



May 2022

THE STATE OF HIGHER EDUCATION for Asian American, Native Hawaiian, and Pacific Islander Californians



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Rolling Stone



Dwayne "Rock" Johnson
Actor and entertainer



Dalip Singh Saund
First Asian American U.S. Congressman



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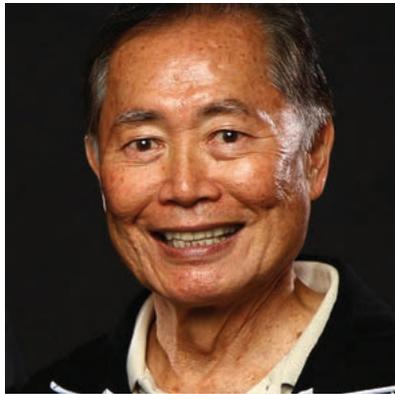
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California is made stronger through the contributions of Asian American, Native Hawaiian, and Pacific Islander leaders.





FOREWORD

The future of Asian Americans, Native Hawaiians, and Pacific Islanders in the United States hinges critically on what happens in California. Not only is the Golden State a national trendsetter on educational policies that seek to advance equity, but California also plays an outsized role with respect to the fates of Asian American

and NHPI communities, accounting for nearly one-third of the national Asian American population and one-quarter of the national Pacific Islander population. For some communities, California plays an even greater role— 40% of Filipino Americans and 36% of Vietnamese Americans live in California.

As this important report on the State of Higher Education indicates, Asian American and NHPI communities in California are often misunderstood, with partial data and the persistent narrative of the “model minority” that mask the challenges faced by many communities. For example, many decision makers still rely on the most readily available information on barriers and inequities in educational attainment, which are produced as averages for the racial category of “Asian” rather than for more detailed categories such as Chinese, Filipino, Hmong, and Korean.

As this report amply demonstrates, particular Asian American groups, such as Cambodian, Hmong and Lao students face significant disadvantages in higher education attainment, with outcomes that are often worse than for most other Californians. Just as concerning, Native Hawaiian and Pacific Islander students have low rates of college completion and alarmingly high levels of student debt, which in turn perpetuate intergenerational poverty. Transfer rates from community colleges and Cal State completion rates are also distressingly low for all Pacific Islander communities and for several Asian American communities.

What can we do, armed with this information? At the Center for Social Innovation and AAPI Data, we employ a framework for action that we call “DNA: Data, Narrative, Action.” Data is critical to add credibility to community concerns, and this report provides timely, detailed, and systematic data and research to advance equity in higher education. This report also provides important calls to action that derive from extensive consultation with community organizations and leaders in policy and educational systems. I am hopeful that this report will prompt decision makers to invite community narrative and expertise, creating the conditions for strategic action that meaningfully advances inclusion and equity in higher education.

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INTRODUCTION

California is home to the largest Asian American population in the United States with 6,799,259¹ residents, as well as the nation's second largest Native Hawaiian and Pacific Islander (NHPI) community, with 332,371 NHPI² residents calling the state home (including those who identify as Asian American or NHPI in combination with another race or ethnicity). Accounting for over 15% of the state's residents, Asian American and NHPI Californians comprise the second largest racial/ethnic minority group in the state. This population is incredibly diverse and includes a mix of US-born and non-native residents. Three quarters (76%) of NHPI Californians were born in the US, while fewer than half (41%) of Asian American Californians are US-born. Reflecting the relatively high proportion of Asians born outside of the US, around three in four Asian Americans (75%) and roughly half of NHPs (49%) in California speak a language other than English in the home.³ Californians who identify as Asian American and NHPI have ancestries and backgrounds from over 48 different ethnicities.⁴

Asian Americans and NHPs have a reputation for being successful students, with data on academic outcomes often painting the portrait of a high-performing group, especially for East and South Asian Americans. **These perceptions, however, stem from group averages that mask the variation in both access to higher education and success after college enrollment in our state's educational pipeline, giving rise to a common misconception that Asian Americans and NHPs attending our nation's colleges and universities are universally succeeding without a need for better or more targeted support.** Not only does this model minority myth harm students, but it also hampers college leaders and policymakers in ensuring practice and policy decisions reflect their constituents' needs.

The practice of combining Asian American and NHPI residents and students in both data and our discussions of the population is, at best, incomplete and, at worst, harmful. While using “Asian American” broadly may benefit members of the community by promoting unity and broadening the networks and coalitions advocating for the needs of Asian American and NHPI Californians, disaggregated data and understanding the diversity and complexity within the population is essential. **Failing to disaggregate the data and understand the variations that exist within the Asian American and NHPI communities will result in educational practices and policymaking that fails to fully understand or address the needs of California’s Asian American and NHPI residents.** The data in this report show the wide variation in college preparation, attendance, and success for the state’s Asian American and NHPI students that is not apparent in most portrayals of these communities. While many Asian Americans have achieved significant success in education, a sizeable number have not and need better supports to ensure they are equipped to thrive within the state’s economic future.

This report documents data pertaining to the academic preparation, enrollment, and support of Asian American and NHPI Californians pursuing a college degree in California. We examine the diversity and variation within the Asian American and NHPI populations enrolled in the University of California (UC), the California State University (CSU), the California Community Colleges, independent non-profit colleges and universities, and for-profit institutions in the state.

