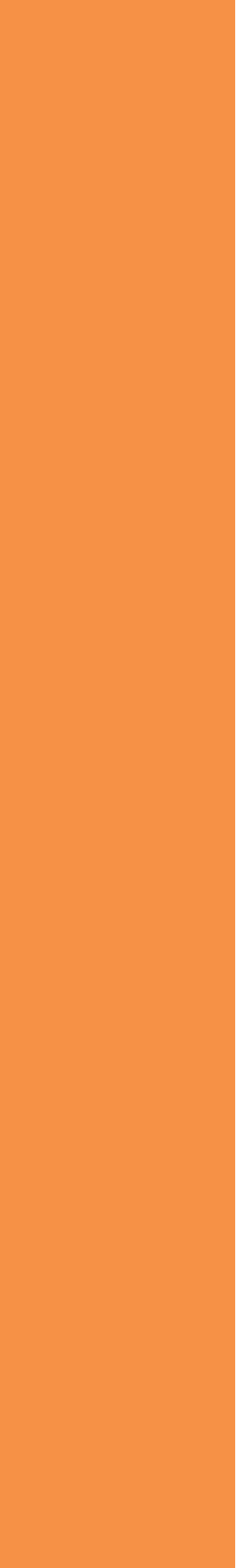
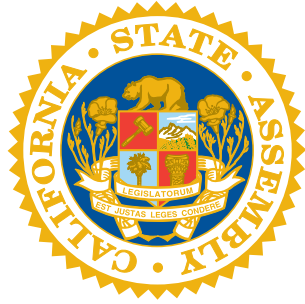


# **The State of Asian American, Native Hawaiian, and Pacific Islander Education in California**







# **The State of Asian American, Native Hawaiian, and Pacific Islander Education in California**

## **Prepared for the Honorable Mike Eng**

Assemblymember, 49th Assembly District  
& the CALIFORNIA ASIAN PACIFIC ISLANDER JOINT LEGISLATIVE CAUCUS

By the University of California Asian American and Pacific Islander Policy  
Multicampus Research Program (UC AAPI Policy MRP)  
Education Working Group

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Assemblymember  
Mike Eng

## PREFACE – CALIFORNIA ASSEMBLYMEMBER MIKE ENG (49<sup>TH</sup> DISTRICT)

It is with great pleasure that we release the State of Asian American, Native Hawaiian, and Pacific Islander Education in California report. This project, which was produced in collaboration with the University of California Asian American and Pacific Islander Policy Multicampus Research Program, is the second in a series of reports that aim at providing a clearer snapshot of Asian American, Native Hawaiian, and Pacific Islanders (AANHPI) in California in a broad range of subject areas.

The primary objective of this report is to shed greater light on the educational status of AANHPIs in California. While the ultimate goal of this collaborative effort is to produce a comprehensive report that provides disaggregated data on the subject by specific race categories, this report simply analyzes the data that is available to us currently from a number of public and non-profit sources.

Unfortunately, much of the available data is provided in a limited number of racial categories, such as “Asians” and “Pacific Islanders.” This, of course, often produces a simplistic image of the “model minority,” ignoring many of the barriers that may significantly impact the more than a dozen ethnic subgroups that are under the broad “AANHPI” umbrella.

As policymakers, it is imperative that our knowledge and understanding evolve continually with respect to who exactly our populations and subpopulations are and how they are faring academically in our state so that we can best develop policies that are effective in meeting their diverse and complex needs. Personally, I believe that in order to help children succeed in the classroom, it is critical for elected officials to understand the gaps in achievement that exist within all AANHPI populations in California.

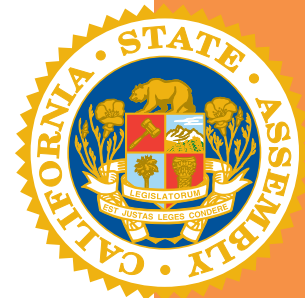
It is my hope that this report will serve as a helpful resource and tool for those educators, parents, policy makers and members of the general public wishing to better understand many of the factors that contribute to the success of, as well as the challenges that often confront, the AANHPI community in the area of education. Further, I believe this report will serve as the first step toward producing a greater body of data in the years to come that expand on the possible solutions to address some of the disparities. As accurate demographic data are critical in developing effective policies that respond to the needs of California’s residents, this report may demonstrate the urgent need for funding to research and collect disaggregated data.

I would like to especially thank Farmers Insurance Group, Inc for funding this very important project and especially to their Director of Government Affairs Michael Paiva for coordinating the efforts. Without their support this report would not have been possible. I also would like to take this opportunity to express my utmost gratitude to Lois M. Takahashi, Ph.D., Director of the University of California Asian American and Pacific Islander

Multicampus Research Program (UC AAPI Policy MRP), and the UC AAPI Policy MRP Education Working Group for their tireless efforts in compiling this report. I enjoyed our work together and I look forward to more partnerships to come. Finally, I would like to thank Annie Lam for her absolute dedication to my vision of AANHPI empowerment and without whom I could not have completed this and previous reports.



MIKE ENG  
49<sup>th</sup> Assembly District  
Member, API Legislative Caucus





**Lois M. Takahashi**

## **INTRODUCTION – LOIS TAKAHASHI, DIRECTOR, UC AAPI POLICY MRP**

The University of California Asian American and Pacific Islander Policy Multicampus Research Program (UC AAPI Policy MRP) is proud to present this report on the state of Asian American, Native Hawaiian, and Pacific Islander education in California.

The authors of this report are members of the UC AAPI Policy MRP Education Working Group, which is concerned about the educational needs and challenges of California's AANHPI communities.

In late 2009, several of the Education Working Group members met with California Assemblymember Mike Eng (49th District) and staff from the California Asian Pacific Islander Joint Legislative Caucus to discuss the needs for information and analysis about education. This report is the first effort by the UC AAPI Policy MRP Education Working Group to provide baseline information to state legislators, advocates, and communities about the state of AANHPI education in California.

The report is a compilation of publicly available data providing profiles of K-20 students, degrees awarded and graduation rates, retention, success, and dropout rates, profiles of educators in the state by race/ethnicity and in comparison to the race/ethnicity of students, and pipelines to professional and graduate degrees. The data sources represent a variety of public and nonprofit sources (see data matrix in the Appendix), all publicly available, and unfortunately many without disaggregated data by AANHPI subgroups.

Though data from the US Census' American Community Survey show information for AANHPI subgroups, many charts in the document only report information for aggregated "Asians" or "Pacific Islanders", with more disaggregated data available on Filipinos. AAs and NHPs are diverse in different ways – social class, linguistic abilities, ethnic background, generation – and those differences account for educational disparities. We really regret that we cannot provide data and analysis in terms of ethnic subgroups.

Even with this important limitation, we hope that this report provides useful information for policy design and reformulation, for stimulating discussions about education needs and programs, and for prioritizing public, private, and philanthropic resources to communities experiencing great need. But more than that, we hope that this report serves to engage elected officials, communities, and organizations across the state to work together toward better educational institutions, programs, and outcomes for our AANHPI youth and communities.

This project could not have been completed without the effort, commitment, and hard work by the UC AAPI Policy MRP Education Working Group (Mitch Chang, Gordon Fung, Don Nakanishi, Rod Ogawa, and Khatharya Um), and our team of researchers that acquired the data and developed the charts for this report (Melany De La Cruz-Viesca, Yen Ling Shek,



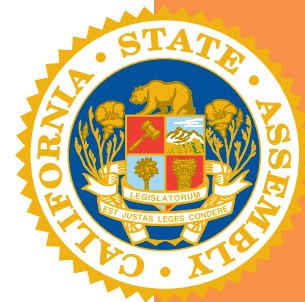
Annie Kuo, and Laura Russ).

I am especially grateful to Annie Lam, former Legislative Director for Assemblymember Mike Eng, who has been such a wonderful partner on this and other UC AAPI Policy MRP projects. I will always be thankful for her wise counsel and boundless enthusiasm.

The UC AAPI Policy MRP is fortunate to have the energy, commitment, and expertise of over 70 faculty across the University of California system to contribute to projects such as this, and we will continue to work with state legislators, advocates, and community members to provide relevant and informative analyses that can be used to guide policy design and implementation. We hope you find this report a useful example of this effort.



Lois M. Takahashi  
Director, University of California Asian American and Pacific Islander Multicampus Research Program (UC AAPI Policy MRP)  
Professor, Departments of Urban Planning and Asian American Studies, UCLA



# EXECUTIVE SUMMARY

California has the largest and most diverse Asian American (AA) and Native Hawaiian and Pacific Islander (NHPI) population in the nation. This report on the state of AANHPI education in California highlights the achievements and challenges in public K-12 and public postsecondary education as they relate to AANHPI populations.<sup>1</sup>

The topic is important and timely. There has been increasing attention at the federal and state level on the performance of schools and colleges/universities in preparing youth for participation in an information-driven economy and in the nation's and state's democratic institutions. The challenges are great, especially for students from non-dominant racial and cultural communities, including many immigrant groups, which historically have been underserved by our educational systems. There is an urgent need to take stock of the engagement of AANHPIs in the state's education systems. This report highlights issues, especially the limitations in available education data on AANHPI subgroups, and provides recommendations for policy makers and community advocates concerned with AANHPI education in California.

## SUMMARY OF MAJOR FINDINGS

### **1. Contrary to the "model minority" characterization of Asian American, Native Hawaiian, and Pacific Islander educational attainment,<sup>2</sup> there are particular ethnic groups with disproportionately high rates of dropping out of high school and do not have high school diplomas.**

- Hmong have the largest proportion (45%) in the state with less than a high school diploma among all racial/ethnic groups.
- About 40% of Cambodians and Laotians have less than a high school diploma, which is double the state rate.
- Over one fifth of Fijians have less than a high school diploma, which is higher than the state as a whole.
- Pacific Islander students in grades 9-12 have high dropout rates, with about one-fifth estimated to drop out over a four-year period.

### **2. Poverty and limited English proficiency alone and together heighten the risk for dropping out of high school and college/university. Most Asian American subgroups are limited English proficient, and specific Asian American, Native Hawaiian, and Pacific Islander subgroups have very high poverty rates.**

- Over 40% of Vietnamese, Koreans, Hmong, Cambodians, Taiwanese, Chinese, and Laotians report limited English proficiency, which is double the state rate.

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1 Though private education is important for AANHPI populations (about 10% of AA K-12 students are enrolled in private schools), this report does not include information on private education in California.

2 See National Commission on Asian American and Pacific Islander Research on Education (CARE), "Asian Americans and Pacific Islanders: Facts, Not Fiction: Setting the Record Straight" for background on this characterization, <http://professionals.collegeboard.com/profdownload/08-0608-AAPI.pdf>

- A quarter of Hmong and Cambodians live in poverty, about double the state rate, and about one fifth of Tongans live in poverty, more than one and a half times the state rate.

**3. Research shows that professional educators who share students’ cultural and linguistic backgrounds bring “culturally responsive instruction and caring-centered pedagogy, together with high expectations and careful alignment with district and state standards.”<sup>3</sup> The proportion of Asian American, Native Hawaiian, and Pacific Islander professional educators is less, and in some cases, far less than the proportion of Asian American, Native Hawaiian, and Pacific Islander enrolled students in the public K-12 system and postsecondary institutions. Personnel data were not available by racial/ethnic subgroup.**

- Asians, Filipinos, and Pacific Islanders are 5%-7% of all K-12 personnel in the state, but Asians, Filipinos, and Pacific Islanders are 12% of K-12 student enrollment.
- Asians, Filipinos, and Pacific Islanders are 8%-13% of all but one category of California Community Colleges personnel, but Asians, Filipinos, and Pacific Islanders are 16% of California Community College students.<sup>4</sup>
- Asians are 9% of Managerial and 15% of Faculty personnel at the California State Universities, but Asians, Filipinos, and Pacific Islanders are 18% of California State University students.

**4. Financial aid is vital but not sufficient for student retention and success for Asian American, Native Hawaiian, and Pacific Islander college students. Data on financial aid were not available by AANHPI subgroup or for the California State Universities, making comparisons difficult if not impossible.<sup>5</sup>**

- At the California Community Colleges, Pacific Islander students receive the largest scholarships in dollar amount, but Pacific Islander students have lower retention and success rates than most other racial/ethnic groups.
- At the University of California, Asian students are the largest group among all racial/ethnic groups with parent income less than \$45,000, but though they receive similar dollar amounts in grants as other students, smaller proportions of Asian students receive scholarships compared to other racial/ethnic groups.

The report makes three recommendations: (1) disaggregated data by AANHPI subgroups are urgently needed; (2) more data and analysis are needed to determine the obstacles to retention, success, and graduation for AANHPI subgroups; and (3) pipeline programs to higher education need to target AANHPIs.

3 Kiang, Peter Nien-chu and Mitchell J. Chang. “Message from the Editors: Special Issue on K–12 Education.” AAPI Nexus 7(1): v-xii, 2009.

4 Asians, Filipinos, and Pacific Islanders are 17% of Classified Professional personnel at the California Community Colleges, which is similar to the proportion of Asian, Filipino, and Pacific Islander student enrollment (16%).

5 Retention refers to whether students stay in academic programs until they are complete, and Success measures how well students are doing in terms of completing programs with a passing grade.

Explanation of Abbreviations/Terms Contained in the Report

Abbreviation/ Term	Explanation
ACS	American Community Survey
API	Asian American and Pacific Islander
AANHPI	Asian American, Native Hawaiian and Pacific Islander
AA	Asian American
Asian	Asian, includes Asians who identify as Asian alone or in combination with other races
Asian Ind.	Asian Indian
Cambod.	Cambodian
Taiwan.	Taiwanese
Vietnam.	Vietnamese
Black	African American/Black
NHPI	Native Hawaiian and Pacific Islander, includes NHPI who identify as NHPI alone or in combination with other races
NH	Native Hawaiian, includes NH who identify as NH alone or in combination with other races
Chamorro	Guamanians or Chamorros
AI	American Indians, includes AI who identify as AI alone or in combination with other races
AI/AN	American Indians and Alaska Natives, includes AI/AN who identify as AI/AN alone or in combination with other races

## Sponsors and Acknowledgements

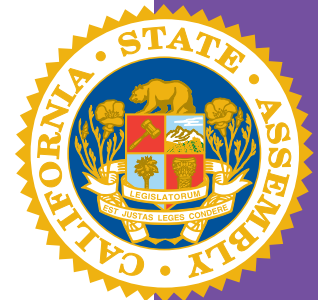
We are grateful to Farmers Insurance Group, Inc for a generous grant to publish this report. We also thank the UCLA Asian American Studies Center, the UCLA Graduate Division, and the UCLA Lewis Center for Regional Policy Analysis for funding/administrative support.

The authors also thank Shirley Hune (University of Washington), William Ouchi (UCLA), Frank Wu (UC Hastings School of Law), Karl Scheff (California Department of Education), and Assemblymember Mike Eng and his former Legislative Director Annie Lam for reviewing earlier drafts of this document and providing their insights and suggestions, Brian Chiu (UCLA) for providing research assistance, Michelle Sun for typesetting and graphic design, and Patricia Osorio-O'Dea and Gema Fonseca of the University of California Office of the President (UCOP) for helping us locate relevant UCOP reports.

We are responsible for all interpretations, errors, and omissions.



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# I. POPULATION CHARACTERISTICS (2006-2008)

This section provides a snapshot of the characteristics of California’s population comparing Asian American (AA), Native Hawaiian and Pacific Islander (NHPI) subgroups with other racial/ethnic groups.<sup>6</sup> The section compares AANHPI populations with other groups in terms of estimated proportion of the state population, limited English proficiency, poverty rates, and educational attainment. These characteristics highlight the severe economic and educational disparities experienced by specific AANHPI subgroups.

## ESTIMATED STATE POPULATION BY RACE/ETHNICITY

Race/Ethnicity (in order of estimated population size)	Estimated Population	Estimated Proportion of Population
White (Not-Hispanic) Inclusive	16,138,444	42.9%
Latino/Hispanic (of any race)	13,160,978	35.0%
<b>Asian American (AA) Inclusive</b>	<b>4,915,229</b>	<b>13.1%</b>
African American/Black Inclusive	2,549,314	6.7%
American Indian & Alaska Native (AI/AN) Inclusive	610,997	1.6%
<b>Native Hawaiian &amp; Pacific Islander (NHPI) Inclusive</b>	<b>132,437</b>	<b>0.5%</b>

Table 1. California Population Estimates by Race/Ethnicity, 2006-2008

<sup>6</sup> The source for the data in this section is the 2006-2008 American Community Survey (ACS) 3-Year Estimates (S0201: Selected Population Profile in the United States); [http://factfinder.census.gov/servlet/IPCharIterationServlet?\\_ts=295809272510](http://factfinder.census.gov/servlet/IPCharIterationServlet?_ts=295809272510). These data are estimates, and not population counts, and are used to describe trends in the population. For actual population counts, see the estimates by the US Census Bureau’s Federal-State Cooperative for Population Estimates (FSCPE) (<http://www.census.gov/newsroom/releases/archives/population/cb10-81.html>).

- Asian Americans (AAs) comprise 13% of the overall estimated state population (Table 1).
- Native Hawaiian and Pacific Islanders (NHPIs) comprise 0.5% of the estimated state population (Table 1).

## ESTIMATED POPULATION SIZE BY AANHPI SUBGROUP

There are a large number of subgroups that make up the total AANHPI population in California.<sup>7</sup> The two charts below show subgroup proportions for AAs and NHPIs.

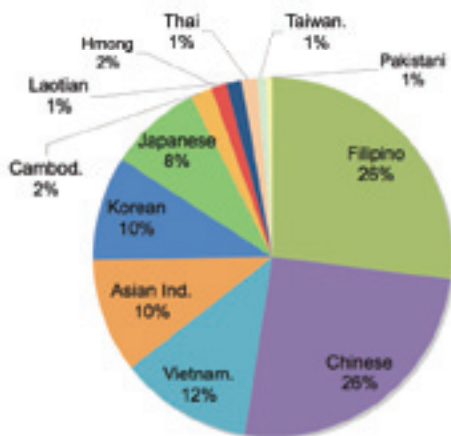


Chart 1. California Population Estimates for Asian Subgroups, 2006-2008

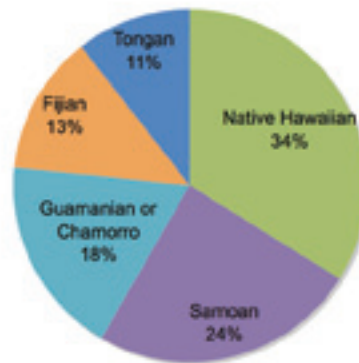


Chart 2. California Population Estimates for Native Hawaiian and Pacific Islander Subgroups, 2006-2008

- Of the estimated total California AA population, Filipinos and Chinese (excluding Taiwanese) are the largest subgroups, followed by Vietnamese, Asian Indians and Koreans (Chart 1).
- Of the estimated total California NHPI population, Native Hawaiians are the largest subgroup, followed by Samoans, Guamanians/Chamorros, Fijians, and Tongans (Chart 2).

