
 - **International Programs:** Participants recognized the International Programs as a valuable asset that “*gets people together.*” For international students, the student programming and opportunities for employment contributed to a deeper sense of belonging. One participant stated “*I belong to a Chinese community. I joined the college. I work on campus, so I feel much better. I think I belong here for now...I enjoy it because I'm changing and I'm learning about American culture. Yeah, I'm learning about different cultures which is very nice.*” This highlights how structured programs and diverse interactions contribute to both academic and personal growth, fostering a broader sense of integration.

- **Welcoming Campus Climate**

- **Encouragement and Positive Reinforcement by Faculty and Staff:** A significant aspect of academic support identified by participants was the positive and encouraging approach of faculty and staff. In contrast to perceived cultural norms from their own backgrounds, participants generally found NSC faculty and staff approach to academics remarkably supportive. One participant shared, *“I will say, in my culture and maybe Asian culture, everything is so negative. On the campus, everything is so positive. All the teachers and staff are like: ‘You get something wrong? That’s fine. It is okay. Try to improve.’ I think that is so important for me because in the Asian culture, when you get it wrong you don’t have another try.”* Furthermore, direct encouragement for leadership and involvement was highlighted as a form of support. One participant shared, *“I was asked to lead an Asian student association by Dr. Mari. They encouraged me to be in a leadership position”* which was described as *“That’s encouraging because it helps you build your self-esteem and power.”* This demonstrates how faculty and staff play an active role in empowering A&PI students beyond the classroom.
- **Welcoming Atmosphere:** Participants attributed their sense of support to a generally welcoming campus atmosphere and positive campus culture. One participant shared, *“Perhaps I can attribute it to just overall welcoming campus atmosphere, the campus culture.”* This welcoming environment is perceived to be fostered by *“wonderful programs that actually keeps spreading out the words and keeps making community and it rubs off people making people a better person.”*

Goal 5: To understand the ways A&PI students do not feel supported at North Seattle College to succeed academically.

Question Asked: In what ways are you not adequately supported to succeed academically as an A&PI student? Again, please provide specific examples.

Several key themes emerged from participants' definitions of belonging, highlighting the multifaceted nature of this concept for A&PI students at North Seattle College.

Emerging Themes:

- **Navigating Institutional Structures and Systems**
 - **Academic Pathways:** A consensus amongst participants highlighted difficulties with institutional navigation as a first-year college student. One participant shared, *“I know that some students they say, ‘Oh after they get accepted to North Seattle, like they don’t know what next step to take.’”* This indicates a potential lack of clear guidance or comprehensive first-year experience programs that help students, particularly those who may be new to the U.S. higher education system and navigating college processes. One participant described their experience with a general feeling of confusion, *“everything is very confusing.”* Furthermore, issues with standard academic support, such as tutoring, were raised. One participant shared, *“I just don’t have a good tutoring tutor; I think that’s really important.”* Ultimately, suggesting that while resources may exist, their effectiveness or accessibility for A&PI students could be improved.

- **Holistic Support:** Participants voiced a desire for mentorship, with one participant sharing: *“They can be our mentors. I think we should have Asian mentors in certain programs.”* This highlights a desire for guidance from individuals who share similar cultural backgrounds and can offer relatable advice and support on academic and professional paths. Additionally, participants also expressed a need for support in navigating cultural pressures, such as family expectations relating to career choices. One participant shared, *“It’d be cool if North had some resources or even a workshop on how to deal with those academic pressures of issues of choosing a career or pleasing your family, or how to stand up for yourself so that I can do what I want, and not what I’ve been pressured to do my whole life.”* This underscores the desire for culturally-sensitive practices through which individuals within the college can offer emotional and practical support.

Observations & Recommendations

The insights gathered from the focus groups with Asian and Pacific Islander (A&PI) college students highlight key areas where North Seattle College can enhance the sense of belonging and improve the overall student experience. Although the following recommendations were designed to address the emerging themes and create a more inclusive and supportive environment for A&PI students, the following practices can be impactful across the campus, benefiting all students.

- **Peer Mentorship Opportunities**

To enhance a stronger sense of belonging and boost academic confidence for A&PI students, we recommend formalizing a peer mentorship service. This program should connect first year college students with experienced and skilled peer mentors to provide supportive services during their first year at North Seattle College. The focus should be to create reliable and structured supportive relationships that ease the transition into college life.

- **Accessible Staff and Spaces**

The focus group emphasized the importance of dedicating resources and spaces for A&PI students and the larger North Seattle College to connect and build community. We recommend investing in support staff, student spaces, and community activities. This involves ensuring that dedicated staff are available and accessible, and that student spaces like the Asian and Pacific Islander Center (APIC) are sustained and adequately funded, maintained, and promoted as essential welcoming hubs for students to gather, connect, and receive support.