THE GOOD NEWS:

- Fifty-nine percent of Asian Americans ages 25-64, not including NHPI Californians, have a bachelor’s degree or higher (a rate that has grown for all but four groups within the larger communities).
- Graduation rates for Asian American students enrolled in the UC are the highest among any racial or ethnic subgroup, with 88% of Asian American UC undergraduates graduating in six years, and all subgroups within the UC’s Asian American student body maintaining six-year graduation rates of over 80%.
- More than half of Vietnamese (55%), Chinese (53%), and Korean (52%) students enrolling in the California Community Colleges transferred to a four-year college or university within six years.
- Enrollment for Asian Americans and NHPIs at the CSU and UC held steady or rose between 2019 and 2021, despite the COVID-19 global pandemic.
- Following reforms to remedial education placement policies at the California Community Colleges, the percentage of students enrolling in pre-transfer coursework has dropped for all Asian American students, from 18% to 13%, and from 25% to 17% for NHPI students. These gains in access were seen by students in every single subgroup within the Asian American and NHPI student populations.

THE BAD NEWS:

- Only 22% of NHPI Californians between the ages of 25 and 64 have a bachelor's degree, one of the lowest rates among all racial/ethnic groups in the state.
- In the wake of the COVID-19 global pandemic, Asian American and NHPI enrollment at the California Community Colleges plummeted by 20%.
- COVID-19 also took a heavy toll on Asian Americans and NHPI in the workforce, with unemployment rates rising faster than those for white Californians, from three percent to 15% for Asian Americans. Asian and NHPI workers have experienced a greater amount of long-term unemployment.
- Southeast Asians experience high levels of poverty, with more than one in three (33%) Hmong children in California living in poverty. Laotian and Cambodian children in California also have high rates of poverty at 25% and 22%, respectively.
- The UC admit rate for NHPI students (62%) is considerably lower than that for Asian Americans (78%). Relative to their overall share of California's Asian and NHPI populations, Filipinos, Native Hawaiians, Samoans, Guamanians or Chamorros, and Fijians are underrepresented within the UC system.
- Only 10% of NHPI transfer students enrolled in a UC campus in fall 2019, while over a quarter (27%) enrolled in a private, for-profit institution.
- The four-year high school graduation rate for NHPI students enrolling in 2017 was 82%, with less than half (44%) of graduates completing the A-G curriculum necessary for CSU and UC eligibility.
- Anti-Asian hate crimes, including those committed on college and university campuses, grew by 420% from 2019 to 2020.

While we celebrate the broad achievement and success of Asian American and NHPI Californians and the many contributions they have made and continue to make as part of the diverse fabric in our state, we know that we must do better to ensure that all students, regardless of race/ethnicity or income status, have an equal opportunity to do well in our K-12 schools and access our colleges and universities. California's economic future depends on ensuring all of our state's residents have access to a high-quality education and the support to be successful in pursuit of a college degree. To achieve this, national, state, and local policymakers, as well as system and campus leaders, must be intentional in removing unnecessary barriers and in providing equitable opportunities for Asian American and NHPI students. They must reaffirm the need for a comprehensive vision for higher education that invests in public higher education and addresses the racial and ethnic gaps that persist. Doing so is both an economic and a moral imperative and it cannot happen without thoughtful disaggregated analysis that understands how different groups are doing and how much better we can be at supporting their success.

To accomplish this, we offer these recommendations:



K-12 Recommendations

- Increase high school graduation rates for NHPI students to at least 90% and make the A-G coursework the default curriculum for all high school students in California.
- Ensure that all high school seniors complete either a Free Application for Federal Student Aid (FAFSA) or a California Dream Act Application (CADAA), so that every talented Asian American and NHPI Californian can pursue college, regardless of income status.
- Support English language learners in our K-12 schools.



Community College and University Recommendations

- Support Asian American and NHPI students who have been impacted by the rise in hate crimes towards Asian Americans and NHPs in the wake of the COVID-19 global pandemic.
- Ensure strong implementation of community college and CSU reforms that focus on improving placement of students into college-level English and math.
- Improve completion and transfer rates and close the gaps across Asian American and NHPI ethnic groups.
- Colleges and universities that are eligible as Asian American, Native American, and Pacific Islander Serving Institutions (AANAPISIs) should seek grant funding through the program.
- College presidents, campus leaders, and governing bodies must commit to identifying, hiring, retaining, and promoting Asian and NHPI faculty at California's public colleges and universities.



State Recommendations

- Support Governor Newsom's 70% attainment goal for all Californians, including Asian Americans and NHPI subgroups with significantly lower rates of earning a post-secondary education.
- Develop a strong California Cradle-to-Career Data System to better enable policymakers and institutions to understand and address the variation within the Asian American and NHPI student populations in terms of college access and success, and ensure the California Department of Education, California Community Colleges, CSU and UC systems

provide disaggregated data related to college access and success for groups within the Asian American and NHPI communities.

- Modernize California’s financial aid system by building on recent expansions in Cal Grant and by shifting to a state aid model based on student need—rather than outdated rationing devices, like Grade Point Average verification—to create a more inclusive and accessible financial aid system that will result in 18,000 additional Asian American and NHPI Californians benefiting from this valuable award.⁵
- Ensure the governing bodies of our public higher education systems reflect the diversity of the students they serve and the population of California by appointing Asian American and NHPIs to the UC Board of Regents, CSU Board of Trustees, California Community Colleges Board of Governors, and California Student Aid Commission (CSAC).
- Revise and expand the eligibility requirements established under the California Master Plan for Higher Education with additional state funding to increase enrollment of Asian American and NHPI students at the CSU and UC.
- Support community colleges and public universities that enroll large populations of Asian American and NHPI students. In particular, identify opportunities for additional funding, coordination across AANAPISIs, and collaboration across campuses for sharing of best practices.