<sup>7</sup> For Asian Californian subgroups, the following definitions are used: Asian Indian = Asian Indian alone or in any combination, Cambodian = Cambodian alone or in any combination, Chinese = Chinese, except Taiwanese, alone or in any combination, Filipino = Filipino alone or in any combination, Japanese = Japanese alone or in any combination, Laotian = Laotian alone or in any combination, Taiwanese = Taiwanese alone or in any combination (after Section I, Taiwanese are included with Chinese), Vietnamese = Vietnamese alone or in any combination. Sample sizes are too small to generate a reliable estimate for some Asian subgroups (Bangladeshi, Indonesian, Malaysian, Pakistani, Thai, Sri Lankan, and Other Asian). For NHPI subgroups, Native Hawaiian = Native Hawaiian alone or in any combination, Fijian = Fijian alone or in any combination, Guamanian or Chamorro = Guamanian or Chamorro alone or in any combination, Samoan = Samoan alone or in any combination, Tongan = Tongan alone or in any combination.

## LIMITED ENGLISH PROFICIENCY

“Limited English Proficiency” is defined in this section as the estimated California population that reports speaking English “Less than Very Well”. This section compares limited English proficiency across all racial/ethnic groups, and then by AANHPI subgroups. Limited English proficiency is associated with higher risk of dropping out of high school and college/university. Most AA subgroups and some NHPI subgroups report being limited English proficient.

### Limited English Proficiency by All Racial/Ethnic Groups

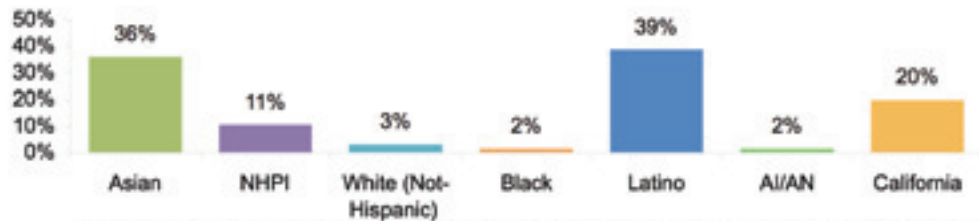


Chart 3. Proportion of California Population over the Age of 5 with Limited English Proficiency by Race/Ethnicity, 2006-2008

- Asians as a whole have the second highest rate of limited English proficiency (36%) after Latino/Hispanics (39%) (Chart 3).

### Limited English Proficiency by AA Subgroup

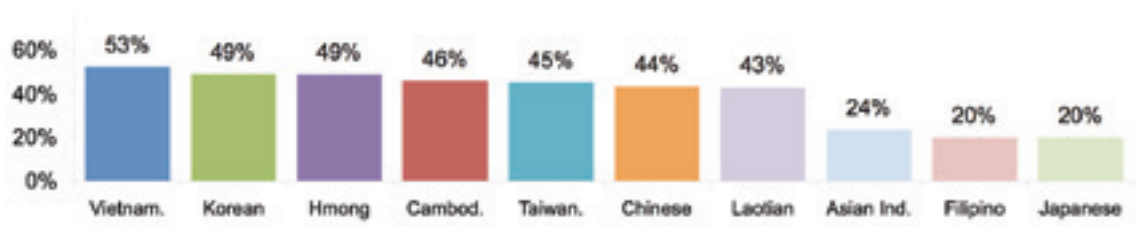
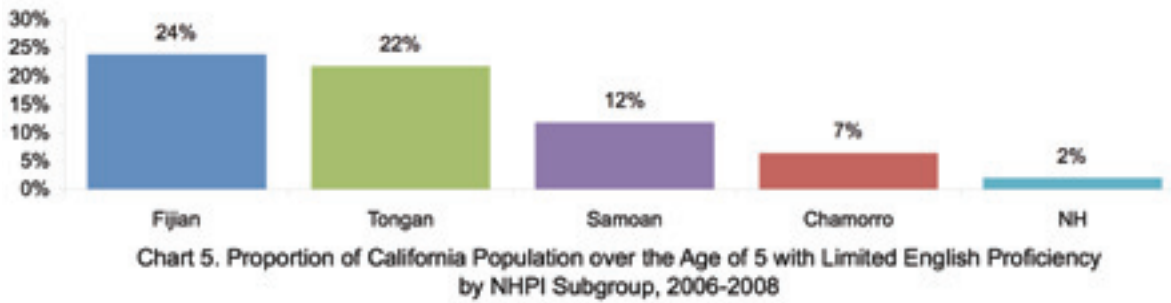


Chart 4. Proportion of California Population over the Age of 5 with Limited English Proficiency by AA Subgroup, 2006-2008

- Of California’s AA subgroups, Vietnamese have the largest proportion of limited English proficiency, followed by Koreans and Hmong (Chart 4).
- All state AA subgroups with the exception of Asian Indians, Filipinos, and Japanese have at least 40% reporting limited English proficiency.



## Limited English Proficiency by NHPI Subgroup

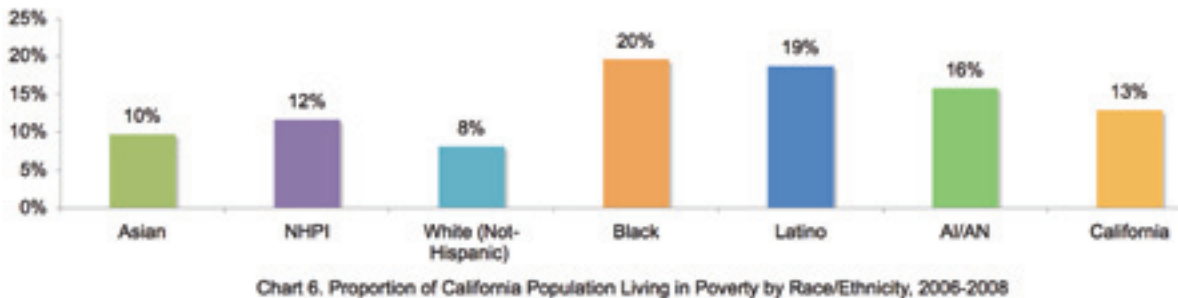


- Of California's NHPI subgroups, Fijians and Tongans have limited English proficiency rates higher than the California average (20%), meaning these two NHPI subgroups' ability to speak English is much more limited than California as a whole.

## POVERTY

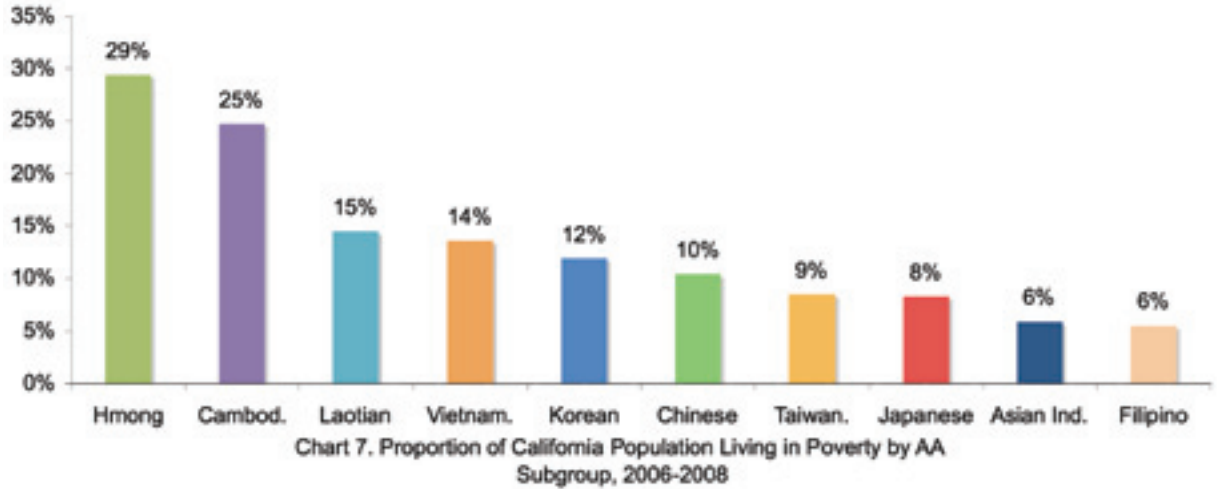
Poverty rates are associated with higher risk of dropping out of high school and college. The poverty rates clearly show how grouping all AANHPI subgroups together masks the differences by specific AANHPI subgroups. Chart 6 seems to show that AAs and NHPIs have poverty rates below the California average, but Charts 7 and 8 show that specific AANHPI subgroups have very high poverty rates, much higher than all other racial/ethnic groups.

## Poverty Rates by All Racial/Ethnic Groups



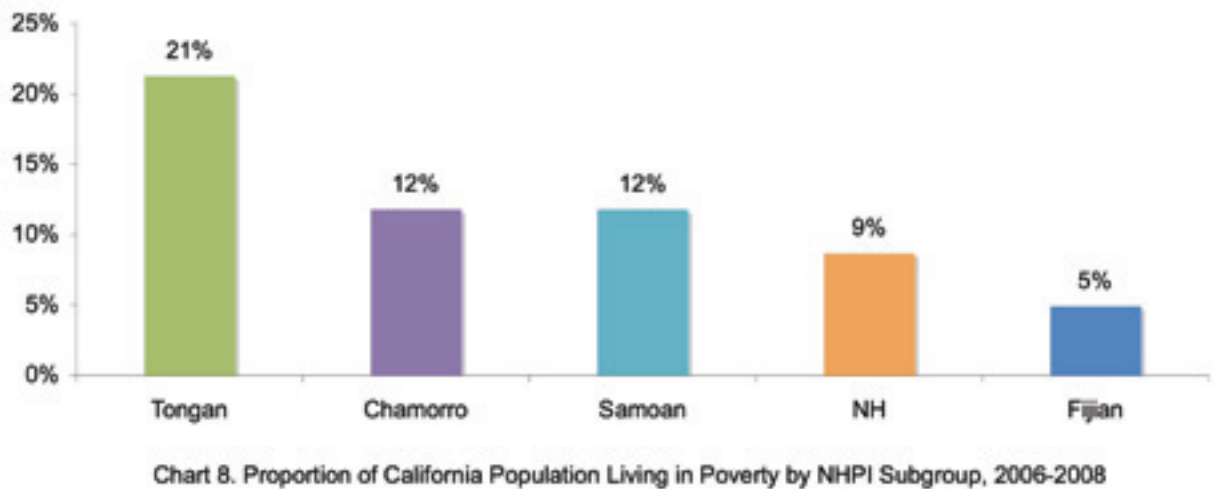
- At first glance, poverty rates for Asians as a whole (10%) are lower than the state average (13%) (Chart 6). However, specific subgroups experience much higher poverty rates as the two charts below show.
- Poverty rates for NHPIs as a whole (12%) are similar to the state average (13%), but specific subgroups have much higher poverty rates.

### Poverty Rates by AA Subgroup



- Hmong and Cambodians have very high poverty rates (29% and 25% respectively), which are about double the California average (13%).
- Laotians, Vietnamese, and Koreans have poverty rates near or slightly above the state average.

### Poverty Rates by NHPI Subgroup



- Tongans have the highest poverty rates among all NHPIs, a rate much higher than the California average (13%) (Chart 8).
- Guamanians/Chamorros and Samoans have a poverty rate close to the state average.

## EDUCATIONAL ATTAINMENT

Educational attainment is an important indicator of educational disparity. Grouping all AANHPI subgroups together in Chart 9 masks the large differences in educational attainment for specific AANHPI subgroups, shown in Charts 10 and 11.

### Educational Attainment by All Racial/Ethnic Groups

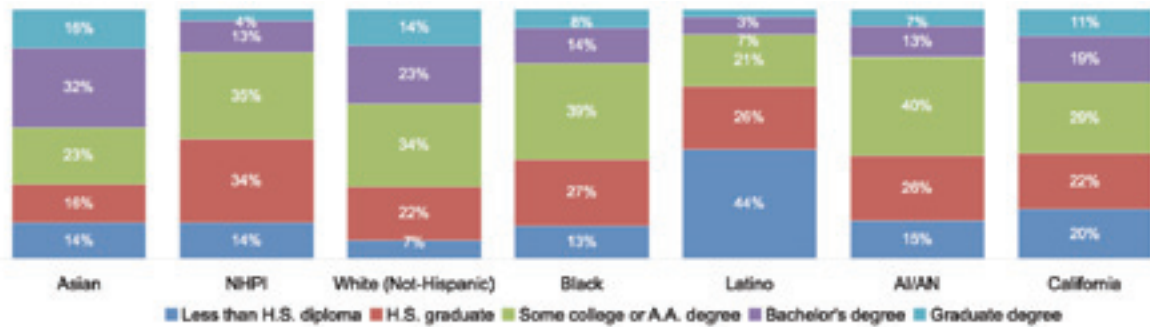


Chart 9. Educational Attainment for California Population 25 Years and Older by Race/Ethnicity, 2006-2008

- Asians as a whole have the highest proportions of Bachelor's and Graduate Degrees among all racial/ethnic groups (top boxes in aqua and purple show that 48% of Asians have college degrees) (Chart 9).
- NHHPIs as a whole have lower levels of education attainment (bottom boxes in blue and red show that 14% have less than high school diploma, and 34% are high school graduates).

### Educational Attainment by AA Subgroup

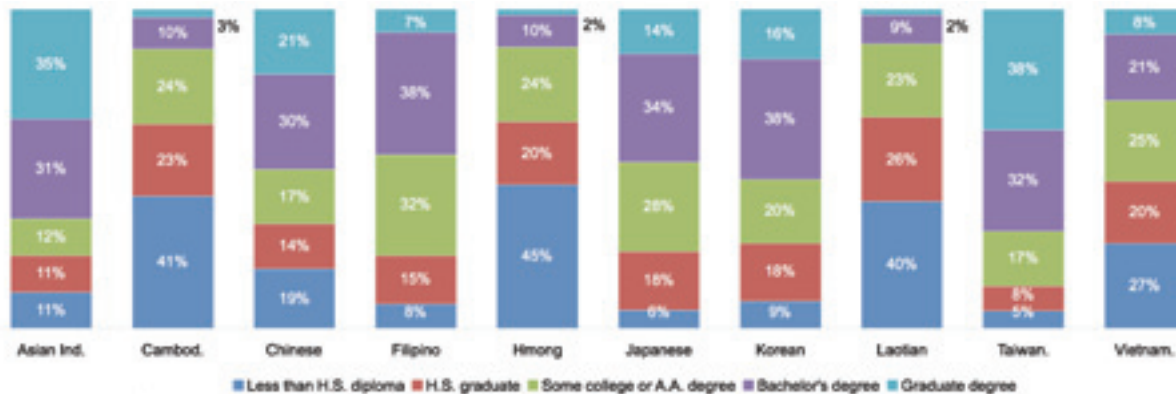


Chart 10. Educational Attainment for California Population 25 Years and Older by AA Subgroup, 2006-2008

- Among AA subgroups, Hmong, Cambodians, and Laotians have the lowest educational attainment (bottom box in blue shows that between 40%-45% have less than a high school diploma) (Chart 10).
- Among AA subgroups, Taiwanese and Asian Indians have the highest proportion with Bachelor's and Graduate Degrees (top boxes in aqua and purple show that between 66%-70% have college degrees).

Educational Attainment by NHPI Subgroup

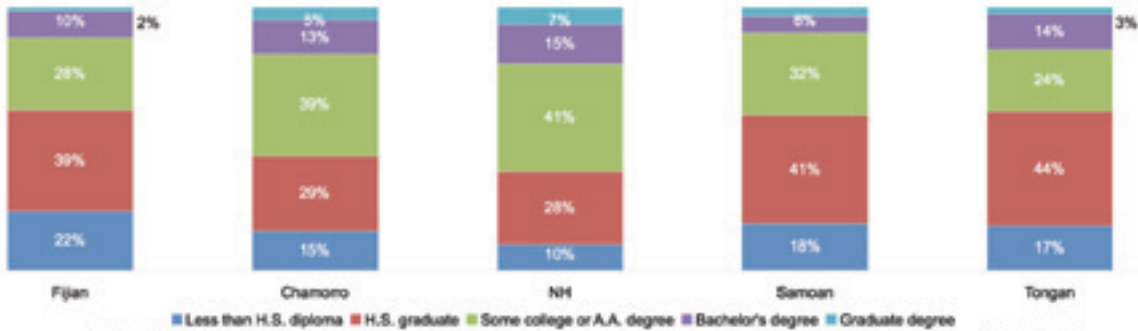
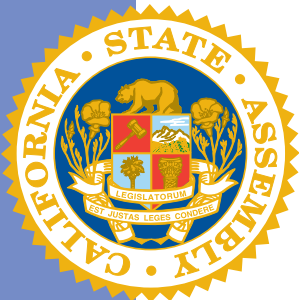


Chart 11. Educational Attainment for California Population 25 Years and Older by NHPI Subgroup, 2006-2008

- Among NHPI subgroups, Native Hawaiians have the highest levels of educational attainment (top boxes in aqua and purple show that 22% have college degrees) (Chart 11).
- Fijians have the lowest levels of educational attainment (the bottom box in blue shows that 22% have less than a high school diploma).



# II. K-12 SYSTEM

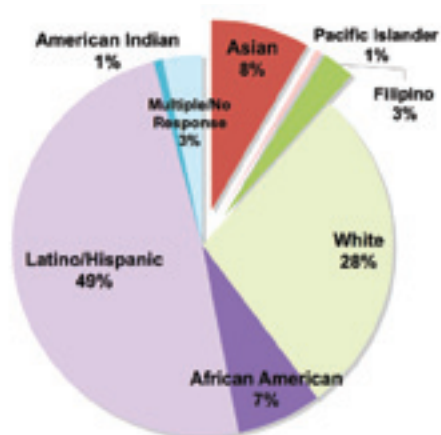
The data and charts in this section focus on the approximately 6.3 million students enrolled in the California statewide K-12 system, and include the following information by race/ethnicity: student profiles, high school graduation rates, dropout rates for grades 9-12, and K-12 personnel. These data only provide information for Asians as a whole (not including Filipinos), for some measures, Filipinos as a separate subgroup, and Pacific Islanders as a whole. The data unfortunately do not allow separating out the AANHPI subgroups as in Section I, and therefore, disparities by AANHPI subgroup cannot be reported.

## K-12 ENROLLMENT, GRADUATION, AND DROPOUTS

Enrollment, graduation rates, and dropout rates by racial/ethnic group provide a way to compare the performance of the K-12 system and students in that system by racial/ethnic group. The data<sup>8</sup> however do not provide breakdowns for different grade levels, AANHPI subgroups (except for Filipinos), or school districts. For instance, the data do not show whether certain school districts have a significant number of AA or NHPI students, or whether specific AANHPI subgroups dropout of grades 9-12 in specific school districts, or whether specific AANHPI subgroups are graduating with high school diplomas.

The data may show a different achievement profile by high school graduates if the data were separated by AANHPI subgroup, social class and linguistic isolation. For example, the grades 9-12 dropout rate for Asian and Filipino students is relatively low, compared to other racial/ethnic groups. However, separating AANHPI subgroups and assessing dropout rates by social class, recency of migration, and limited English proficiency would likely highlight vulnerability of different AANHPI subgroups.

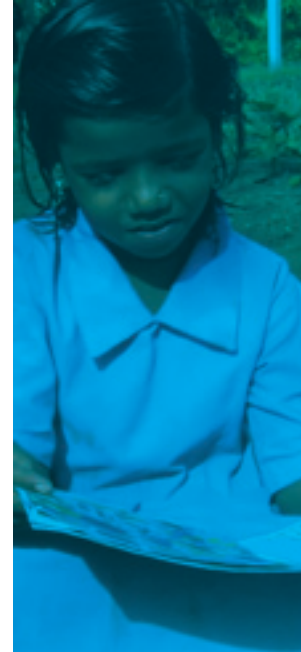
### K-12 Student Enrollment by All Racial/Ethnic Groups



- Of a total of 6,275,469 students in 2007-2008, Asians and Filipinos together comprise 11% of K-12 students in the state (Chart 12).
- Pacific Islanders comprise 1% of K-12 students in the state.