- **Promote Community Responsive Practices**

We recommend implementing professional development initiatives to encourage culturally responsive practices among faculty and staff. Community responsive practices are vital because they create inclusive learning environments where students with varying backgrounds, experiences, and knowledge are recognized, valued, and leveraged in classrooms. This approach supports student success by making instructions and supportive practices more relevant and engaging for all students, particularly those from under-represented backgrounds.

- **Increase Representation Across Campus that Reflects the Student Population**

Visible representation is crucial for A&PI students to feel seen, valued, and understood. Student voices recommend 1) More spaces of belonging and 2) curriculum integration in order to develop and fund proactive strategies to recruit and retain employees across various levels of the college to reflect the student population served. Lastly, students would like NSC to commit to initiatives that integrate perspectives from diverse backgrounds, such as Asian and Pacific Islander scholars into their course curricula college wide. This will ensure that the academic environment reflects the richness of its student body and validates them.

By implementing these recommendations, North Seattle College can continue making significant strides towards enhancing a sense of belonging and overall student experience for its Asian and Pacific Islander student population.

Conclusion

This focus group report provides valuable insights into the lived experiences of Asian and Pacific Islander students at North Seattle College, shedding light on the critical factors that influence their sense of belonging and academic success. While North Seattle College continues to make commendable strides towards fostering a supportive campus climate and provide targeted support, the discussions also reveal areas where A&PI students seek further development to meet the needs of their Asian and Pacific Islander student body, such as offering peer mentoring services, sustaining student support positions and student-centered spaces, continued community responsive training opportunities, and increasing representation across college campus.

Ultimately, by understanding and addressing the unique needs and aspirations of our A&PI student population, North Seattle College can further strengthen its commitment to prepare each student for success in life and work, fostering an engaged, and dynamic community. The recommendations presented in this report aim to build upon the identified successes and address the challenges, thereby fostering an even more inclusive and supportive environment where all A&PI students feel empowered to excel academically, achieve their personal goals, and confidently prepare for their future careers. Continued dedication to these areas will undoubtedly contribute to the ongoing success and richness of the entire North Seattle College community.

Appendix

A. Focus Group Questions

Question #1 - What does it mean to “belong” at a college or in an organization?

Question #2 – Why is it important for Asian and Pacific Islander students at North Seattle College to feel like they belong here? For instance, in your college courses, course curriculum, amongst faculty and staff, student groups and programming, etc.

Question #3 – In what ways do you see A&PI representation at North Seattle, for instance in course content, faculty and staff, student support services and programs?

Question #4 - In what ways are you supported by North Seattle College to succeed academically as an Asian and Pacific Islander student? Please give specific examples

Question #5 – In what ways are you not adequately supported to succeed academically as an A&PI student? Again, please provide specific examples.

Question #6 – Was there a time you experienced or witnessed an incidence of bias or microaggression at North Seattle College?

Question #7 – What support should the college provide for students who have experienced bias or microaggressions?

Question #8 – What would you suggest as the most important thing the college could do to support Asian and Pacific Islander students?

Question #9 – Is there anything else you would like share about your experiences as an Asian and Pacific Islander student at North Seattle College before we closeout for today?

B. Focus Group Flyers used for Outreach

Your Voice Matters, Join the Conversation

A&PI Student Focus Group

with AANAPISI

Tuesday, February 28, 2023, from 2pm to 3:30pm
College Center 116I

Join us in a conversation and share your experience as an Asian & Pacific Islander (A&PI) student at North Seattle College.

Eligibility Criteria

- Current North Seattle College
- Identifies as Asian and Pacific Islander

What is a Focus Group?
A facilitated discussion with a group of people, aimed at collecting insight about their lived experience to guide intentional change. Your feedback will be used to: 1) Inform renovation of student spaces, 2) Guide program & institutional change for the treatment and care of A&PI students at North

Any Questions?
Please email Alex Matlock (@HeNim) at alexandar.matlock@seattlecolleges.edu

RSVP Required by Thursday, February 23, 2023, 4:00pm

AANAPISI

Your Voice Matters, Join the Conversation

A&PI Student Focus Group

with AANAPISI

Tuesday, June 6 2023, from 11am to 12pm in College Center 116I

\$20 Gift Card

Join us in a conversation and share your experience as an Asian & Pacific Islander (A&PI) student at North Seattle College.

Eligibility Criteria

- Current Student at North Seattle College
- Identifies as Asian and/or Pacific Islander

What is a Focus Group?
A facilitated discussion with a group of people, aimed at collecting insight about their lived experience to guide intentional change. Your feedback will be used to: 1) Inform renovation of student spaces, 2) Guide program & institutional change for the treatment and care of A&PI students at North

Any Questions?
Please email Alex Matlock (@HeNim) at alexandar.matlock@seattlecolleges.edu

RSVP Required by Monday June 5, 2023, 4:00pm

AANAPISI