Federal Recommendations

- Expand access to the Deferred Action for Childhood Arrivals (DACA) program and reassess age caps to better serve our next generation of undocumented Californians.
- Establish a pathway to citizenship for all undocumented individuals and create permanent solutions so that undocumented students can access the financial and social resources needed for a college education.
- Increase funding for AANAPISIs, eliminate regulations that limit the Minority-Serving Institution (MSI) grant opportunities available to institutions, and promote better awareness and understanding around opportunities and resources for AANAPISIs and other MSIs.
- Collect and use disaggregated data on subgroups within the Asian American and NHPI populations across both K-12 and higher education in a standardized and consistent way.



DATA ON ASIAN AMERICAN AND NATIVE HAWAIIAN PACIFIC ISLANDER CALIFORNIANS

The Asian American and NHPI communities in California are both richly diverse, each comprising myriad ethnic identities and backgrounds. Data on these communities, however, are often lumped into one or sometimes two aggregate categories in ways that mask the differences in poverty, first-generation status, educational opportunity, and success experienced by Asian American and NHPI students in California’s public and independent colleges and universities. **To properly understand the State of Higher Education for Asian American and NHPI communities, policymakers must analyze disaggregated data that shows the diversity within the communities represented.**

The United States Census Bureau provides a substantial amount of detail within the social, economic, and educational data it collects. The Census Bureau did not begin reporting on Asian Americans and NHPI Americans separately until the early 2000s. Current surveys include questions on respondents’ racial and ethnic identities, as well as their ancestry. The American Community Survey, the primary source of Census data for this report, includes 20 ethnicity categories within the Asian American demographic, and six ethnicity categories within the NHPI demographic, with room for respondents to fill in an “Other Asian” or “Other Pacific Islander” option if the appropriate background is not listed. The survey also allows respondents to select from 26 Asian and 11 NHPI ancestries, separate from questions on race and ethnicity.

The National Center for Education Statistics has been reporting Asian American and NHPI data separately since 2008 in the Integrated Postsecondary Education Data System (IPEDS). IPEDS, a primary source of data for this report, does not give any finer-grained information than these two racial categories. Beyond issues related to data aggregation, NHPI students are the most likely to check more than one race, meaning they are not counted within the NHPI group but are counted among students with “two or more races.”



This distorts enrollment information for institutional-, state-, and national-level policymaking.⁶ While the California Community Colleges, CSU, and UC have been collecting disaggregated data since at least 2010, because of both student advocacy and legislation, the systems vary in the degree to which such data is made publicly available. The CSU publishes disaggregated data on Asian Americans and NHPI admission, enrollment, graduation, and bachelor's degrees. The UC system has a more robust system that allows users to disaggregate data within the Asian American and NHPI student populations by campus, residency, generation status, and gender. On publicly available dashboards and data portals, the California Community Colleges only report data for Asian American, NHPI, and Filipino students. The system has collected information on several Asian American and NHPI subgroups for several years, but in 2018 began collecting data on additional Asian American and NHPI subgroups.

Data used to understand the secondary school education came from the California Department of Education (CDE), but these data are mostly limited to aggregated data for Asian Americans and Pacific Islander groups. The one group that has specific disaggregated data is Filipino, which we have included when reporting any CDE data. Table 1 displays the availability of data on the subgroups within the Asian American and NHPI communities, broken down by data source.

If policymakers are to effectively address the needs of their Asian American and NHPI constituents, they must have access to more detailed information on the state's second-largest demographic subgroup than is currently available and it should be consistent and standardized across our educational systems. Our own report faces the limitations of working with the level of disaggregation currently available, which varies across our education system. **The California Cradle-to-Career data system offers a powerful tool for policymakers, practitioners, and advocates, but the system must be built with an explicit goal of disaggregating data beyond the course categorization currently used by education data systems across the state and consistently across all systems. Only then can California's Asian American and NHPI students be certain their experiences are reflected rather than hidden in the data.**

A Note on Sample Size

When viewing disaggregated data, it is important to consider how sample size can affect outcomes. According to the 2015-2019 American Community Survey, approximately 474,786 Asian Americans and 15,083 NHPIs are within the traditional 18-24 college-aged population in California. These numbers may seem large, but when data are broken down by specific ancestries, the numbers become much smaller for many groups. Within California's college-aged population, 38,389 individuals are of Korean ancestry, 12,965 are Hmong, and 4,657 are Samoan. The Census Bureau estimates that there are only 51 Bhutanese Californians within the traditional college-age range. Sri Lankan, Malaysian, Mongolian, and Marshallese populations all have fewer than 1,000 college-aged residents in the state. In contrast, 134,419 individuals of Chinese ancestry account for nearly one-third of the college aged Asian American and NHPI population. These sample sizes get even smaller when examining only those that enter California's public higher education system. In very small groups, a handful of students can shift the group average by a wide margin. Additionally, small sample sizes can also produce unreliable estimates which can change year to year. Thus, while our findings based on disaggregated data are consistent across the three segments of public higher education in California, they should be interpreted with caution.