Chart 12. Proportion of California K-12 Population by Race/Ethnicity, 2008

8 Source: California Department of Education, Educational Demographics Office (CBEDS, sifb0809 7/7/09), <http://www.ed-data.k12.ca.us/navigation/fstwowpanel.asp?bottom=%2Fprofile.asp%3Flevel%3D04%26reportnumber%3D16>



K-12 High School Graduates by All Racial/Ethnic Groups<sup>9</sup>

- Of a total of 376,393 high school graduates in 2007-2008, Asians and Filipinos comprise 14% (Chart 13).
- Pacific Islanders are about 1% of high school graduates in 2007-2008.

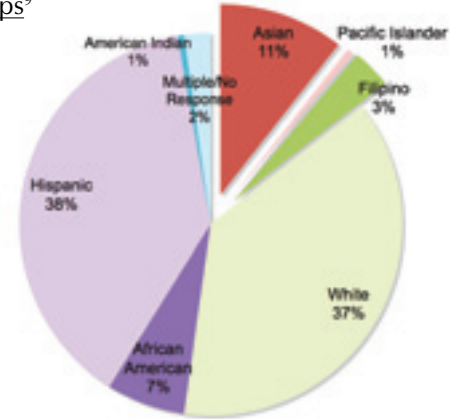


Chart 13. Proportion of California High School Graduates by Race/Ethnicity, 2007-2008

Grades 9-12 High School Dropouts by All Racial/Ethnic Groups<sup>10</sup>

Dropouts by Ethnicity, Grades 9-12 State of California, 2007-08				
Ethnicity	Enrollment	Adjusted Dropouts <sup>1</sup>	Adjusted 1-Year Dropout Rate <sup>2</sup>	Adjusted 4-Year Dropout Rate <sup>3</sup>
<b>Asian</b>	<b>173,569</b>	<b>3,488</b>	<b>2.00%</b>	<b>7.90%</b>
<b>Pacific Islander</b>	<b>13,461</b>	<b>749</b>	<b>5.60%</b>	<b>21.30%</b>
<b>Filipino</b>	<b>56,470</b>	<b>1,235</b>	<b>2.20%</b>	<b>8.60%</b>
White	633,304	19,458	3.10%	11.70%
African American	162,099	14,516	9.00%	32.90%
Hispanic	913,059	54,998	6.00%	23.80%
American Indian	16,523	1,083	6.60%	24.10%
Multiple/No Response	47,235	2,893	6.10%	23.30%
<b>TOTAL</b>	<b>2,015,720</b>	<b>98,420</b>	<b>4.90%</b>	<b>18.90%</b>

<sup>1</sup> Total Reported Dropouts adjusted by removing Reenrolled Dropouts and adding Lost  
<sup>2</sup> Adjusted Dropouts divided by enrollment.  
<sup>3</sup> Estimate of the percent of students who would drop out in a four year period based on data collected for a single year.

**Note:** Dropout rate calculations are not posted for schools that have one or more grade levels with zero enrollment, or are operated by County Offices of Education because of constraints in interpreting these calculations with high mobility schools.

Table 2. Dropouts by Race/Ethnicity, Grades 9-12, State of California, 2007-08<sup>11</sup>

- Compared to all other racial/ethnic groups, Asian and Filipino students in grades 9-12 have the lowest dropout rates (Table 2).
- Pacific Islander students have dropout rates that are much higher than Asian, Filipino, and White students. The adjusted 4-year dropout rate is 21.3%, meaning that in a 4-year period, if the adjusted 1-year dropout rate continued, over one-fifth of Pacific Islanders would drop out of school in grades 9-12.



- 9 Source: California Department of Education, Educational Demographics Office (CBEDS, sifc07 8/7/09)  
<http://www.ed-data.k12.ca.us/Navigation/fsTwoPanel.asp?bottom=%2Fprofile.asp%3Flevel%3D04%26reportNumber%3D16>; “The number of twelfth-grade graduates, by ethnicity, who received a diploma in the school year indicated or the summer following that year. It does not include students who took the California High School Proficiency Examination, programs administered by a community college, or adult education programs or who received a General Education Development certificate (GED).”
- 10 “To estimate the rate of high school dropouts in California, Total Reported Dropouts were adjusted by removing Reenrolled Dropouts and adding Lost Transfers. The Adjusted one-year dropout rate was calculated by dividing Adjusted Dropouts by enrollment. The estimate of the proportion of students who would drop out in a four-year period was based on data collected for a single year. Dropout rate calculations were not posted for schools that had one or more grade levels with zero enrollment, or were operated by County Offices of Education (because of constraints in interpreting these calculations with high mobility schools). As of 2006-07, schools report enrollment to the California Department of Education using a unique statewide student identifier (SSID) for each student. Before SSIDs, dropout rates were estimates based on aggregate data of enrollment and dropouts. Therefore, data before and after 2006-07 cannot be meaningfully compared.”
- 11 Source: California Department of Education, Educational Demographics Office (CBEDS, dropouts07 8/7/09),  
<http://www.ed-data.k12.ca.us/Navigation/fsTwoPanel.asp?bottom=%2Fprofile.asp%3Flevel%3D04%26reportNumber%3D16>



## PERSONNEL BY RACE/ETHNICITY

This chart shows the racial/ethnic proportions for four personnel categories in California's K-12 system. In May 2009, there were 27,950 Administrators, 306,887 Teachers, 29,724 in Pupil Services, and 359,662 All Certified Staff statewide. The data<sup>12</sup> combine AA subgroups into one group, Asians (with the exception of Filipinos), and NHPI subgroups into one group, Pacific Islanders. The data show that there are disparities (there are fewer Asians, Filipinos, and Pacific Islanders who are K-12 personnel than their representation in the state's K-12 student enrollment), but there may be even more disparities by AANHPI subgroup that are masked by this grouping.

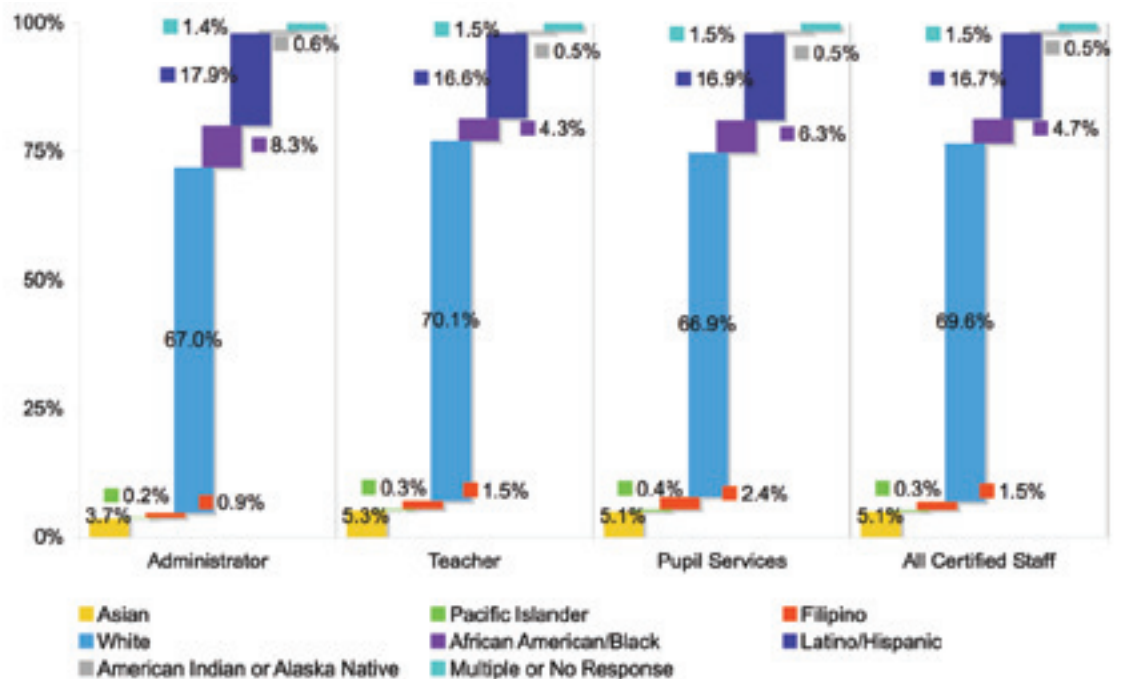


Chart 14. Proportion of K-12 Personnel by Race/Ethnicity, 2008-2009

- Asians, Filipinos, and Pacific Islanders comprise between 5%-7% of all K-12 personnel in the state, far less than their K-12 student populations (11% Asian and Filipino students, and 1% Pacific Islander students) (Chart 14).
- The proportion of AANHPI administrators is lower than all other racial/ethnic groups.

<sup>12</sup> Source: California Department of Education, Educational Demographics Office, As of 5/30/09, <http://dq.cde.ca.gov/dataquest/>



## PERSONNEL BY RACE/ETHNICITY AND STUDENT RACE/ETHNICITY

The chart below compares K-12 personnel (first 4 columns for each racial/ethnic group) with the proportion of students with the same racial/ethnic group (5th column in each group). Percentages are shown for teachers and students for each racial/ethnic group. The data<sup>13</sup> combine AA subgroups, except Filipinos, into one group (Asians), and combine NHPI subgroups into one group (Pacific Islanders). Such grouping likely masks AANHPI subgroup differences.

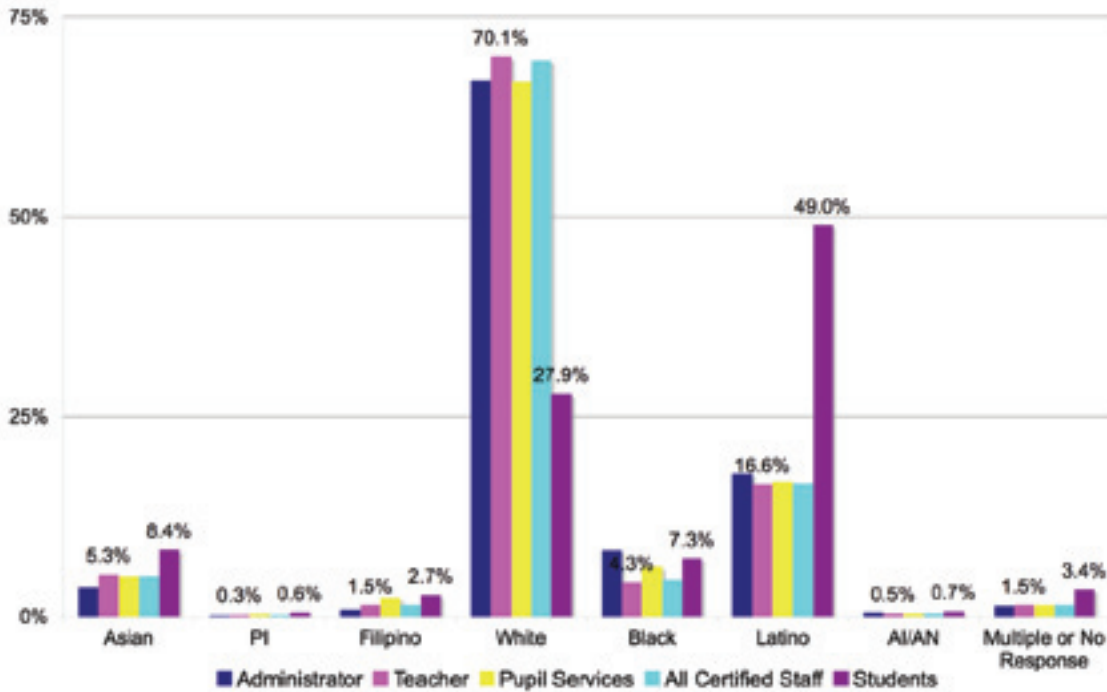
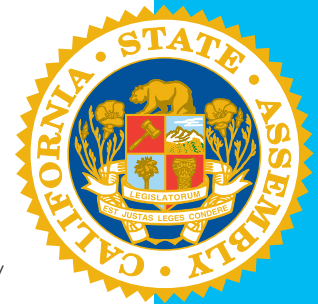



Chart 15. Proportion of K-12 Personnel and Students by Race/Ethnicity, 2008-2009

- There are more Asian students than personnel in the K-12 system. About 8.4% of K-12 students are Asian, but only 5.3% of teachers are Asian (3.7% of Administrators, 5.1% of Pupil Services, and 5.1% of All Certified Staff are Asian) (Chart 15).
- There are more Filipino students than personnel in the K-12 system. About 2.7% of K-12 students are Filipino, but only 1.5% of teachers are Filipino (0.9% of Administrators, 2.4% of Pupil Services, and 1.5% of All Certified Staff are Filipino).
- There are more Pacific Islander students than personnel in the K-12 system. About 0.6% of K-12 students are Pacific Islanders, but only 0.3% of teachers are Pacific Islanders (0.2% of Administrators, 0.4% of Pupil Services, and 0.3% of All Certified Staff are Pacific Islanders).



<sup>13</sup> Source: California Department of Education, Educational Demographics Office, <http://dq.cde.ca.gov/dataquest/>



# III. OVERVIEW OF PUBLIC POSTSECONDARY INSTITUTION ENROLLMENT AND DEGREES

This section provides an overview of public high school graduates who meet admissions requirements for California State Universities and the University of California (in other words, they are eligible for admission),<sup>14</sup> and enrollment and degrees awarded by racial/ethnic group for the California Community Colleges, California State Universities, and University of California system.<sup>15</sup> Data specific to each of the systems are presented in later sections. The data do not disaggregate by AA or NHPI subgroup, except for Filipinos. Grouping these data into Asians and Pacific Islanders (APIs) as a whole likely mask any educational disparities such as were shown in Section I of this report.

## ELIGIBILITY OF PUBLIC HIGH SCHOOL GRADUATES FOR ADMISSION TO PUBLIC POSTSECONDARY INSTITUTIONS

This table shows the total number of public high school graduates who were eligible for admission to California State Universities and the University of California from 1996-2007 by racial/ethnic group.<sup>16</sup> The data for Asians groups together Asians (including Filipinos) and Native Hawaiians and Pacific Islanders. The total number of public high school graduates in 2007 was 350,400, with 51,800 Asians (including Filipinos, Native Hawaiians and Pacific Islanders), 136,500 Whites, 125,700 Latinos, 24,900 Blacks, 2,800 American Indians, and 8,600 of unknown racial/ethnic background.

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14 Source: <http://www.cpec.ca.gov/completereports/2008reports/08-20.pdf>, p. 4, 6.

15 The University of California, California State Universities, and California Community Colleges submit a record for each student enrolled and for each degree or certificate completed. The California Postsecondary Education Commission (<http://www.cpec.ca.gov/OnLineData/OnLineData.asp>) compiles these submitted data.

16 Source: <http://www.cpec.ca.gov/completereports/2008reports/08-20.pdf>; "The eligibility rates presented in this report are based on the number of high school graduates who meet the minimum entrance requirements for UC and CSU. These figures differ from the number of students who are admitted to or actually enter each system." (p. 7).

Race/Ethnic Group	Year			
	Number of Eligible High School Graduates (Eligibility Rate)			
University of California	1996	2001	2003	2007
Asian	<b>11,200</b> <b>(30.0%)</b>	<b>15,200</b> <b>(32.7%)</b>	<b>15,200</b> <b>(31.4%)</b>	<b>15,300</b> <b>(29.4%)</b>
White	15,300 (12.7%)	23,200 (16.9%)	23,100 (16.2%)	20,000 (14.6%)
Latino	3,000 (3.8%)	5,600 (5.5%)	7,400 (6.5%)	8,700 (6.9%)
Black	500 (2.8%)	900 (4.3%)	1,500 (6.2%)	1,600 (6.3%)
American Indian	--	200 (8.9%)	200 (6.6%)	100 (2.4%)

California State University	1996	2001	2003	2007
Asian	<b>20,300</b> <b>(54.4%)</b>	<b>24,400</b> <b>(52.4%)</b>	<b>23,000</b> <b>(47.5%)</b>	<b>26,400</b> <b>(50.9%)</b>
White	43,800 (36.3%)	55,100 (40.0%)	49,000 (34.3%)	50,700 (37.6%)
Latino	10,500 (13.4%)	22,100 (21.6%)	18,300 (16.0%)	28,300 (22.5%)
Black	2,500 (13.2%)	4,400 (20.2%)	4,500 (18.6%)	6,000 (24.0%)
American Indian	--	500 (20.1%)	600 (19.7%)	300 (12.1%)

Table 3. Eligibility Number and Rates of Public High School Graduates by Race/Ethnicity

- Asians are the second largest group of high school graduates who are eligible for admission to California public postsecondary institutions.
- Asian high school graduates have the highest eligibility rates for admission to the University of California<sup>17</sup> (about 30% of public high school graduates meet the minimum entrance requirements for admission) and California State Universities (about 50% of public high school graduates meet the minimum entrance requirements for admission) of all racial/ethnic groups.

17 This report does not analyze the “recent proposed changes to the University of California’s (UC’s) admissions eligibility policy, which redefines which high school graduates are eligible to have their applications reviewed in the admissions process. This policy change is expected to go into effect in the fall of 2012.” (Kiang, Peter Nien-chu and Mitchell J. Chang. “Message from the Editors: Special Issue on Higher Education.” AAPI Nexus 7(2), 2009, p. 1). In the 2009 special volume in the journal AAPI Nexus on higher education (volume 7, number 2), “Oiyen Poon examines the recent policy changes in eligibility of admissions in the University of California system. In her article, Poon concludes by proposing a national research-based education organization to facilitate communication among educators, students, and community and institutional leaders in order to develop an education policy agenda based on community interests and research and to help advocate more effectively for Asian Americans and Pacific Islanders.” (<http://www.aasc.ucla.edu/archives/nexushighed.asp>).

## ENROLLMENT IN PUBLIC POSTSECONDARY INSTITUTIONS

This chart shows the proportions of each racial/ethnic group enrolled in California's public higher education systems (2,390,847 total students enrolled in 2008).<sup>18</sup> Each percentage refers to the proportion of total college students of that racial/ethnic group that are enrolled in each of these systems. There were 324,066 APIs and 87,792 Filipinos enrolled in 2008.