IPEDS, the primary source of higher education data in the United States, does not contain disaggregated data on Asian American and NHPI subgroups.

Table 1. Asian American and NHPI Racial/Ethnic Subgroups.

	CCC ^a	CSU	UC	CDE ^b	Census	IPEDS
Asian/Asian American						
Asian Indian						
Bangladeshi						
Bhutanese						
Burmese						
Cambodian						
Chinese ^c						
Filipino						
Hmong						
Indo Chinese						
Indonesian						
Japanese						
Korean						
Laotian						
Malaysian						
Mongolian						
Nepalese						
Other Asian						
Pakistani						
Singaporean						
Sri Lankan						
Taiwanese						
Thai						
Vietnamese						
Afghan						
East Indian ^d						
Asian - Detail Unknown						
Native Hawaiian & Pacific Islander						
Fijian						
Guamanian/Chamorro ^e						
Marshallese						
Native Hawaiian						
Other Pacific Islander						
Samoan						
Tongan						

Publicly Available
 Available by Request
 Available by Request. Collection began in 2018
 Not Collected

^a Publicly available data from the California Community Colleges includes only Asian, Filipino, and NHPI categories. The Chancellor's Office maintains finer-grained information, though access to these data are restricted.

^b Though the California Department of Education does maintain finer-grained data, the department has suspended their data request process.

^c Historically, Chinese included Taiwanese residents and students. In 2010, both the UC and CSU began further disaggregating this population.

^d In 2010, the UC replaced this category with separate categories for Asian Indian and Pakistani students.

^e Did not include Chamorro prior to 2018.



HISTORICAL CONTEXT

The educational trajectories—from opportunity to attainment—of Asian American and NHPs in California are directly related to the complex and diverse historical experiences of these populations. Over the past decade, California’s Asian American and NHPI populations have grown faster than any other racial or ethnic group. Furthermore, the history of Asian Americans and NHPs in California can be traced as far back as 1587 when Filipino sailors landed in Morro Bay as part of a Spanish exploration trip.⁸ Generations of Asian Americans and NHPs have grown up in and settled in California, and these Californians have played a key role in making the state both an economic and social center within the United States. This history includes tremendous success, with Asian American and NHPI entrepreneurs, artists, athletes, and even the first Asian American Vice President of the United States hailing from the Golden State. This same history, however, includes painful examples of public policy being used to exclude, marginalize, and even demonize Asian Americans, including the Chinese Exclusion Act of 1882 and the forced internment of Japanese Americans during World War II.

Asian Americans

The first large immigration wave of people from the Asian continent came during the California Gold Rush era, when Chinese laborers were used to uncover riches as well as construct the transcontinental railroad. While Asian immigration constituted a small percentage of immigrants at the time in the United States, widespread fear of low-wage laborers and racism in the American west against Asians was used as a pretense for restrictive immigration laws, such as the Page Act of 1875 and the Chinese Exclusion Act of 1882—the latter being the only major federal law to explicitly suspend immigration for a specific nationality.⁹

Angel Island in the San Francisco Bay served as the primary port of entry for Asian immigrants. Between 1910 and 1940, hundreds of thousands of immigrants from places such as China, India, Japan, and Korea settled in places like the Bay Area, which has high concentrations of Chinese immigrants, and Sacramento Valley, where many Punjabi farmers sought opportunities after arriving in the US.¹⁰

As immigration increased, xenophobia and economic insecurity led to immigration quotas, restrictions on land ownership, and prohibition of interracial marriage. The Immigration Act of 1917 specifically called out the “Asiatic Barred Zone” which effectively banned Chinese, Indians, Burmese, Thai, Malays, and others. The landmark 1923 Supreme Court Cases of *Ozawa v. United States* and *United States v. Bhagat Singh Thind*¹¹ affirmed US immigration policy that limited citizenship to “free white persons” and people of African descent. Takao Ozawa, an immigrant to the US from Japan, and Bhagat Singh Thind, who emigrated from India, were both denied citizenship, with the Supreme Court upholding the 1790 Nationality Act and the Naturalization Act of 1906.

The Civil Rights Movement of the 1960s spurred the passing of the 1965 Immigration and Nationality Act that eliminated racist targeted immigration quotas. Restrictions were lifted from individual countries in Asia, and a wave of immigration followed. However, this wave of immigration favored highly-skilled Asian immigrants that were better educated than most people in their country of origin and more educated than the average American.¹² By the 1980s to the present time, the majority of Asian immigrants came to California to reunite with family members through visas as either immediate relatives or under the family-sponsored preference rather than employment-based preferences.¹³ Today Chinese Americans make up the largest ethnic group of Asian Americans in California, numbering over 1.8 million.

Filipinos comprise California’s second largest Asian American community, numbering nearly 1.7 million. Given the Philippines’ history as a former U.S. colony and the passage of the Tydings-McDuffie Act that limited immigration to otherwise American nationals, Filipino immigrants have unique family and economic ties to the United States; following the reforms of the 1960s, Filipino immigrants to the U.S. have tended to be strong English speakers, highly educated, and financially stable when compared to the other foreign-born populations in the US.¹⁴

This limitation on immigration, coupled with media portrayals of Asian Americans as generally high achievers, spawned a prominent stereotype of Asian Americans as model minorities.¹⁵

The model minority stereotype does not just idealize what kind of immigrant is “better,” it pits some sets of immigrants and communities of color against one another, while also masking the diversity of experiences, histories, challenges, and needs within the hugely diverse Asian American and NHPI population.

Southeast Asian Americans

With larger numbers of refugees arriving from Southeast Asian and East Asian countries, more recent immigration patterns from Asia to the US differ in important ways from the patterns of immigration over the prior decades. The mass migration of Southeast Asian Americans (SEAA) came primarily during the 1970s through the 1990s in the aftermath of the U.S. occupation of Southeast Asia during the multiple tragedies of the Khmer Rouge genocide in Cambodia, bombings in Laos, and the Vietnam War. This led to the largest mass resettlement of over 1.1 million refugees in 1975 in a span of three decades.¹⁶

California is home to the largest SEAA population in the United States (957,569 residents), with the largest Vietnamese American, Hmong American, Cambodian American, and Laotian American populations.¹⁷ Long Beach is home to the largest Cambodian community in the US; Santa Clara and Orange County are home to the largest Vietnamese communities in the US; and Sacramento and San Joaquin Valley are home to the largest Hmong populations in the US.

The experiences of SEAA refugees have contributed to a dramatically diverse set of circumstances than other Asian American communities. As such, SEAA have shown higher rates of poverty, limited English proficiency and lower educational attainment than other ethnic and racial groups.¹⁸

Native Hawaiian and Pacific Islanders

There are 332,371 NHPI Californians. Hailing from more than 20,000 Pacific islands in three regions known as Melanesia, Micronesia, and Polynesia, the NHPI population includes larger communities, such as Native Hawaiians, Samoans, Chamorros, Fijians, Tongans, and smaller communities, such as Marshallese, Chuukese, and Tahitians, all of which have distinct traditions and languages.

Native Hawaiian and Pacific Islander immigration to the United States came primarily in two stages. The first stage was by laborers, with some working in fur trading and sugar cane companies.¹⁹ A group of Native Hawaiians came to California in the 1830s and settled in Northern California. Further NHPI migration came in small settlements of people from islands such as Guam, Tonga, and American Samoa who emigrated to help build Mormon churches and in pursuit of an education.²⁰ In addition, as a result of World War II, many American Samoans, Guamanians, and Tongans gained American citizenship and migrated to the United States.

These varied political relationships determine whether immigrants from the Pacific Islands are considered citizens, nationals, immigrants, or migrants once they come to the United States and whether these immigrants are eligible for federal or state resources and programs.



CALIFORNIA'S ASIAN AMERICAN, NATIVE HAWAIIAN, AND PACIFIC ISLANDER POPULATIONS

Over seven million Californians identify as Asian American or NHPI. With 6.8 million Asian Americans, California is home to the largest Asian American population in the United States and home to the second largest NHPI population in the nation, with 332,371 residents, only behind Hawaii.

Over the past five years, Chinese Americans have become the largest Asian American group in California, recently eclipsing the Filipino population. The vast majority of Asian Americans in California are Chinese, Filipino, Indian, Vietnamese, Korean, and Japanese. The US Census bureau reports data on 20 Asian American ethnicities.

The largest NHPI groups statewide are Hawaiian, Samoan, and Guamanian or Chamorro, but the US Census includes data on another six ethnicities within the NHPI demographic.

The majority of Asian Americans and NHPs live in California's largest metro areas (the greater Los Angeles region, the San Francisco Bay Area, and the greater San Diego region). The counties listed in Figure 1 represent home to 63% of the Asian American population in California and Figure 2 represents over 50% of the NHPI population in California.

Chinese, Filipino, Indian, Vietnamese, Korean, and Japanese Californians account for the vast majority of California’s Asian American and NHPI populations.

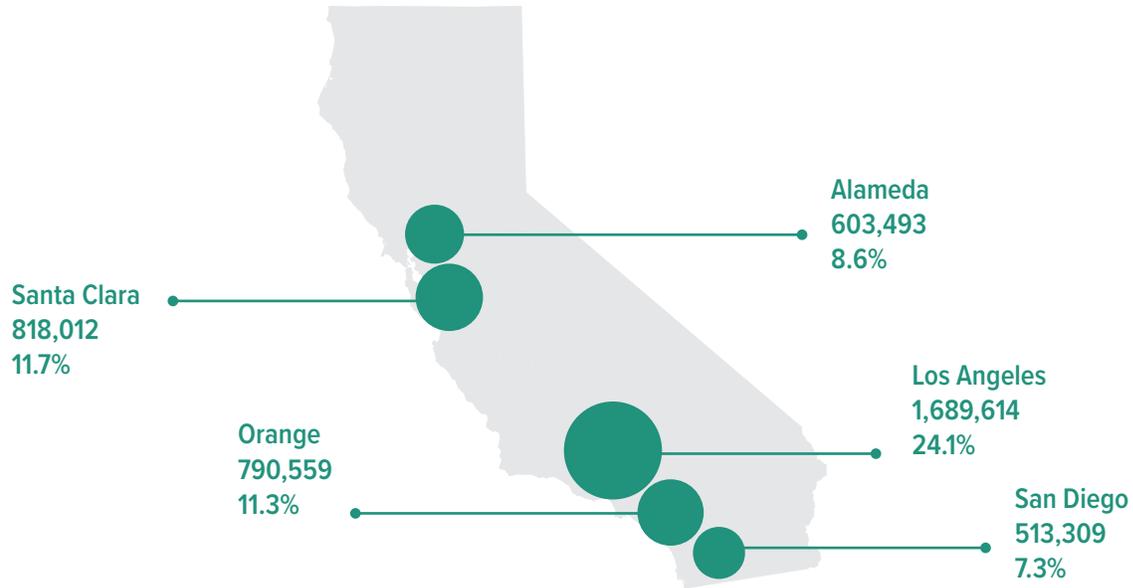
Table 2. California Asian American and NHPI Ethnic Group Populations.