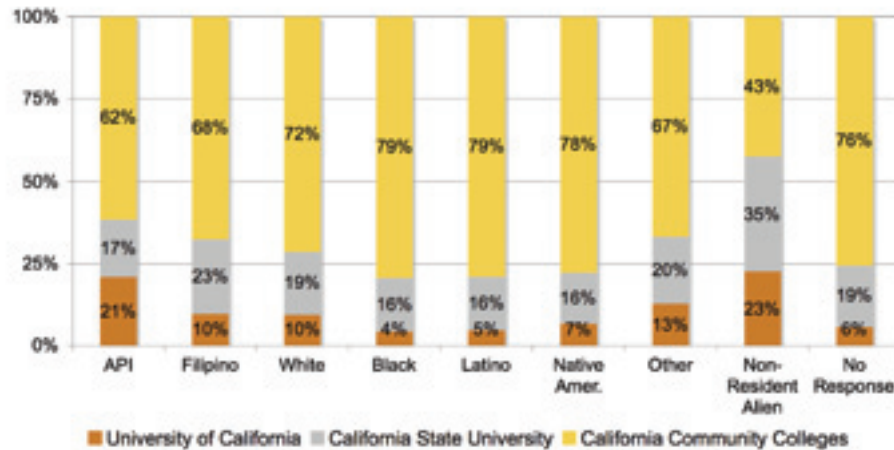


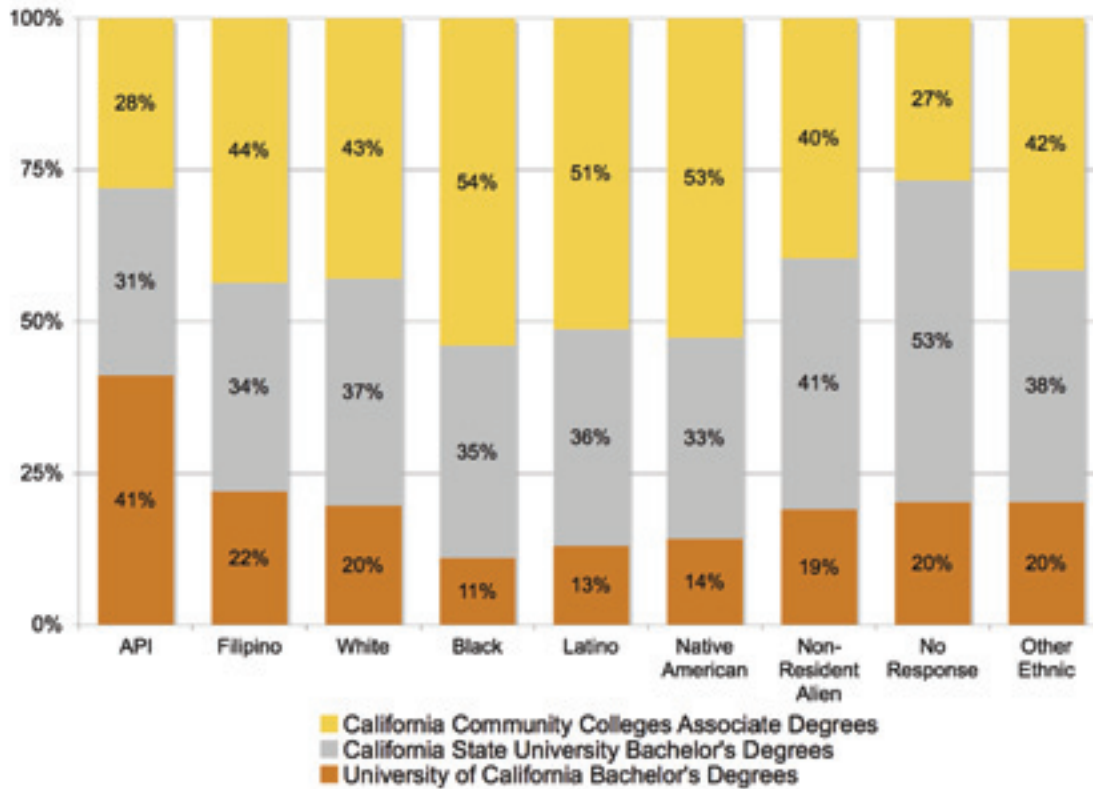
Chart 16. Proportion of California Higher Education Enrollment by Race/Ethnicity, Fall 2008

- A majority of students, regardless of racial/ethnic background, are enrolled in California Community Colleges.
- Over two thirds of Filipinos and 62% of APIs are enrolled in California Community Colleges.
- APIs are different from other racial/ethnic groups because they have higher proportions of enrollment in the University of California rather than the California State Universities.

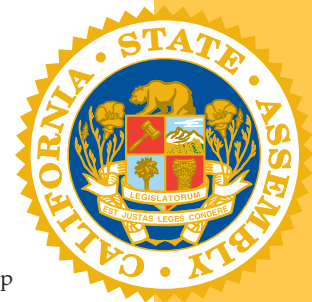
<sup>18</sup> Source: California Postsecondary Education Commission Data, Total Enrollment for 2008 aggregated by Higher Education System and Ethnicity, <http://www.cpec.ca.gov/OnLineData/GenerateReport.ASP>

## ASSOCIATE AND BACHELOR'S DEGREES AWARDED AT PUBLIC POSTSECONDARY INSTITUTIONS

This chart shows the proportions of each racial/ethnic group receiving degrees from California's higher education systems.<sup>19</sup> Each percentage refers to the proportion of the 198,620 total Associate and Bachelor's Degrees awarded in 2008 to that racial/ethnic group from each of these systems. There were 32,525 degrees awarded to APIs (not including Filipinos) and 8,620 degrees awarded to Filipinos in 2008.



- APIs and Filipinos are similar to most other racial/ethnic groups in the proportion of Bachelor's Degrees awarded by the California State Universities (Chart 17).
- Most Filipino college degrees are Associate Degrees awarded by the California Community Colleges, similar to other racial/ethnic groups.
- APIs are different from other racial/ethnic groups, including Filipinos, because they have larger proportions of Bachelor's Degrees awarded by the University of California.



<sup>19</sup> Source: California Postsecondary Education Commission, <http://www.cpec.ca.gov/OnLineData/OnLineData.asp>

# IV. CALIFORNIA COMMUNITY COLLEGE SYSTEM

This section focuses on the California Community Colleges, and includes information about students (enrollment by race/ethnicity, retention by enrollment status and race/ethnicity, Associate Degrees by race/ethnicity, financial aid by race/ethnicity), and college staff (personnel by race/ethnicity). Much of this section's data combine AA subgroups into one group, Asians, with the exception of Filipinos, and NHPI subgroups into one group, Pacific Islanders (PIs). Grouping AANHPI subgroups together (either Asians and Pacific Islanders in one group, or Asians as one group and Pacific Islanders as another) may mask educational disparities (as shown in educational attainment in Section I).

## ENROLLMENT BY RACE/ETHNICITY

Enrollment data show the proportions of the total 1,795,165 students enrolled in 2008 at California Community Colleges from different racial/ethnic groups.<sup>20</sup>

- Taken together, Asians and Filipinos represent 15% of students enrolled in California Community Colleges (Chart 18).
- Filipinos alone represent 3% of California Community College enrollment.
- Pacific Islanders represent 1% of California Community College students.

## RETENTION BY PROGRAM AND BY RACE/ETHNICITY

“Retention” measures whether students stay in courses until they are completed.<sup>21</sup> Total enrollment in Spring 2009 was 4,283,656 students statewide, with 3,586,342 students retained (84%

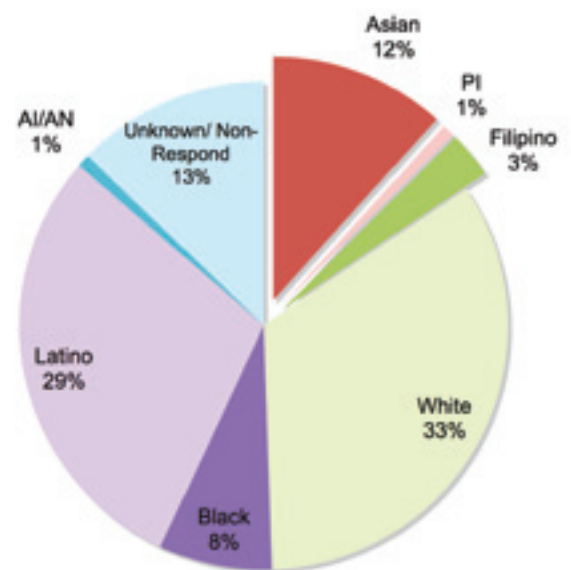


Chart 18. Proportion of California Community College Enrollment by Race/Ethnicity, Fall 2008



retention rate overall). The data combine AA subgroups into one group, Asians, with the exception of Filipinos, and combine NHPI subgroups into one group, Pacific Islanders. Grouping AANHPI subgroups likely masks challenges in retention among different subgroups.

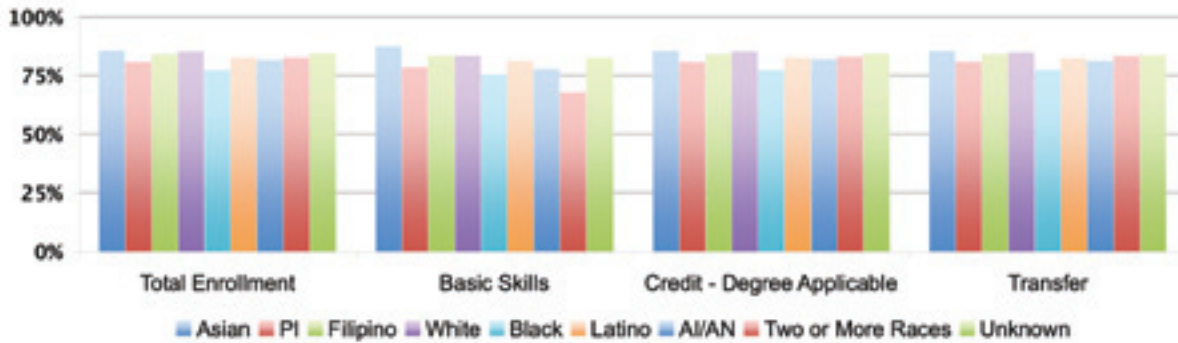


Chart 19. California Community College Retention Rate (%) by Race/Ethnicity, Spring 2009

- A higher percentage of Asians than all other racial/ethnic groups are retained in California Community Colleges overall and across student enrollment statuses (Chart 19).
- A higher percentage of Filipinos than all other racial/ethnic groups, with the exception of Whites, are retained in California Community Colleges overall and across student enrollment statuses.
- A lower percentage of Pacific Islanders are retained overall in California Community Colleges and in across student enrollment statuses compared to most other racial/ethnic groups (except for African Americans/Blacks, and Two or More Races).

## SUCCESS RATES BY PROGRAM AND BY RACE/ETHNICITY

Success rates measure how well students are doing in terms of completing courses with a passing grade. Total enrollment in Spring 2009 was 4,283,656 students statewide, and 2,868,150 succeeded (67% success rate overall).

20 Source: California Community College Data Mart, Enrollment in 112 California Community Colleges, [https://misweb.cccco.edu/mis/onlinestat/studdemo\\_coll\\_cube.cfm](https://misweb.cccco.edu/mis/onlinestat/studdemo_coll_cube.cfm)

21 Retention and persistence measure similar issues – the National Center for Education Statistics considers retention an institutional measure, while persistence is a student measure.

22 Source: California Community College Data Mart, Enrollment in 112 California Community Colleges, [https://misweb.cccco.edu/mis/onlinestat/ret\\_sucs.cfm](https://misweb.cccco.edu/mis/onlinestat/ret_sucs.cfm), retention figures were calculated using the following formula: Numerator: Number of enrollments with grade of A,B,C,D,F\*,CR,NC,I\*,P,NP; Denominator: Number of enrollments with grade of A,B,C,D,F\*,CR,NC,W,I\*,P,NP,DR.

23 Source: California Community College Data Mart, Enrollment in 112 California Community Colleges, [https://misweb.cccco.edu/mis/onlinestat/ret\\_sucs.cfm](https://misweb.cccco.edu/mis/onlinestat/ret_sucs.cfm), success rates were calculated using the following formula: Numerator: Number of enrollments with grade of A,B,C,CR,P; Denominator: Number of enrollments with grade of A,B,C,D,F\*,CR,NC,W,I\*,P,NP,DR.

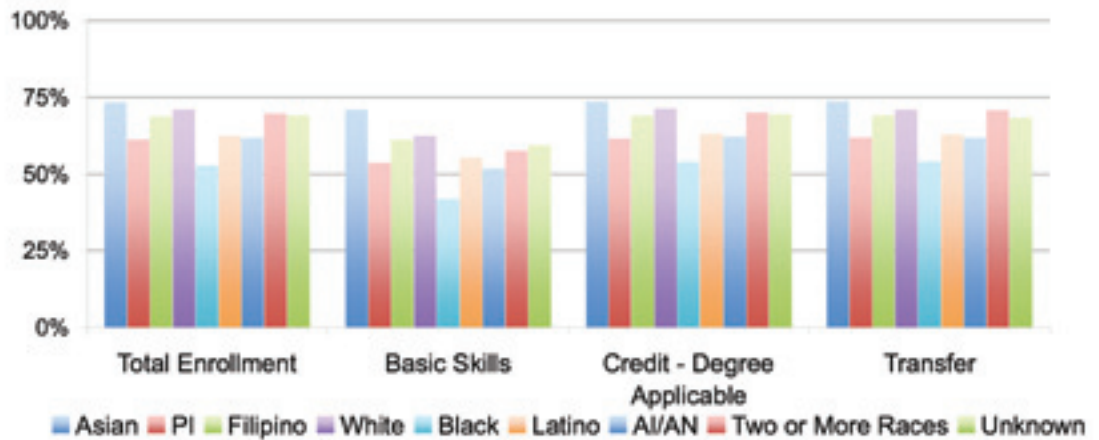


Chart 20. California Community College Success Rates by Race/Ethnicity, Spring 2009

- A higher percentage of Asians (in the 70% range) are successful in California Community Colleges overall and across student enrollment statuses than all other racial/ethnic groups (Chart 20).
- A higher percentage of Filipinos (ranging from 60% to almost 70%), with the exception of Whites, are successful in California Community Colleges overall and across student enrollment statuses compared to all other racial/ethnic groups.
- Pacific Islanders show much lower success rates at California Community Colleges compared to other racial/ethnic groups.

## FINANCIAL AID BY RACE/ETHNICITY

The following three charts show average scholarship amounts, average grant amounts, and average loan amounts for three different academic years by race/ethnicity. These charts show that among California Community College students, the trend is to fund college through more generous scholarships and grants rather than to take out larger amounts through loans.

However, AA subgroups are combined into one group, Asians, except for Filipinos, and NHPI subgroups are combined into one group, Pacific Islanders. Combining AANHPI subgroups may mask disparities in access to financial aid. In general, given these trends, it would be important to know whether those students who do not receive scholarships or grant aid are either willing to take on larger loans to stay in school or forego enrolling in California Community Colleges.

### Scholarships by Race/Ethnicity

Between 1995 and 2006, there is a substantial increase in the amount of scholarship funding, however, these are not in constant dollars, so the appropriate comparison is within years rather than across years.<sup>24</sup> Although students who received scholarships are on average receiving larger amounts of funding over the years shown, what is not clear is whether more California Community College students are applying and actually receiving scholarship funding. In other words, there appears to be more money being allocated but it is not clear whether the scholarships are supporting more students. In addition, it is unclear whether the increase in scholarship amounts are proportionate to fee increases during the same period.



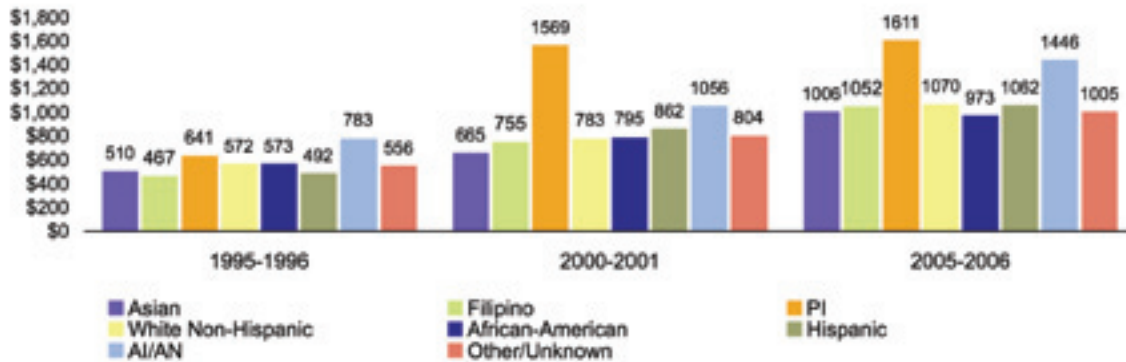


Chart 21. Average Scholarship Amount from All Sources for California Community College Students by Race/Ethnicity

- Pacific Islander students who received scholarships received the most on average compared to all other racial/ethnic groups in the 2000-2001 and 2005-2006 academic years. This may be due to a greater need for such funding among Pacific Islander students in order for them to pursue higher education (Chart 21).

### Grants by Race/Ethnicity

Similar to the previous chart, this chart shows that there has been a substantial increase in the amount of grant funding awarded between 1995 and 2006, however, these are not in constant dollars, so the appropriate comparison is within years rather than across years.<sup>25</sup> It is not clear whether more California Community College students are applying for and receiving grant funding in 2006 compared to 1995, even though larger grants on average are being allocated. In addition, it is unclear whether the increase in grant amounts kept pace with fee increases during the same period.

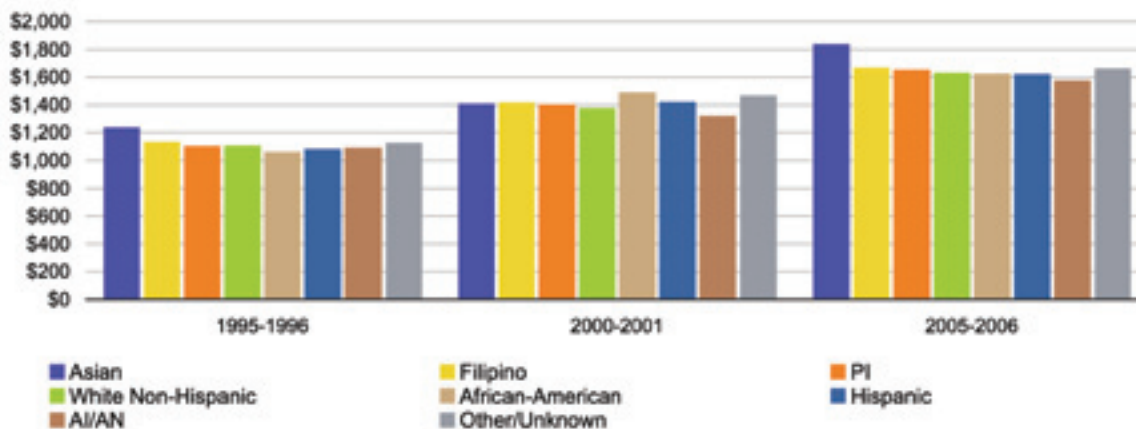


Chart 22. Average Grant Amount from All Sources for California Community College Students by Race/Ethnicity

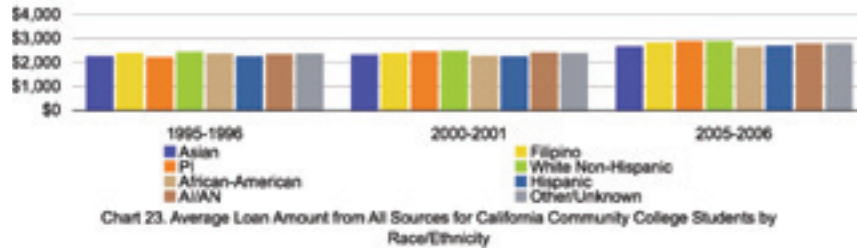
- The amount of grant aid awarded to students has been relatively evenly distributed across all racial/ethnic groups each academic year shown (Chart 22).

24 Source: CCC Data Mart: <https://misweb.cccco.edu/mis/onlinestat/sfawards.cfm>; the data shown were aggregated from data that was reported as Headcount per Scholarship Type (Institutional, Non-Institutional, Unknown).

25 Source: CCC Data Mart: <https://misweb.cccco.edu/mis/onlinestat/sfawards.cfm>; the data were aggregated from data that was reported as Headcount per Grant Type (Cal Grant B, C, EOPS, Care, Pell, SEOG, Other).