Ethnic Group	Population Count	Percent of California Asian American and NHPI population
Chinese	1,840,602	26%
Filipino	1,695,715	24%
Indian	888,833	12%
Vietnamese	791,102	11%
Korean	550,611	7.7%
Japanese	444,700	6.2%
Cambodian	114,262	1.6%
Hmong	102,920	1.4%
Taiwanese	94,854	1.3%
Native Hawaiian	88,318	1.2%
Thai	77,311	1.1%
Laotian	71,010	1.0%
Pakistani	67,185	0.9%
Samoan	58,756	0.8%
Guamanian or Chamorro	51,154	0.7%
Indonesian	49,195	0.7%
Fijian	38,816	0.5%
Tongan	25,570	0.4%
Burmese	22,645	0.3%
Nepalese	20,229	0.3%
Sri Lankan	13,593	0.2%
Bangladeshi	13,390	0.2%
Malaysian	9,321	0.1%
Mongolian	7,310	0.1%
Okinawan	2,198	Less than 0.1%
Marshallese	1,615	Less than 0.1%

Data Source: US Census Bureau. (2021). 2015-2019 American Community Survey 5-year Public Use Microdata Samples.

More than twice as many Asian Americans live in Los Angeles County compared to Santa Clara and Orange counties, which altogether comprise the top regions.

Figure 1. Asian Americans in California, Five Largest Counties.



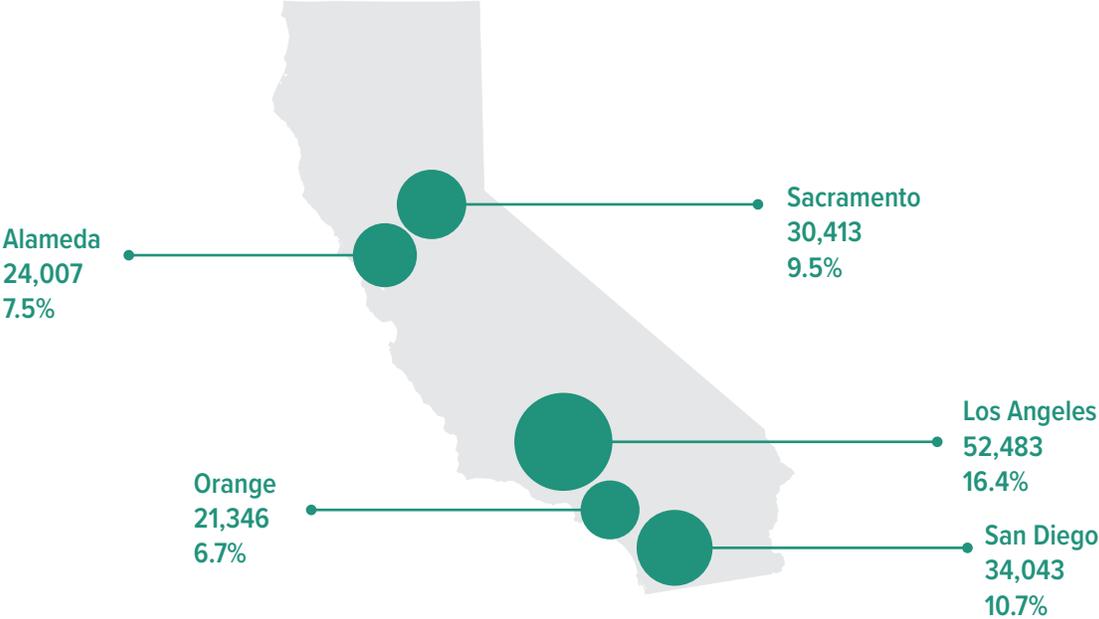
Data Source: US Census Bureau. (2021). 2015-2019 American Community Survey 5-year Public Use Microdata Samples.





More than half of California’s NHPI residents are in Los Angeles, San Diego, Sacramento, Alameda, and Orange counties.

Figure 2. NHPI in California, Five Largest Counties.

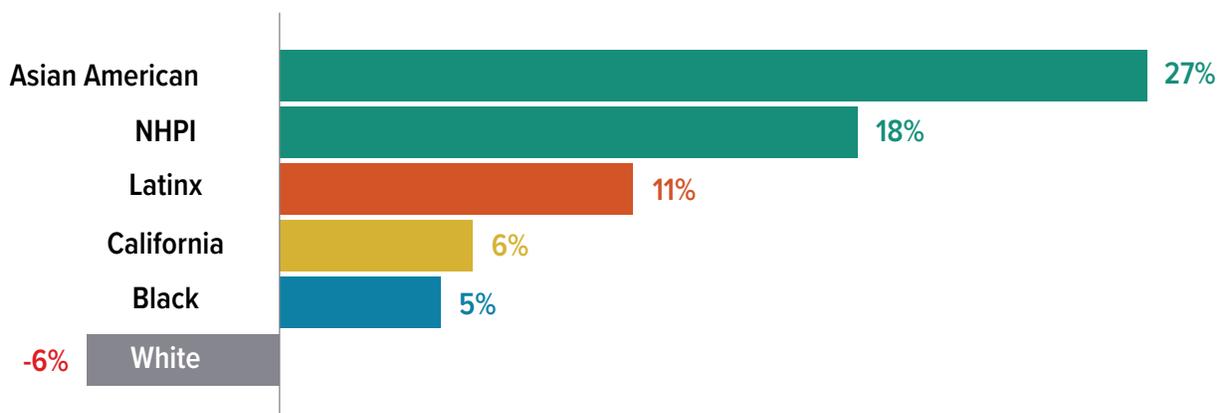


Data Source: US Census Bureau. (2021). 2015-2019 American Community Survey 5-year Public Use Microdata Samples.

Asian American and NHPI populations grew faster than any other racial/ethnic group in California between 2010 and 2020, growing by 27% and 18%, respectively. This means, over the past decade, the Asian American population in California has grown at four times the rate of the state. Despite this robust growth rate over the past decade, the California Department of Finance projects the Asian American and NHPI populations in the state to hold relatively steady over the coming decades, while the Asian American population is projected to grow by about two percent by 2060.²¹

Between 2010 and 2020, Asian Americans and NHPIs were the fastest-growing groups in California.

Figure 3. Percent Population Growth by Race and Hispanic Origin, CA, 2010 to 2020.



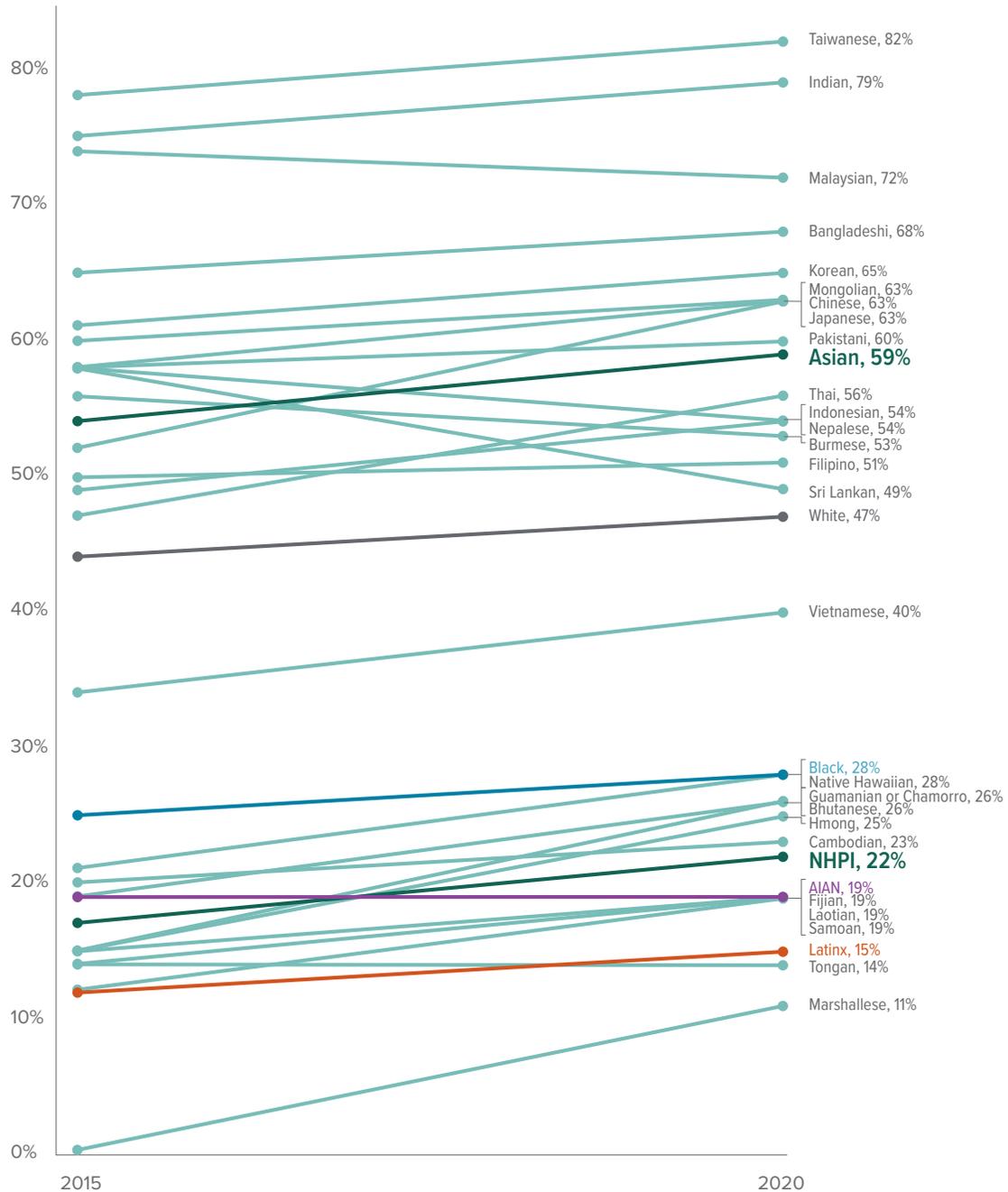
Data Source: California Department of Finance. (2022). Population Projections, Vintage 2019 Total Population by Race/Ethnicity.