### Loans by Race/Ethnicity

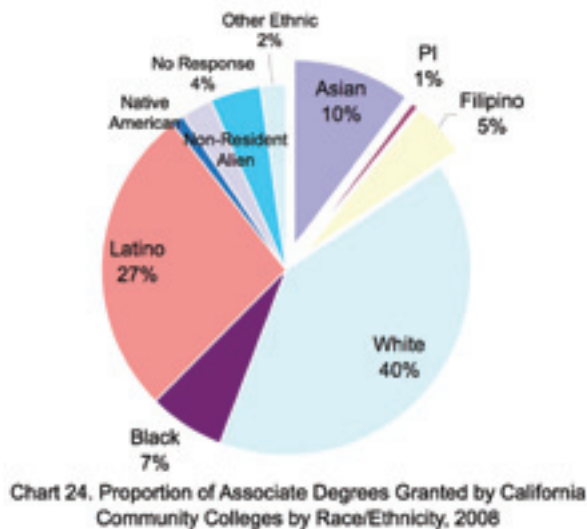
Unlike the previous two charts, this chart shows that the average loan amount distributed to students who received loans has remained similar over time, however, these are not in constant dollars, so the appropriate comparison is within years rather than across years.<sup>26</sup> It is unclear whether or not the increases in loan amounts keep pace with fee increases during the same period.



- There are few differences in the average loan amount across racial/ethnic groups.

### ASSOCIATE DEGREES BY RACE/ETHNICITY

The proportion of Associate Degrees awarded by race/ethnicity is a way of measuring possible disparities in educational attainment. There were a total of 83,072 Associate Degrees awarded in 2008. The data<sup>27</sup> combine AA subgroups into one group, Asians, with the exception of Filipinos, and NHPI subgroups into one group, Pacific Islanders. Combining subgroups may mask educational disparities (as shown in educational attainment in Section I).



- About 10% of all Associate Degrees were awarded to Asians, and 5% to Filipinos (Chart 24).
- About 1% of all Associate Degrees were granted to Pacific Islanders.

### PERSONNEL BY RACE/ETHNICITY

The next chart shows the racial/ethnic proportions for different personnel categories in the California Community College system. In Fall 2008, there were a total of 2,051 Educational Adminis-

26 Source: CCC Data Mart: <https://misweb.cccco.edu/mis/onlinestat/sfawards.cfm>; the data were aggregated from data that was reported as Headcount per LoanType (Perkins, EOPS, Stafford, Federal Direct, Plus, Loan).

27 Source: California Postsecondary Education Commission, <http://www.cpec.ca.gov/OnLineData/OnLineData.asp>

trators, 18,200 Tenured/Tenure Track, 45,257 Academic Temporary, 1,544 Classified Administrators, 2,136 Classified Professionals, and 25,035 Classified Support staff statewide. The data<sup>28</sup> combine AA subgroups in one group, Asians, with the exception of Filipinos, and combine NHPI subgroups into one group, Pacific Islanders. Combining AANHPI subgroups may mask disparities in California Community College personnel by these subgroups.

In general, the chart shows that Asian, Filipino, and Pacific Islander representation in personnel reflects a duality, comprising the same proportions in tenure track/tenured faculty as in temporary positions. Asian, Filipino, and Pacific Islanders representation is lowest in administration, both academic and in the general category of “classified administrator.”

- There are smaller proportions of Tenured/Tenure Track faculty and Educational and Classified Administrators than Asian, Filipino, and Pacific Islander students at the California Community Colleges (Chart 25).<sup>29</sup>
- The largest proportions of Asian and Filipino personnel are Classified Professional (12% Asian, 4% Filipino) and Classified Support (9% Asian, 3% Filipino). These proportions are similar to student enrollment proportions at California Community Colleges for Asians (12%) and Filipinos (3%).
- The largest proportions of Pacific Islander personnel are Classified Professional (0.5%) and Classified Support (0.6%). These proportions are slightly lower than student enrollment proportions at California Community Colleges for PIs (1%).

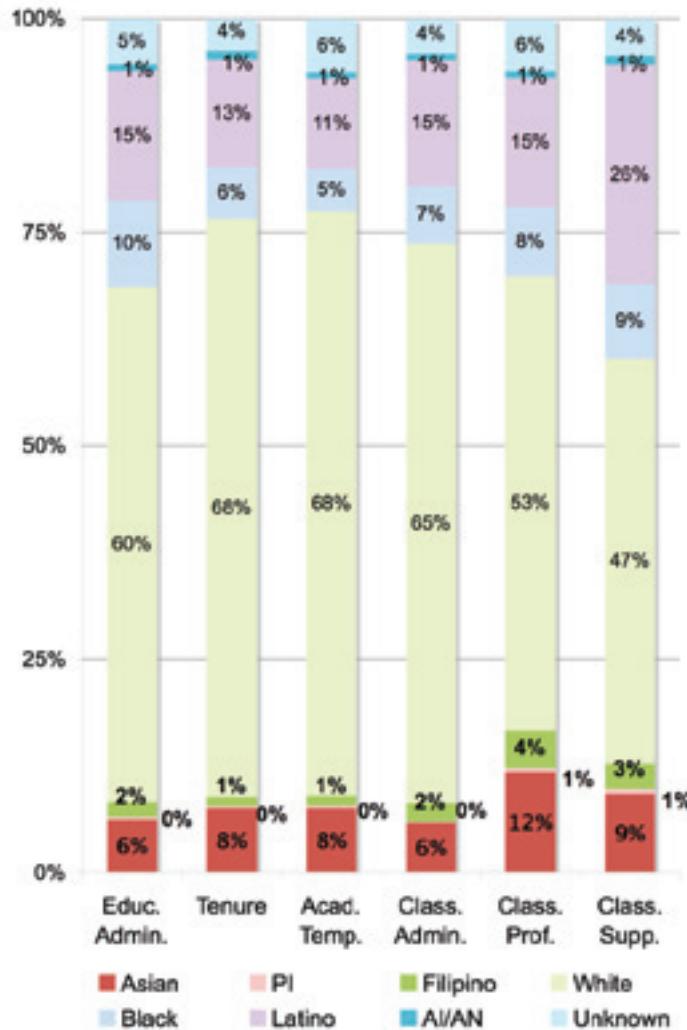
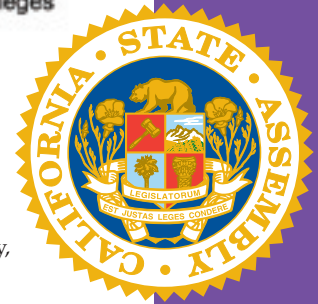


Chart 25. Proportion of California Community Colleges Personnel by Race/Ethnicity, Fall 2008



28 Source: CCCC MIS Database for the reporting period Fall Term 2008, <https://misweb.cccco.edu/mis/onlinestat/staff.cfm>

29 Educ. Admin. = Educational Administrator, Tenure = Tenured/Tenure Track, Acad. Temp. = Academic Temporary, Class. Admin. = Classified Administrator, Class. Prof. = Classified Professional, Class. Supp. = Classified Support

# V. CALIFORNIA STATE UNIVERSITY SYSTEM

This section focuses on the California State Universities, and includes information about enrollment by race/ethnicity, graduation rates by race/ethnicity, Bachelor's Degrees by race/ethnicity including by AANHPI subgroups, and personnel by race/ethnicity. Some of this section's data combine AA subgroups into one group, Asians, with the exception of Filipinos, and NHPI subgroups into one group, Pacific Islanders (PIs). Grouping AANHPI subgroups together (either Asians and Pacific Islanders in one group, or Asians as one group and Pacific Islanders as another) may mask educational disparities (shown in educational attainment in Section I).

## ENROLLMENT BY RACE/ETHNICITY

Enrollment data show the proportions of the total 437,997 students enrolled in 2008 at California State Universities from different racial/ethnic groups.<sup>30</sup>

- Asians and Filipinos grouped together are 17% of students enrolled in the California State University system (Chart 28).
- Filipinos alone are 5% of California State University students.
- NHPIs as a whole are 1% of California State University students.

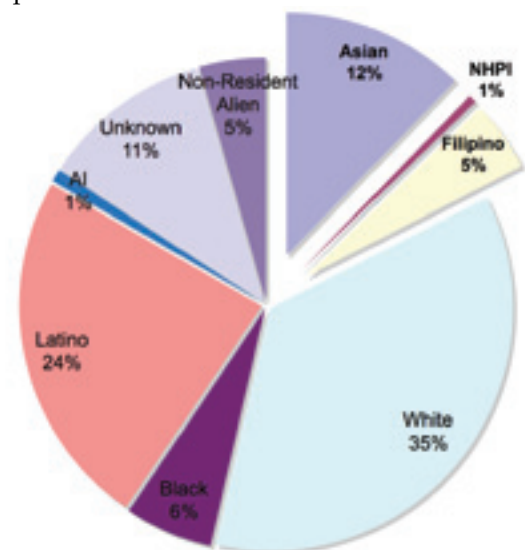


Chart 26. Proportion of California State University Enrollment by Race/Ethnicity, Fall 2008

## GRADUATION RATES BY RACE/ETHNICITY

Graduation rates show how many students received their Bachelor's Degrees in 4, 5, and 6 years. Of a total of 37,302 students who began college at the California State Universities in 2001, 4,865

<sup>30</sup> Source: CSU Enrollment by Ethnic Group and Student Level, Fall 2008, [http://www.calstate.edu/as/stat\\_reports/2008-2009/feth03.htm](http://www.calstate.edu/as/stat_reports/2008-2009/feth03.htm)

completed a Bachelor's Degree in 4 years, 8,624 completed a Bachelor's Degree in 5 years, and 4,197 completed a Bachelor's Degree in 6 years.

The chart shows graduation rates by race/ethnicity. The data<sup>31</sup> combine AANHPI subgroups into one group, Asian/Pacific Islanders (APIs). Grouping AANHPI subgroups likely masks differences in graduation rates among different subgroups.

The chart shows that about 10% of the Asian/Pacific Islander students who started college in 2001 graduated in 4 years, 34% in 5 years, and 49% in 6 years.

- A lower percentage of APIs who started in 2001 graduated from a California State University in 4 years than students as a whole and Whites (Chart 27).
- Just over one third of APIs who started college in 2001 graduated in 5 years, which is a lower rate than for students as a whole and Whites.
- About 49% of APIs who started college in 2001 graduated in 6 years, which is a lower rate than for Whites but higher than students as a whole and all other racial/ethnic groups. In other words, except for Whites, a larger proportion of APIs who started college in 2001 had graduated in 6 years compared to all other racial/ethnic groups.

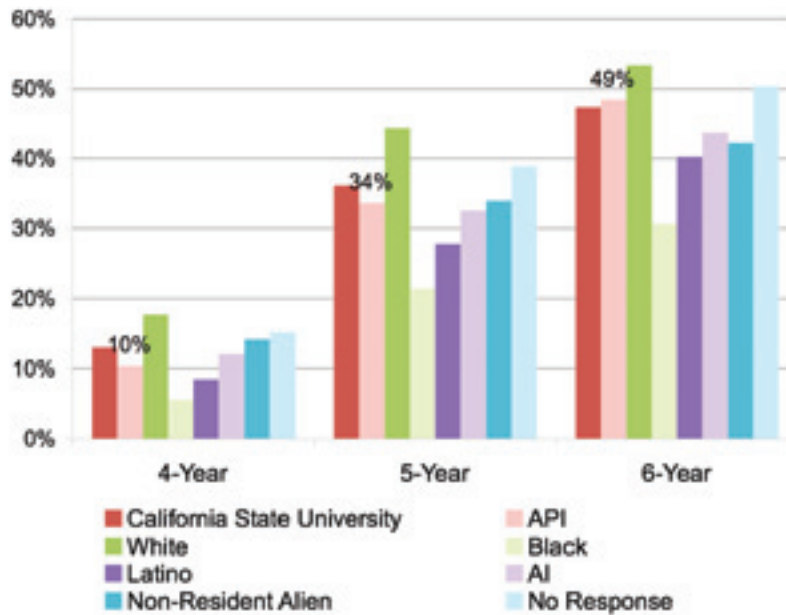


Chart 27. California State University Graduation Rate by Race/Ethnicity, 2001 Cohort

31 Source: California Postsecondary Education Commission,

<http://www.cpec.ca.gov/StudentData/GradRatesDetail.asp?ID=B&Year=2001>; "the data were drawn from a longitudinal report by the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS) in 2007. Only colleges and universities that reported these data in 2007 are included. Some schools, such as CSU Channel Islands, were too new and were not included. The report followed a group of full-time, first-time, degree/certificate-seeking undergraduate students that started college in 2001, labeled below as the Cohort. The Completions columns indicate how many of the original cohort received their bachelor's degree in four years, five years, and six years. The completion rates are the percentage of the cohort that completed within four, five, or six years. To calculate the rate, all completions up to and including that time-frame were used as the numerator. For example, based on a cohort of 100 students, if 25 students completed their bachelor's degree in four years, the four-year completion rate was 25%. If 15 students took five years to complete their degree, the five-year completion rate was 40%; that is, 40% of the original cohort completed their degree within five years of starting. If 10 students took six years to complete, the six-year completion rate was 50%."



## BACHELOR'S DEGREES BY RACE/ETHNICITY

The proportion of Bachelor's Degrees by race/ethnicity is a way of measuring disparities in educational attainment. There were a total of 73,132 Bachelor's Degrees awarded by the California State Universities in 2008. The data<sup>32</sup> disaggregate by AANHPI subgroups. The following three charts show proportions of Bachelor's Degrees by all racial/ethnic groups, by AA subgroups, and by NHPI subgroups.

### Bachelor's Degrees by all Racial/Ethnic Groups

Asian/Pacific Islanders and Filipinos were awarded 13,022 Bachelor's Degrees in 2008.

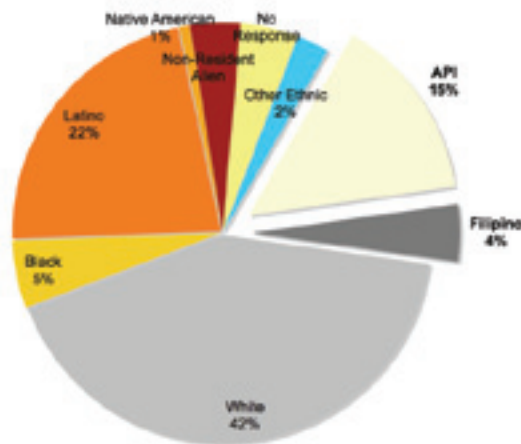


Chart 28. Proportion of Bachelor's Degrees Granted by California State Universities by Race/Ethnicity, 2008

- Asian/Pacific Islanders (excluding Filipinos) were awarded 15% of the total Bachelor's Degrees granted by California State Universities.
- Filipinos alone were awarded 4% of the total Bachelor's Degrees granted by California State Universities.

### Bachelor's Degrees by AANHPI Subgroups

Asians and Filipinos were awarded a total of 12,617 Bachelor's Degrees, and Native Hawaiians and Pacific Islanders were awarded a total of 405 Bachelor's Degrees by California State Universities in 2008. There were large differences in proportion of Bachelor's Degrees awarded to AA subgroups, with Southeast Asians (with the exception of Vietnamese) awarded the smallest proportions of Bachelor's Degrees.

32 Source: California Postsecondary Education Commission, <http://www.cpec.ca.gov/OnLineData/OnLineData.asp>

33 Source: California Postsecondary Education Commission, <http://www.cpec.ca.gov/OnLineData/OnLineData.asp>

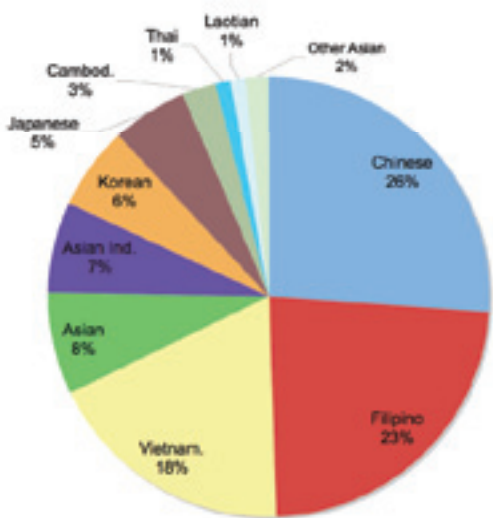


Chart 29. Proportion of Bachelor's Degrees Granted by California State Universities by AA Subgroup, 2008

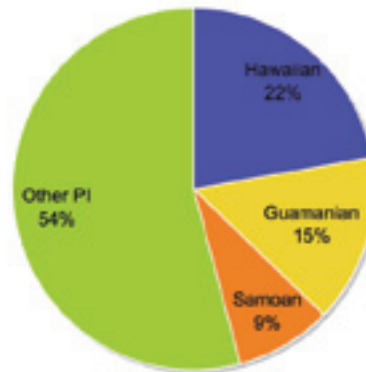


Chart 30. Proportion of Bachelor's Degrees Granted by California State Universities by NHPI Subgroup, 2008

- Among AA subgroups, Laotians, Thais, and Cambodians comprise the smallest proportion of Bachelor's Degrees (1%, 1%, and 3% respectively) (Chart 29).
- Chinese, Filipinos, and Vietnamese comprise the largest proportion of AA subgroup Bachelor's Degree recipients (26%, 23%, and 18%, respectively).
- Among NHPI subgroups, over half (54%) of the Bachelor's Degrees were granted to Pacific Islanders other than Native Hawaiians, Guamanians, or Samoans. Of identifiable Pacific Islander subgroups, the largest group is Hawaiians, which constitute 22% of granted Bachelor's Degrees (Chart 30).

## PERSONNEL BY RACE/ETHNICITY

The next chart shows the racial/ethnic proportions for personnel categories in the California State University system. A total of 33,796 staff were employed in the following personnel categories at California State Universities in Fall 2008:

- Clerical and Secretarial: departmental secretaries; payroll, receiving and account clerks; etc. (4,517 employees)
- Faculty: all regular instructional faculty, including department chairs and lecturers. Excludes librarians, coaches, and counselors (counted among "professionals"). Also excludes extension or summer session faculty (12,019 employees)
- Managerial: campus executives, deans, personnel officers, directors of physical plant, and all other managers and supervisors in the Management Personnel Plan (1,540 employees)
- Professional: persons whose jobs require a college education or comparable experience; excludes faculty and managerial employees (9,778 employees)
- Service & Maintenance: custodians, gardeners, laborers, campus guards, etc. (2,068 employees)
- Skilled Crafts: electricians, mechanics, carpenters, etc. (1,042 employees)
- Technical and Paraprofessional: persons whose jobs require skills acquired in a junior college or equivalent on-the-job training, such as computer operators, instructional support, and equipment technicians (2,832 employees)

The data<sup>34</sup> combine AA subgroups into one group, Asians, and do not report on NHPIs. Combining AA subgroups and not reporting on NHPI subgroups may mask disparities in California State University personnel by these subgroups. Of the total California State University employees, Asians comprise between 8%-18% of these personnel categories.

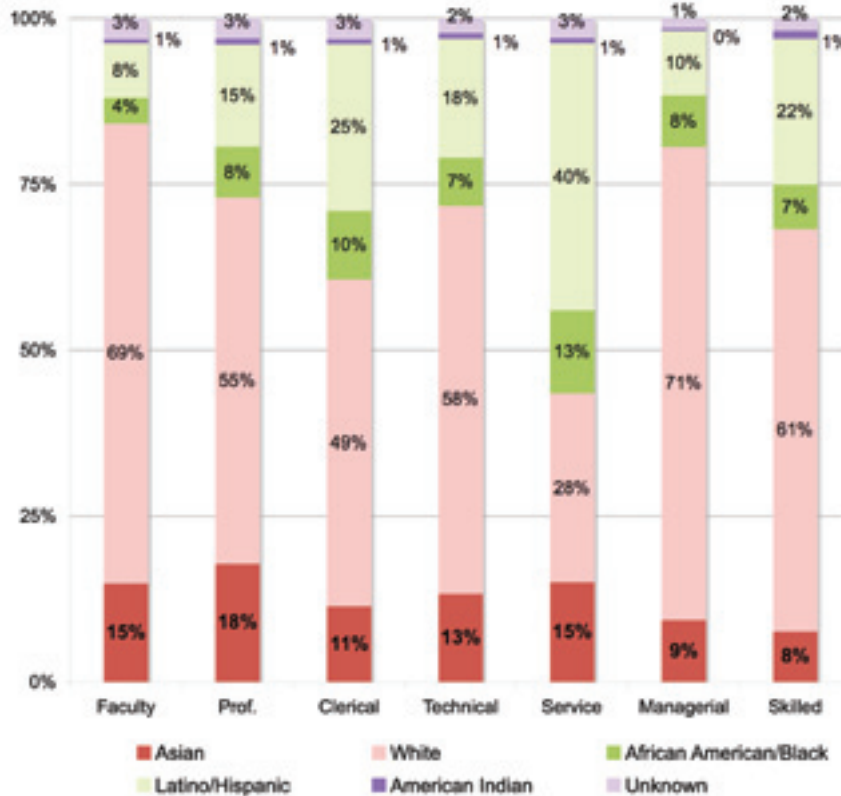
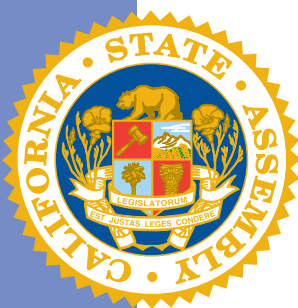


Chart 31. Proportion of California State University Personnel by Race/Ethnicity, Fall 2008

- There are fewer Asians employed either as Faculty (15%) or Managerial (9%) personnel than the proportion of enrolled AANHPI students (18%) (Chart 31).
- Asians have their largest proportions in the categories of Faculty, Professional, and Service & Maintenance. The Faculty proportions, however, do not show the percentage of tenured and non-tenured faculty.

34 Source: The California State University Profile of CSU Employees, Fall 2008, <http://www.calstate.edu/hr/employee-profile/archive.shtml>. This source contains Fall 2008 information on employees at all 23 California State University campuses and the Chancellor's Office; the data are drawn from the California State University's Corporate Faculty and Staff Data Warehouse and the annual California State University Faculty Recruitment Survey and Campus Information Retrieval System (CIRS). The data do not include student or casual employees, or faculty in extension or special/summer sessions.





# VI. UNIVERSITY OF CALIFORNIA SYSTEM

This section focuses on the University of California system, and includes information about enrollment by race/ethnicity, graduation rates by race/ethnicity, Bachelor's Degrees by race/ethnicity including by AA subgroups, and personnel by race/ethnicity. Some of this section's data combine AANHPI subgroups into one group, Asians/Pacific Islanders, or AA subgroups into one group, Asians, or leaves out NHPIs entirely. Grouping AANHPI subgroups together or leaving NHPIs out likely masks educational disparities.

## ENROLLMENT BY RACE/ETHNICITY

Enrollment data show the proportions of the total 226,040 students enrolled in Fall 2008 at the University of California from different racial/ethnic groups.<sup>35</sup>

- Asians as a whole including Filipinos are 37% of students enrolled in the University of California (Chart 32).
- Filipinos alone are 4% of University of California students.
- Chinese are 14%, Asian Indians (Pakistani, East Indian, or Other) are 6%, Koreans are 4%, and Japanese are 2% of University of California students.

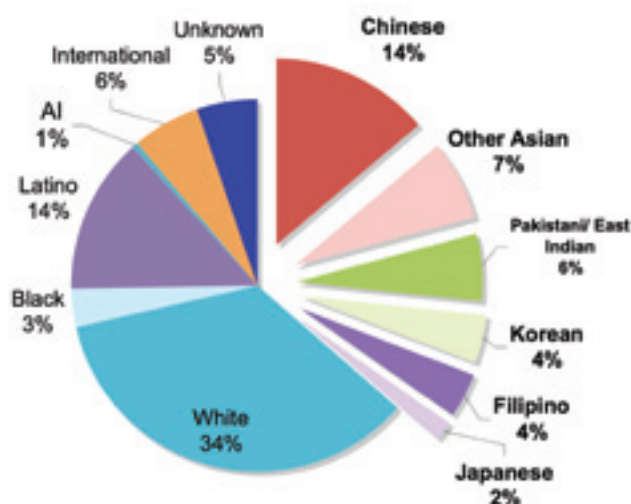


Chart 32. Proportion of University of California Enrollment by Race/Ethnicity, Fall 2008

## FINANCIAL AID BY RACE/ETHNICITY

The following charts focus on freshmen financial aid applicants at the University of California whose parents earn less than \$45,000 a year. Parent income is defined as gross income as reported on Free Application for Federal Student Aid (FAFSA) form. The charts highlight the number and proportions of freshmen whose parents earn less than \$45,000 a year, the net cost for financial aid applicants by race/ethnicity, and the proportion of scholarships, grants, and loans for financial aid

<sup>35</sup> Source: The University of California Statistical Summary of Students and Staff, Fall 2008, <http://www.ucop.edu/ucophome/uwnews/stat/>; "All enrollment counts consist of students who are registered at the end of the third week of classes. Students in the Education Abroad Program are included in the enrollment of each campus" (p. 46).

applicants by race/ethnicity. Financial aid data are not currently collected by AA or NHPI subgroup, however, the University of California Office of the President will begin to collect data by AA subgroup beginning in Fall 2010.<sup>36</sup>

Freshmen with Parent Income Below \$45,000 by Race/Ethnicity

The proportion of Asian resident freshman financial aid applicants with parent income below \$45,000 is much higher than Whites and similar to African-Americans/Blacks. Asians consistently have the largest number of all racial/ethnic groups with parent income below \$45,000 at the University of California; this indicates that a high number of lower-income Asians are enrolled at the University of California.

- The proportion of Asian freshmen with parent income below \$45,000 in 2005-2006 (33%) is more than double that of White freshmen (13%) (Chart 33).<sup>37</sup>

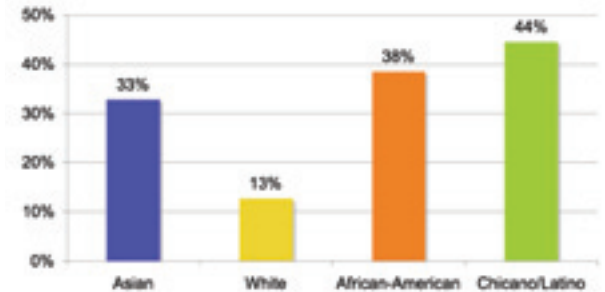


Chart 33. Proportion of University of California Freshmen with Parent Income < \$45,000 by Race/Ethnicity, 2005-2006

Year	Asian	Chicano/Latino	White	Black
1994-95	2,545	1,360	1,047	322
1995-96	2,523	1,402	1,093	309
1996-97	2,612	1,298	1,177	286
1997-98	2,800	1,253	1,179	325
1998-99	3,056	1,291	1,211	306
1999-00	3,311	1,329	1,242	286
2000-01	3,413	1,438	1,160	333
2001-02	3,600	1,702	1,180	342
2002-03	3,765	1,806	1,218	351
2003-04	3,785	1,906	1,306	389
2004-05	3,601	1,834	1,149	316
2005-06	3,700	1,946	1,218	337

Table 4. Resident Freshmen Financial Aid Applicants with Parent Income Below \$45,000<sup>38</sup>

- Since 1994, Asian freshmen have the largest numbers of financial aid applicants with parent income below \$45,000 (Table 3).

<sup>36</sup> Email, 09 July 2010 from Institutional Research - University of California Office of the President.

<sup>37</sup> These are Full Year Equivalent (FYE) data; FYE = total student credit hours divided by the number of credit hours for a full load of courses.

<sup>38</sup> Source: Jeffery, Kate. Undergraduate Subcommittee of the Regents' Study Group on University Diversity. "Student Financial Support Presentation." UC Office of the President, Student Financial Support - Institutional Research, 15 June 2007, available from ir.info@ucop.edu, Table 6, page 18.

## Net Cost of Freshman Year for Financial Aid Applicants by Race/Ethnicity

The chart shows the net cost of the freshman year for financial aid applicants whose parents earn less than \$45,000 annual income in constant 2005 dollars. Net cost is defined as “as the cost of attendance less all grant and scholarship” support.<sup>39</sup> The general trend from 1995 to 2006 is a rise in net cost for all students.

- The net cost is on average higher for Asian and White freshmen financial aid applicants than for African Americans/Blacks and Chicanos/Latinos (Chart 34).
- This may be due to a number of factors, including that larger proportions of African American/Black and Chicano/Latino freshmen financial aid applicants receive scholarships and more grant aid on average (see later charts) than Asian and White freshmen.

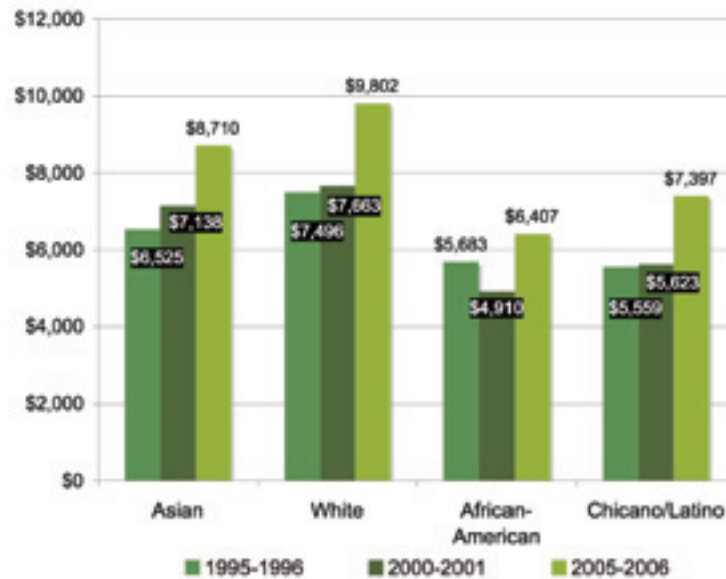


Chart 34. Net Cost of Freshman Year for Resident Freshmen Financial Aid Applicants with Parent Income < \$45,000

## Scholarships by Race/Ethnicity

The chart shows the percentage of University of California freshman financial aid applicants who are receiving any scholarships.<sup>40</sup> The data<sup>41</sup> are shown in constant 2005 dollars at five-year intervals to illustrate trends (year-to-year changes tend to be small). In general, larger proportions of University of California freshmen that applied for financial aid received scholarships between 1995-2006.<sup>42</sup>

39 Source: Jeffery, Kate. Undergraduate Subcommittee of the Regents' Study Group on University Diversity. "Student Financial Support Presentation", p 19. UC Office of the President, Student Financial Support - Institutional Research, 15 June 2007, available from [ir.info@ucop.edu](mailto:ir.info@ucop.edu), p. 8.

40 University of California scholarships include the Chancellor's Scholarship and the Regent's Scholarship; other scholarships include any scholarships that are processed by University of California Financial Aid Offices.

41 Source: Jeffery, Kate. Undergraduate Subcommittee of the Regents' Study Group on University Diversity. "Student Financial Support Presentation", p 17. UC Office of the President, Student Financial Support - Institutional Research, 15 June 2007, available from [ir.info@ucop.edu](mailto:ir.info@ucop.edu).

42 Financial aid applicants who do not receive scholarships may receive grants, or may take out loans (covered in the following charts).

- Smaller proportions of entering Asian freshmen compared to all racial/ethnic groups consistently received scholarship funding from 1995-2006 (Chart 35).

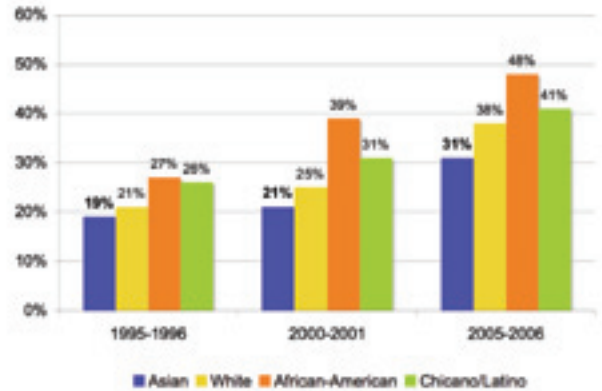


Chart 35. Proportion of University of California Freshman Financial Aid Applicants with Scholarships by Race/Ethnicity

### Grant Amounts by Race/Ethnicity and Parent Income

The chart shows the average total grant amount in constant 2005 dollars for University of California freshmen receiving grants.<sup>43</sup>

- The average total grant amount varied, not surprisingly, by parent income (Chart 36).
- A number of factors may account for slight variations within the three income groupings such as number of children in the family, type of employment, and eligibility for certain types of loans.

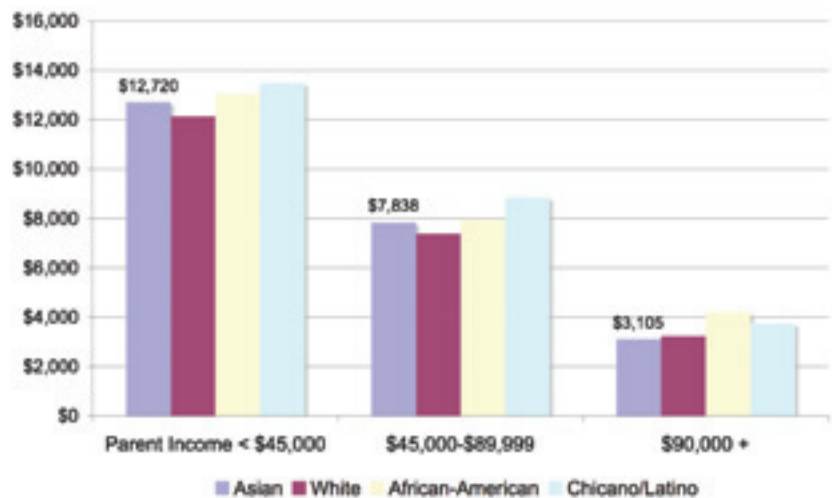


Chart 36. Average Total Grant for University of California Freshman Financial Aid Applicants by Race/Ethnicity and Parent Income, 2005-2006

### Loans by Race/Ethnicity and Parent Income

The chart shows the average total loan amount in constant 2005 dollars for University of California freshmen receiving loans.<sup>44</sup> Parent income is gross income as reported on Free Application for Federal Student Aid (FAFSA) form and 2005-2006 is the most recent school year reported. Over the past

<sup>43</sup> Source: Jeffery, Kate. Undergraduate Subcommittee of the Regents' Study Group on University Diversity. "Student Financial Support Presentation", p 18. UC Office of the President, Student Financial Support - Institutional Research, 15 June 2007, available from ir.info@ucop.edu. The time period, 2005-2006, is the most recent school year reported in the source document, and does not deviate from the general trend over the decade leading up to the academic year.

decade, there is no obvious trend in average loan amounts. The average total loan amount for University of California freshmen that applied for financial aid in 2005-2006 did not vary greatly by household income.

- Overall, the \$45,000-\$89,999 household income group borrowed almost as much on average as the lowest income group and only slightly more than the \$90,000 plus group (Chart 37).
- The loan amount pattern for Asian freshmen that applied for financial aid seems to reflect the overall pattern of less borrowing with higher parent income.

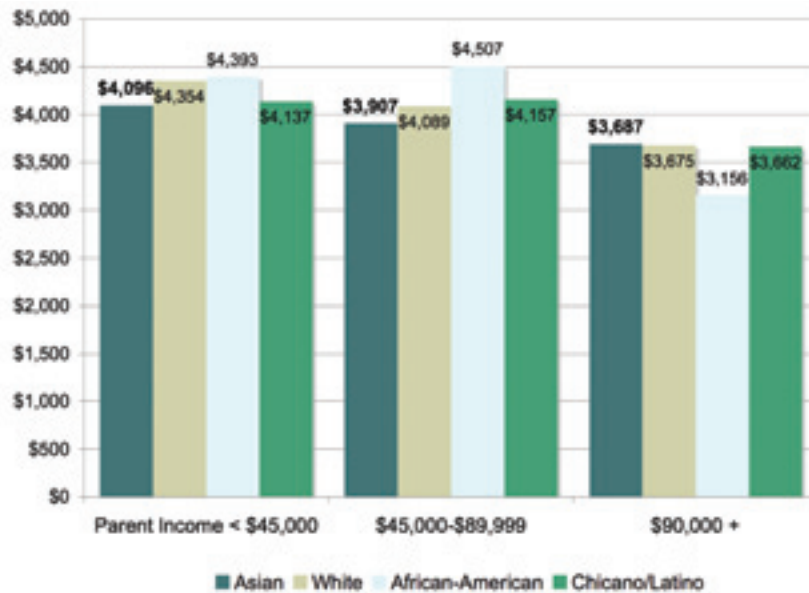


Chart 37. Average Student Loan Amount for UC Freshman Financial Aid Applicants by Race/Ethnicity and Parent Income, 2005-2006

## GRADUATION RATES BY RACE/ETHNICITY

Graduation rates show how many students received their Bachelor’s Degrees in 4, 5, and 6 years. Of the total 29,480 students across all racial/ethnic groups who began college at the University of California in 2001, 15,412 completed a Bachelor’s Degree in 4 years, 7,181 completed a Bachelor’s Degree in 5 years, and 1,149 completed a Bachelor’s Degree in 6 years. The chart shows graduation rates by race/ethnicity. The data<sup>45</sup> combine AANHPI subgroups into one group, Asian/Pacific Islanders (APIs). Grouping AANHPI subgroups likely masks differences in graduation rates among different subgroups.

44 Source: Jeffery, Kate. Undergraduate Subcommittee of the Regents' Study Group on University Diversity. "Student Financial Support Presentation", p 20. UC Office of the President, Student Financial Support - Institutional Research, 15 June 2007, available from [ir.info@ucop.edu](mailto:ir.info@ucop.edu).

45 Source: California Postsecondary Education Commission, <http://www.cpec.ca.gov/StudentData/GradRatesDetail.asp?ID=A&Year=2001>; "the data were drawn from a longitudinal report by the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS) in 2007. Only colleges and universities that reported these data in 2007 are included. Some schools, such as UC Merced, were too new and were not included. The report followed a group of full-time, first-time, degree/certificate-seeking undergraduate students that started college in 2001, labeled below as the Cohort. The Completions columns indicate how many of the original cohort received their bachelor's degree in four years, five years, and six years. The completion rates are the percentage of the cohort that completed within four, five, or six years. To calculate the rate, all completions up to and including that time-frame were used as the numerator. For example, based on a cohort of 100 students, if 25 students completed their bachelor's degree in four years, the four-year completion rate was 25%. If 15 students took five years to complete their degree, the five-year completion rate was 40%; that is, 40% of the original cohort completed their degree within five years of starting. If 10 students took six years to complete, the six-year completion rate was 50%."

The chart shows that about 54% of the Asian/Pacific Islander students who started college in 2001 graduated in 4 years, about 80% graduated in 5 years, and about 84% graduated in 6 years from the University of California.

- A higher percentage of APIs (54%) than students as a whole and all other groups, with the exception of Whites (55%) and Non-Resident Aliens (58%), graduated from the University of California in 4 years (Chart 38).
- A higher percentage of APIs (80%) than students as a whole and all other groups graduated in 5 years.
- A higher percentage of APIs (84%) than students as a whole and all other groups graduated in 6 years.

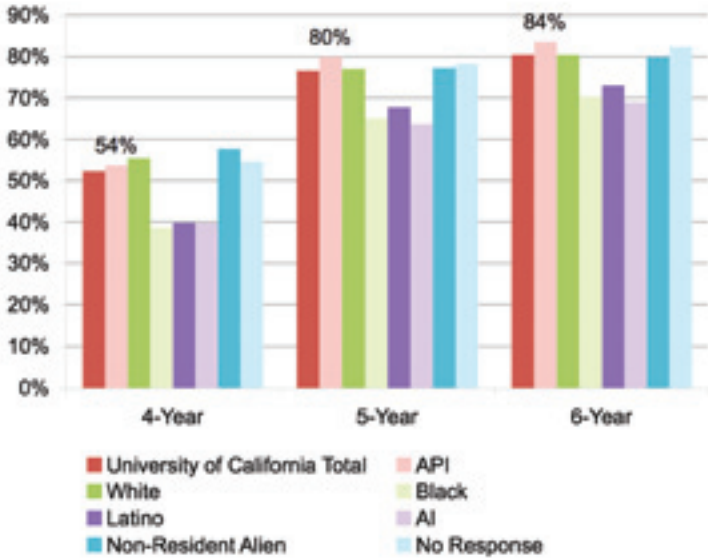


Chart 38. University of California Graduation Rate by Race/Ethnicity, 2001 Cohort

### BACHELOR’S DEGREES BY RACE/ETHNICITY

The proportion of Bachelor’s Degrees by race/ethnicity is a way of measuring disparities in educational attainment. There were a total of 42,416 Bachelor’s Degrees awarded by the University of California in 2008 (this includes students who entered as freshmen, as well as those who transferred to these campuses). The data<sup>46</sup> disaggregate by AANHPI subgroups. The following two charts show proportions of Bachelor’s Degrees by all racial/ethnic groups, and by AA subgroups.

<sup>46</sup> Source: California Postsecondary Education Commission, <http://www.cpec.ca.gov/OnLineData/OnLineData.asp>



## Bachelor's Degrees by all Racial/Ethnic Groups

Asian/Pacific Islanders and Filipinos were awarded 15,246 Bachelor's Degrees in 2008.

- APIs, except Filipinos, were awarded 31% of the total Bachelor's Degrees in 2008 (Chart 39). This is slightly lower than the proportion of Asian student enrollment (not including Filipinos) (33%, Chart 32).
- Filipinos alone were awarded 4.5% of Bachelor's Degrees by the University of California (Chart 39). This is slightly higher than the proportion of Filipino student enrollment (4%, Chart 32).

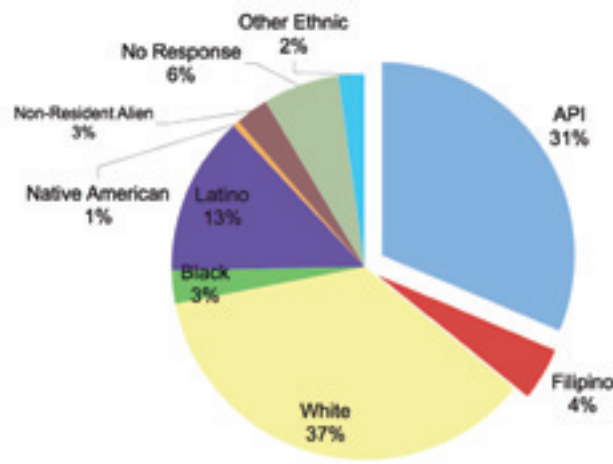


Chart 39. Proportion of Bachelor's Degrees Granted by the University of California by Race/Ethnicity, 2008

## Bachelor's Degrees by AA Subgroups

Asians and Filipinos were awarded a total of 15,056 Bachelor's Degrees, and Pacific Islanders were awarded a total of 190 Bachelor's Degrees in 2008.<sup>47</sup>

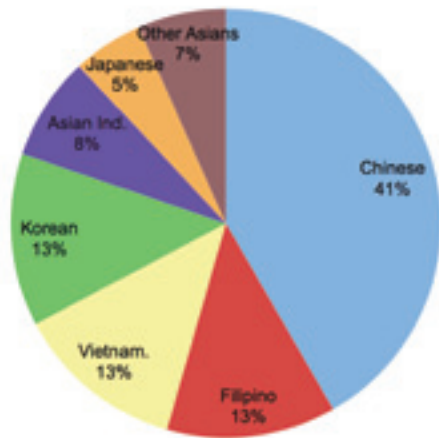


Chart 40. Proportion of Bachelor's Degrees Granted by the University of California by AA Subgroup, 2008

- Chinese are the largest AA subgroup awarded Bachelor's Degrees from the University of California.

<sup>47</sup> Source: California Postsecondary Education Commission, <http://www.cpec.ca.gov/OnLineData/OnLineData.asp>

## PERSONNEL BY RACE/ETHNICITY

University of California personnel are classified as follows:<sup>48</sup>

- Academic: academic administrators, regular teaching faculty, lecturers, student assistants, researchers, librarians, cooperative/university extension, and other academic personnel (56,576 total Academic personnel)
- Non-Academic: senior management (SMG), management and senior professionals (MSP), and professional and support staff (PSS) (127,727 Non-Academic personnel, with SMG and MSP total at 8,948 or 7% of Non-Academic personnel, and PSS total at 118,789 or 93% of Non-Academic personnel)<sup>49</sup>
- Unclassified: small proportion of total personnel (719 personnel across all racial/ethnic groups)

Because the data group together AA subgroups, and do not report on NHPI subgroups, the information may mask subgroup differences. The data also group different personnel categories (including academic administrators, professors, and student assistants), making it difficult to evaluate mobility within the university.

- About 26% of Academic personnel are Asian.
- Although Asians account for 25% of all Non-Academic personnel, they make up only 16% of senior management (SMG), management and senior professional (MSP) positions.
- The proportions of Asian personnel at the University of California are in most cases far lower than Asian student enrollment (37%).

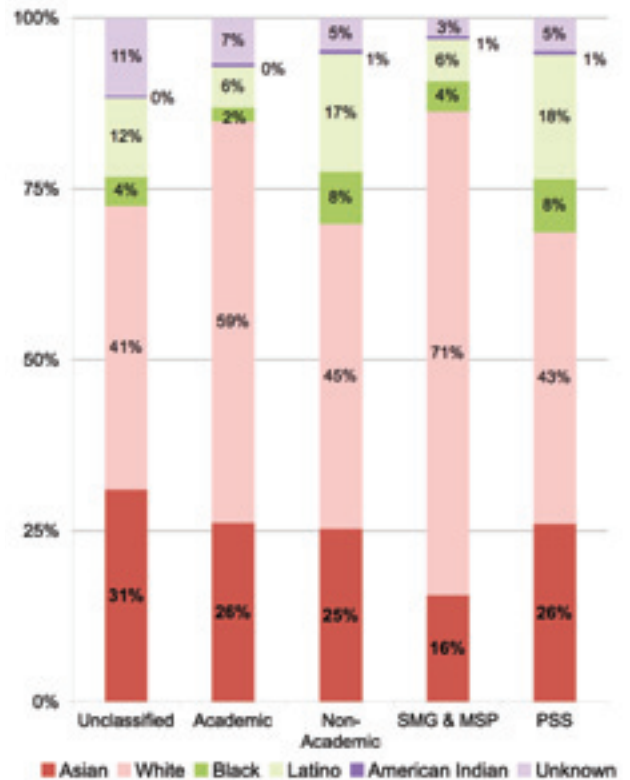
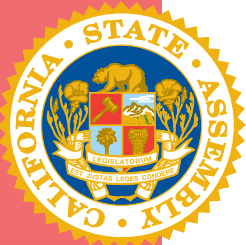


Chart 41. Proportion of University of California Personnel by Race/Ethnicity, October 2008



<sup>48</sup> Source: The University of California Statistical Summary of Students and Staff, October 2008, p. 47, prepared by Department of Information Resources and Communications, Office of the President, University of California. Data are drawn from the University of California Corporate Student System and Corporate Personnel System (<http://www.ucop.edu/ucophome/uwnews/stat/>).

<sup>49</sup> Source: The University of California Statistical Summary of Students and Staff, October 2008, page i, <http://www.ucop.edu/ucophome/uwnews/stat/>



# VII. PIPELINES TO PROFESSIONAL AND GRADUATE TRAINING



This section focuses on participation in state funded programs that support teacher preparation (internships and loan repayment) by race/ethnicity, University of California Medical Degree recipients by race/ethnicity, University of California Law Degrees by race/ethnicity, and Doctoral degrees in public postsecondary institutions by race/ethnicity. Some of this section’s data combine AANHPI subgroups into one group, Asians/Pacific Islanders, or AA subgroups into one group, Asians, or leaves out NHPs entirely. Grouping AANHPI subgroups together or leaving NHPs out likely masks educational disparities.

## TEACHER INTERNSHIP AND LOAN REPAYMENT PROGRAMS BY RACE/ETHNICITY

This section focuses on the Alternative Pathway to Certification and the Assumption Program for Loans for Education (APLE), which aim to increase the number of teachers.

### Participation in Alternative Pathway to Certification Program by Race/Ethnicity

The Alternative Pathway to Certification is a state-funded internship program designed to attract individuals into the teaching profession that otherwise might not consider a career in education, and to help provide needed staff to schools. Interns in this program are paid staff members at schools while completing a teacher preparation program.<sup>50</sup>

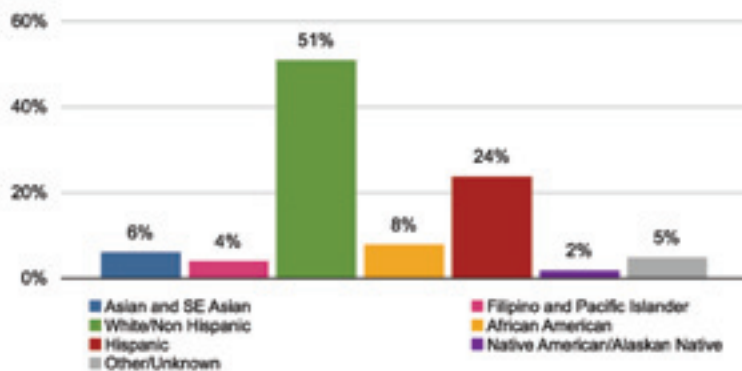


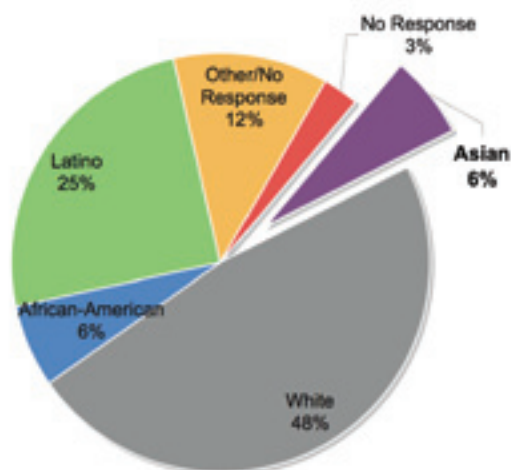
Chart 42. Participation in Alternative Pathway to Teacher Certification (Intern) Program by Race/Ethnicity, 2008-2009

- Asians, Filipinos, and Pacific Islanders comprise 10% of the total program participants.

50 Source: California Commission on Teacher Credentialing, “Program Report for the Alternative Pathway to Certification (Intern) Program, 2008-2009”, <http://www.ctc.ca.gov/reports/Alternative-Pathway-2008-2009.pdf>

### Assumption Program for Loans for Education (APLE) by Race/Ethnicity

The Assumption Program for Loans for Education (APLE) is a special loan repayment state program that began in 1986-1987,<sup>51</sup> and was enacted to bring more teachers to areas with a critical shortage of qualified teachers.<sup>52</sup> “Of the 7,400 authorized Agreements in 2006-07, the Commission offered Agreements to 5,939 new applicants.”<sup>53</sup> There were 6,112 participants in the APLE program in 2006-2007.



- Asians and African Americans/Blacks (both 6% of total participants) are the smallest proportion of APLE participants (Chart 43).

Chart 43. Proportion of Assumption Program of Loans for Education (APLE) Participants by Race/Ethnicity, 2006-2007

The next chart shows the distributions of APLE participants across Subject Area (English, Foreign Language, Mathematics, Music, Reading Specialist, Science, Special Education) and School Type (High Percentage of Emergency Permits, Low-Income, Low-Performing, Rural Areas). The subject area “Agriculture” and the School Type “State Special School” are excluded because participation is zero or close to zero for all racial/ethnic groups.<sup>54</sup>

51 There are other four loan assumption programs: the State Nursing Assumption Program of Loans for Education for Nursing Faculty, the State Nursing Assumption Program of Loans for Education for Nurses in State Facilities, Graduate Assumption Program of Loans for Education (no funding has been authorized since 2003-2004), and National Guard Assumption Program of Loans for Education. Source: California Student Aid Commission, “2006-2007 Annual Report to the Legislature on Assumption Program of Loans,” Executive Summary, [http://www.csac.ca.gov/pubs/forms/grnt\\_frm/2006-07RprtLegAssumpProgLoanEdu.pdf](http://www.csac.ca.gov/pubs/forms/grnt_frm/2006-07RprtLegAssumpProgLoanEdu.pdf)

52 Source: California Student Aid Commission, “2006-2007 Annual Report to the Legislature on Assumption Program of Loans,” p. 14, [http://www.csac.ca.gov/pubs/forms/grnt\\_frm/2006-07RprtLegAssumpProgLoanEdu.pdf](http://www.csac.ca.gov/pubs/forms/grnt_frm/2006-07RprtLegAssumpProgLoanEdu.pdf); “The Assumption Program of Loans for Education “allows the State to issue Loan Assumption Agreements (Agreements) to students, district interns, and out-of-state teachers pursuing careers in teaching.”

53 Source: California Student Aid Commission, “2006-2007 Annual Report to the Legislature on Assumption Program of Loans,” p. 14, [http://www.csac.ca.gov/pubs/forms/grnt\\_frm/2006-07RprtLegAssumpProgLoanEdu.pdf](http://www.csac.ca.gov/pubs/forms/grnt_frm/2006-07RprtLegAssumpProgLoanEdu.pdf), Executive Summary.

54 Source: California Student Aid Commission, “2006-2007 Annual Report to the Legislature on Assumption Program of Loans,” p. 29, [http://www.csac.ca.gov/pubs/forms/grnt\\_frm/2006-07RprtLegAssumpProgLoanEdu.pdf](http://www.csac.ca.gov/pubs/forms/grnt_frm/2006-07RprtLegAssumpProgLoanEdu.pdf)

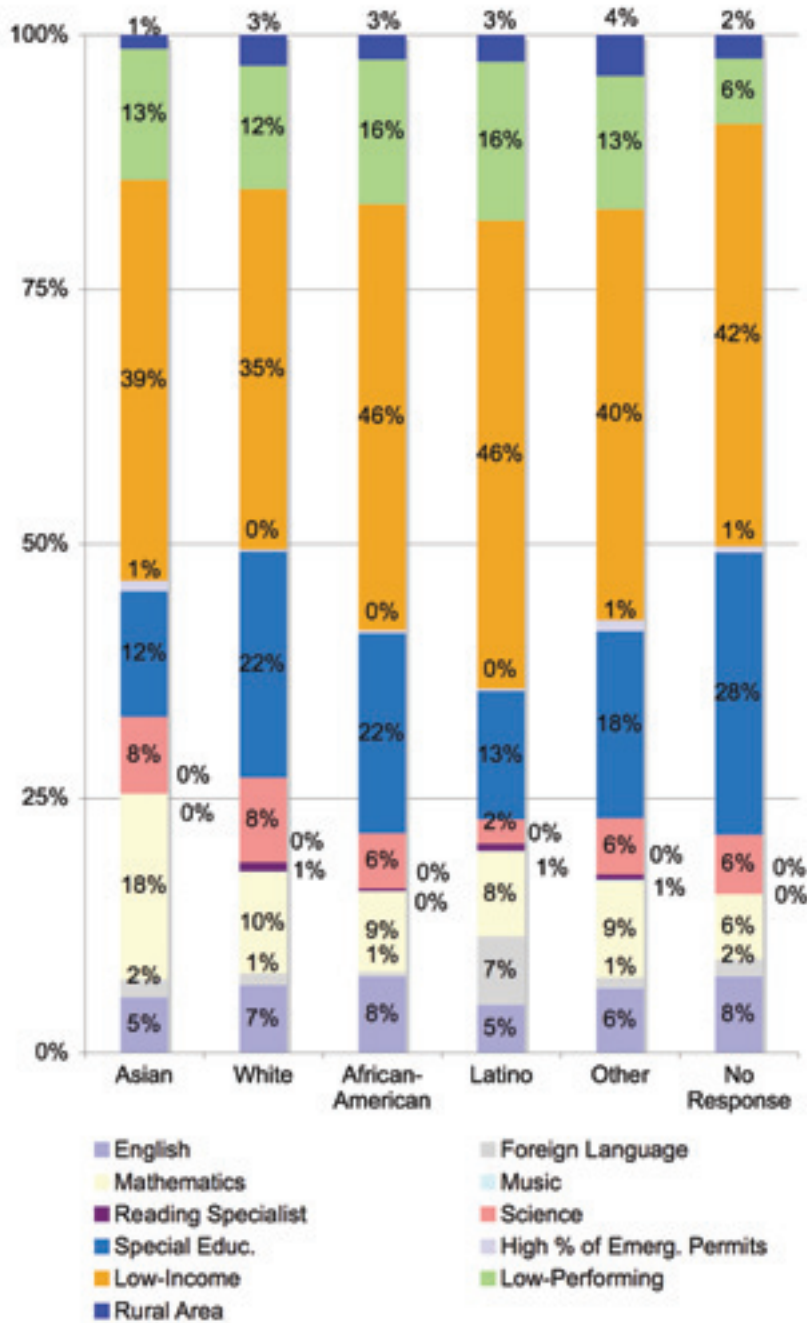


Chart 44. Proportion of APLE Participants by Subject Shortage or School Type and Race/Ethnicity, 2006-2007

- In terms of school type, almost 40% of Asians participating in APLE have agreed to teach in low-income schools, which is higher than White APLE participants, but lower than African American and Latino APLE participants (Chart 44).
- In terms of subject area, Asians participating in APLE have the largest proportion across all racial/ethnic groups that have agreed to teach Mathematics (18%).
- Asians and Whites are similar in the proportions (8%) that have agreed to teach Science, which is higher than all other racial/ethnic groups.

## MEDICAL DEGREE RECIPIENTS AT THE UNIVERSITY OF CALIFORNIA BY RACE/ETHNICITY

The next two charts show the proportions by race/ethnicity of the total 625 Medical Degrees awarded at the University of California in 2008.<sup>55</sup> The data include AANHPI subgroups, and provide the opportunity to assess diversity gaps in the healthcare workforce. There are large differences among AANHPI subgroups in Medical Degrees received.<sup>56</sup>

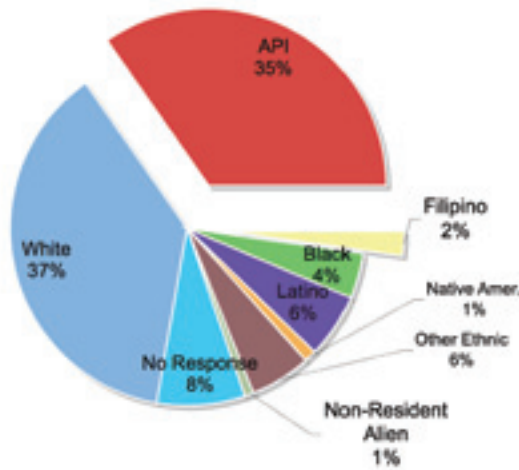


Chart 45. Proportion of Medical Degree Recipients at the University of California by Race/Ethnicity, 2008

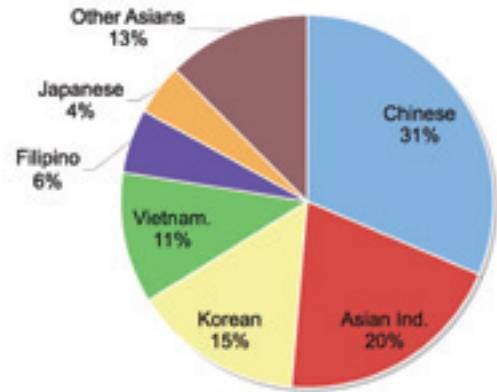


Chart 46. Proportion of Medical Degree Recipients at the University of California by AA Subgroup, 2008

- When APIs and Filipinos are grouped together they comprise about 37% of Medical Degree recipients at the University of California (Chart 45).
- Chinese comprise the largest proportion of Medical Degree recipients among AA subgroups (Chart 46).
- Pacific Islanders were awarded 0.2% of the total Medical Degrees (not shown).

## LAW DEGREE RECIPIENTS AT THE UNIVERSITY OF CALIFORNIA BY RACE/ETHNICITY

There were a total of 825 Law Degrees awarded by the University of California in 2008.<sup>57</sup> The charts show the distribution of these Law Degrees by race/ethnicity and AA subgroup (there were 3 Law Degrees awarded to Pacific Islanders).<sup>58</sup> The data include AA subgroups, and provide the opportunity to assess diversity gaps in that workforce.

<sup>55</sup> Because this section focuses on Medical Degrees awarded by the University of California, there is no discussion in the report of Medical Degrees awarded by private colleges and universities. Source: California Postsecondary Education Commission, <http://www.cpec.ca.gov/StudentData/DiversityDistribution.asp>

<sup>56</sup> What would also be important to assess, but is not included in this report, is the number and proportion of postgraduate trainees (residents and fellows) that stay in the area where they were last trained.

<sup>57</sup> Source: California Postsecondary Education Commission, <http://www.cpec.ca.gov/OnLineData/OnLineData.asp/>; international students represented less than 1% of all reported UC Law Degrees.

<sup>58</sup> Because this section focuses on Law Degrees awarded by the University of California, there is no discussion in the report of Law Degrees awarded by private colleges and universities.

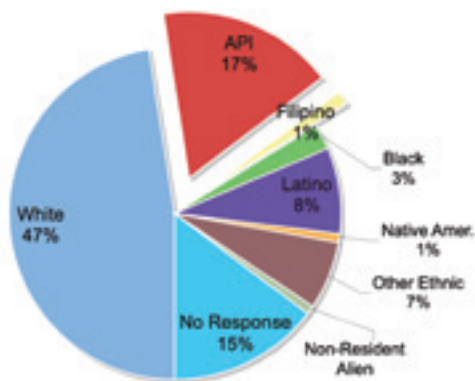


Chart 47. Proportion of Law Degree Recipients at the University of California by Race/Ethnicity, 2008



Chart 48. Proportion of Law Degree Recipients at the University of California by AA Subgroup, 2008

- Asians, Filipinos, and Pacific Islanders together are 18% of the total Law Degrees earned (Chart 47).
- Chinese comprise the largest proportion of Law Degree recipients among AA subgroups (Chart 48).

## DOCTORAL DEGREE RECIPIENTS BY RACE/ETHNICITY

The charts show the proportion of the 3,957 Doctoral Degrees awarded by the University of California and the California State Universities in 2008 by race/ethnicity.<sup>59</sup> The data include AANHPI subgroups, and provide the opportunity to assess diversity gaps in that workforce.

In 2008, the University of California awarded 3,863 Doctoral Degrees and the California State Universities awarded 94 Doctoral Degrees.

<sup>59</sup> Source: California Postsecondary Education Commission, <http://www.cpec.ca.gov/OnLineData/OnLineData.asp>

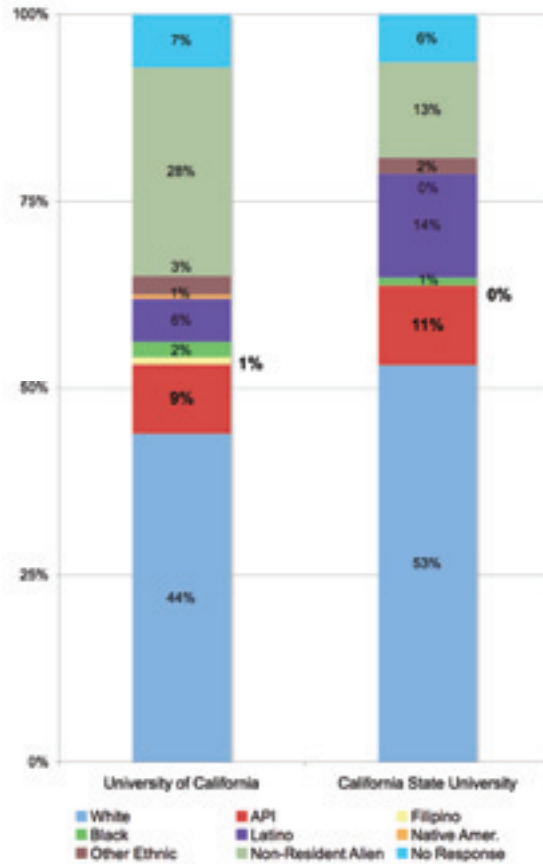


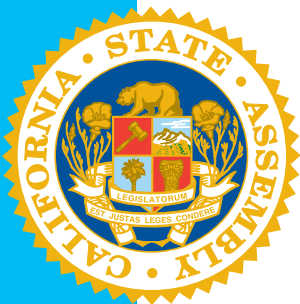
Chart 49. Proportion of Doctoral Degree Recipients by Race/Ethnicity, 2008

- Taken together, Asians, Filipinos, and Pacific Islanders received 10% of all the Doctoral Degrees awarded by the University of California, and 11% of all Doctoral Degrees awarded by the California State Universities (Chart 49).



Chart 50. Proportion of University of California Doctoral Degree Recipients by AA Subgroup, 2008

- Chinese were the largest proportion of Doctoral Degree recipients among AA subgroups (Chart 50).
- All Pacific Islander Doctoral Degrees were awarded by the University of California. Pacific Islanders received 11 or 0.3% of all Doctoral Degrees (not shown).





# VIII. POLICY RECOMMENDATIONS

## **1. More and disaggregated data by Asian American, Native Hawaiian, and Pacific Islander subgroups are urgently needed.**

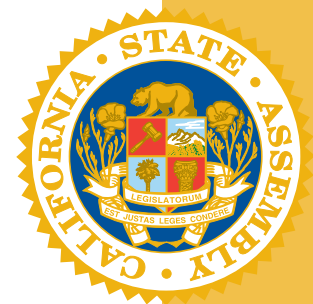
Educational indicators, including retention, success, persistence, degrees awarded, dropout rates, and time it takes to earn a degree should be collected for AANHPI subgroups by K-12 systems, California Community Colleges, California State Universities, and the University of California. In addition, for public postsecondary institutions, financial aid indicators, such as scholarships, grants, and loans, admission eligibility rates, and personnel data should be collected for AANHPI subgroups.

## **2. More data and analysis are needed to determine the obstacles to retention, success, and graduation for Asian American, Native Hawaiian, and Pacific Islander subgroups, including financial aid and appropriate services.**

Financial aid amounts, types, and distribution should be analyzed by AANHPI subgroup in terms of their role in admission, retention/success and graduation rates. But financial aid is insufficient to improve admission, retention and success for AANHPI students. In addition, appropriate services must be designed, implemented, and evaluated for their effectiveness in admission, retention, success, and graduation.

## **3. Pipeline programs to undergraduate and graduate education need to be inclusive and target Asian Americans, Native Hawaiians, and Pacific Islanders, particularly subgroups that are underrepresented.**

Aggregated educational data for AAs and NHPIs mask the disparities in access and attainment for particular subgroups. Pipeline programs to both undergraduate and graduate education need to consider racial/ethnic subgroup disparities. For example, there is not a large proportion of AAs participating in state funded programs for internships and loan assumption for K-12 teaching preparation and no data are available for NHPI participation in such programs. Although there are no data available for recipients of K-12 teacher certification by AANHPI subgroup, data on alternative state funded programs to increase K-12 teachers and staff indicated a need to increase outreach and support for AAs and NHPIs. Not only is this needed for the K-12 system, but there is also a need to increase AANHPI representation in postsecondary institutions for faculty and administrators.







# APPENDICES

### Data Availability by AANHPI Subgroups by Data Set

Data are available by:	American Community Survey (ACS)	California Department of Education	NCES	Ed-Data	CPEC	California Community Colleges	California State University System	University of California
Asian/Pacific Islander (combined)		X	X		X			
Pacific Islander (combined)		X	X	X		X	X	X
Asian (combined)		X	X	X		X	X	X
Asian Indian	X				X			X
Cambodian	X				X			
Chinese	X				X			X
Filipino	X	X		X		X	X	X
Hmong	X							
Japanese	X				X			X
Korean	X				X			X
Laotian	X				X			
Taiwanese	X							
Thai	X				X			
Vietnamese	X				X			X
Fijian	X							
Guamanian or Chamorro	X				X			
Native Hawaiian	X				X			
Samoan	X				X			
Tahitian	X				X			
Tongan	X							
International (by subgroup)								X

Data are available by:	College Board SAT Data and Reports	Law School Admission Council	American Bar Association	Kaiser State Health Facts	Council of Graduate Medical Education	California Department of Corrections (APIs recorded as "other")
Asian/Pacific Islander (combined)	X	X	X		X	
Pacific Islander (combined)				X		
Asian (combined)				X		
Filipino				X		
Asian Indian						
Cambodian						
Chinese						
Filipino						
Hmong						
Japanese						
Korean						
Laotian						
Taiwanese						
Thai						
Vietnamese						
Fijian						
Guamanian or Chamorro						
Native Hawaiian						
Samoan						
Tahitian						
Tongan						
International (by subgroup)						

## California Asian Pacific Islander Joint Legislative Caucus

The California Asian Pacific Islander Joint Legislative Caucus represents and advocates for the interests of the diverse API communities throughout California. It seeks to increase API participation and representation in all levels of government. Additional information can be found at:

<http://democrats.assembly.ca.gov/apilegcaucus/>.

### Asian Pacific Islander Joint Legislative Caucus Members

Assemblymember Warren Furutani  
Chair of Asian Pacific Islander Joint Legislative Caucus  
Chair of Assembly Budget Subcommittee #4 on State Administration  
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## Biography for Assemblymember Mike Eng, 49th District

Assemblymember Mike Eng represents the 49th Assembly District, which is located within eastern Los Angeles County and includes the cities of Alhambra, El Monte, Monterey Park, Rosemead, San Gabriel, San Marino, and South El Monte.

Assemblymember Eng chairs the Assembly Committee on Banking & Finance, which oversees California's financial institutions, real property finance, and corporate securities law. Consequently, the Committee develops and shapes public policy in a broad range of areas such as mortgage foreclosures, payday lending, the regulation of state chartered banks and credit unions, consumer lending, and financial privacy.

Assemblymember Eng has a wide range of other important assignments, including membership on the Assembly Committees on Business and Professions, Education, Health, Housing and Community Development and Transportation.

Assemblymember Eng's top legislative priorities include addressing California's transportation infrastructure needs, "green" job creation, tackling the underground economy by going after tax cheats, advocating for stronger consumer protections, fighting for groundwater cleanup in the San Gabriel Valley and throughout the state, eliminating health disparities amongst underserved communities, and confronting the growing problem of hate crimes in California and the rest of the nation.

Prior to serving in the State Assembly, Assemblymember Eng was appointed to the California Department of Consumer Affairs Acupuncture Board for two terms where he served as Board Vice Chair and Chair of the Enforcement Committee. He also served as Mayor and City Councilmember of Monterey Park, where he helped start the region's first city Environmental Commission to deal with quality of life issues, initiated a summer science program for low-income students, enhanced after school programs, organized Clean Up the City Day, facilitated the city's first workshop for home care workers and founded numerous scholarship opportunities for high school students.

Assemblymember Eng earned his law degree from the University of California, Los Angeles after completing Bachelor's and Master's degrees at the University of Hawaii. He is also a part-time community college instructor.

## Biographies of Authors

**Mitchell J. Chang** is Professor of Higher Education and Organizational Change with a joint appointment in Asian American Studies at UCLA. His research focuses on the educational efficacy of diversity-related initiatives on college campuses. He has written over 60 articles, book chapters, and reports. He served as the lead editor of *Compelling Interest* (with D. Witt, J. Jones, & K. Hakuta), which was cited in the U.S. Supreme Court ruling of *Grutter v. Bollinger*. Professor Chang received a National Academy of Education/Spencer Fellowship in 2001, was awarded the Outstanding Outcomes Assessment Research Award, 1999-2000 by the American College Personnel Association, and received in 2008 the ACPA Asian Pacific American Network Outstanding Contribution to APIDA Research Award (shared with J. Park, M. Lin, O. Poon, & D. Nakanishi).

**Gordon Fung** is Clinical Professor of Medicine at the University of California, San Francisco. At UCSF Medical Center, he is Director of the Cardiology Consultation Service, the Cardiac Noninvasive Laboratory, and the nation's first Asian Heart & Vascular Center. His research focuses on preventive cardiology and ethnic disparities in cardiovascular disease. He has served on the American Heart Association's national board of directors, and is a current member of American College of Cardiology's Board of Governors. Dr. Fung has a master's degree in Public Health from the University of California, Berkeley School of Public Health, a Medical Degree from the University of California, San Francisco, and a Doctorate in Chinese Philosophy from the California Institute of Integral Studies. He completed an internal medicine residency and was chief resident at Highland General Hospital in Oakland, and completed a clinical cardiology fellowship at the Veterans Administration Medical Center in Martinez, California.

**Don Nakanishi** is Professor Emeritus of Education and Director Emeritus of the Asian American Studies Center at UCLA. His research focuses on political participation of Asian Pacific Americans and other ethnic/racial groups in American politics, educational policy research, and international political dimensions of minority experiences. He is the author of over 80 books, articles, and reports, and has received numerous awards for his research and public service. A former national president of the Association of Asian American Studies, he also co-founded and served as publisher of *Amerasia Journal*, the top scholarly journal in the field of Asian American Studies. *A Magazine* identified him as one of the "100 Most Influential Asian Americans in the United States during the Decade of the 1990s," and the Smithsonian Institution appointed him to a 25-member national Blue Ribbon Commission to plan for the future of the Smithsonian during the 21st century. He received his B.A. cum laude with highest honors in Political Science from Yale University, and his Ph.D. in Political Science from Harvard University.

**Rodney Ogawa** is Professor of Education at the University of California, Santa Cruz. His research focuses on organizational theory, and the impact of the social environment on school structures, at the classroom, school, and district level. For more than 20 years, he has examined the impacts of educational reform on performance, conducting research on leadership within school organizations that has encompassed principals, superintendents, teachers, parents, and students. Professor Ogawa has also taught at the University of California, Riverside, where he was Associate Dean in the School of Education, and at the University of Utah. Professor Ogawa earned his B.A. in history from UCLA, his M.A. in education from Occidental College, and his Ph.D. in educational administration from Ohio State University, after which he was a postdoctoral trainee in the Organizations Research Training Program at Stanford University.

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**Lois M. Takahashi** is Professor in the Department of Urban Planning with a joint appointment in Asian American Studies at UCLA, and is Director of the University of California Asian American and Pacific Islander Multicampus Research Program (UC AAPI Policy MRP). Her research focuses on HIV prevention among Asians and Pacific Islanders, access to social services, and environmental governance. She has published two books and over fifty articles and book chapters on her varied research interests. Professor Takahashi received an A.B. in Architecture from the University of California, Berkeley, an M.S. in Public Policy from Carnegie Mellon University, and her Ph.D. in Urban and Regional Planning from the University of Southern California.

**Melany De La Cruz-Viesca** is Assistant Director of the UCLA Asian American Studies Center (AASC), Coordinator and Researcher of the AASC's highly acclaimed Census information Center (a joint partnership with the National Coalition of Asian Pacific American Community Development (CAPACD) and the US Census Bureau), and the managing editor of one of the AASC's two national journals, *AAPI Nexus: Asian American and Pacific Islander Policy, Practice, and Community*. Ms. De La Cruz-Viesca has published extensively on ethnic populations and community development, and was appointed by Mayor Antonio Villaraigosa in 2009 to the City of Los Angeles Human Relations Commission. Ms. De La Cruz-Viesca received B.A. degrees in Ethnic Studies and Urban Studies and Planning from the University of California, San Diego, and an M.A. in Urban Planning from UCLA.

**Yen Ling Shek** is a doctoral student in Higher Education and Organizational Change at UCLA's Graduate School of Education & Information Studies. She is a Graduate Student Researcher for the University of California All Campus Consortium on Research for Diversity's (ACCORD's) Pathways to Postsecondary Education Plus project funded by the Gates Foundation. Ms. Shek also serves as a Research Associate for the University of California Asian American and Pacific Islander Policy Multicampus Research Program (UC AAPI Policy MRP). Her research interests include racial diversity and equity in higher education, institutional commitment to diversity among colleges and universities, Asian American student development, and university cultural resource centers. She received her B.A. in Psychology from the University of Virginia and M.A. in Counseling and Personnel Services from the University of Maryland, College Park.

**Annie Kuo** is a graduate student in Public Policy at UCLA's School of Public Affairs. She is also a staff research assistant for the University of California Asian American and Pacific Islander Multicampus Research Program (UC AAPI Policy MRP), where she is working on designing the UC AAPI Policy MRP's new website. Ms. Kuo has worked as a technology manager and consultant for large firms and faith based organizations, speaks both Taiwanese and Mandarin, and earned her B.S. in Computer Science and Engineering from MIT.

**Laura Russ** recently received her Ph.D. in Urban Planning from UCLA, where she studied local community-based and civil society organizations in the developing world, using a case study of slum housing upgrading programs in Ahmedabad, India. Her research focuses on the linkages among gender, poverty alleviation, and organizational capacity in rapidly growing urban areas in Africa and South Asia. Dr. Russ is the recipient of a National Science Foundation Doctoral Dissertation Research Improvement grant, as well as numerous UCLA fellowships and awards. She is currently a Lecturer in the Global Studies Program at the University of Illinois, Urbana-Champaign. Along with her Ph.D. from UCLA, Dr. Russ received a B.A. in Urban Studies from Vassar College and an M.A. in Urban Planning from UCLA.

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