EDUCATIONAL ATTAINMENT

Only one in five NHPI Californians (22%) aged 25-64 has a bachelor's degree, up from 17% in 2015.

Figure 4. BA/BS Attainment in California Among Asian American, NHPI, and Selected Subgroups, Ages 25-64.



*American Indian and Alaska Native

Data Source: US Census Bureau. (2021). 2015-2019 American Community Survey 5-year Public Use Microdata Samples.



There is significant variation in the levels of educational attainment among Asian American and NHPI adults in California. Overall, degree attainment for Asian Americans and NHPs living in California has risen over the past five years. **Among Asian American adults ages 25-65 in California, 59% hold a bachelor's degree or higher, up from 55% in 2015. The share of NHPI Californians with a BA or BS has also grown from 17% to 22%, but that is still barely one in five.** Levels of degree attainment are substantially lower for Fijian (19%), Laotian (19%), Samoan (19%), Tongan (14%), and Marshallese (11%) Californians.

These averages, however, mask substantial variation within the Asian American and NHPI communities. Four in five Taiwanese (82%) and Indian residents (79%) have a bachelor's degree or higher, as do more than two-thirds of Malaysian (72%) and Bangladeshi (68%) Californians. Furthermore, Figure 4 does not tell us whether this increase in attainment can be attributed to California's educational systems, or to migration patterns that have brought more educated Asian American and NHPI adults to the state. Additional data on the educational attainment of Asian Americans and NHPs moving into and out of the state during this period would be required to fully address that question.

A closer look at educational attainment among subgroups also shows substantial variation in high school completion and college attendance among Asian Americans and NHPs. Twenty-two percent of Cambodians, 20% of Laotians, and 18% of Hmong Californians do not have a high school diploma or equivalent.

Additionally, several communities see high graduation rates from high school, but low levels of college completion. Though upwards of 90% of Fijian (92%), Native Hawaiian (96%), Samoan (92%), Guamanian or Chamorro (93%), and Tongans (93%) have high school diplomas, very few have completed a bachelor's degree—19% of Samoans and Fijians, 26% of Guamanian/Chamorro residents, 28% of Native Hawaiians, and 14% of Tongans have bachelor's degrees. Over a quarter of each of these populations enrolled in college without completing a degree.

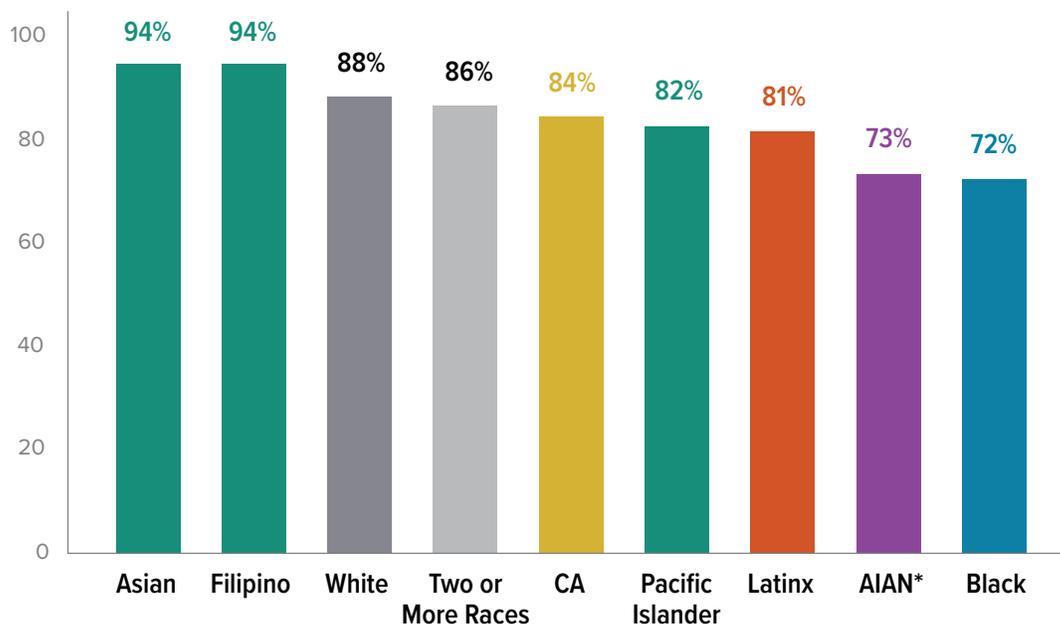


COLLEGE PREPARATION

Asian American and NHPI students in California’s public high schools have relatively high rates of graduation from high school. Unfortunately, the CDE does not publish disaggregated data on students beyond the categories of Asian American, Filipino, and Pacific Islander. High school graduation rates are high for Asian American (94%), Filipino (94%), and Pacific Islander (82%) groups for 2020-21.

Asian American and Filipino students have the highest graduation rates for any racial or ethnic group in California’s high schools. Pacific Islander students are above the statewide average but lag behind their white peers.

Figure 5. Adjusted Cohort Graduation Rate for California High School Students by Race/Ethnicity, 2020-21 Cohort.



*American Indian and Alaska Native

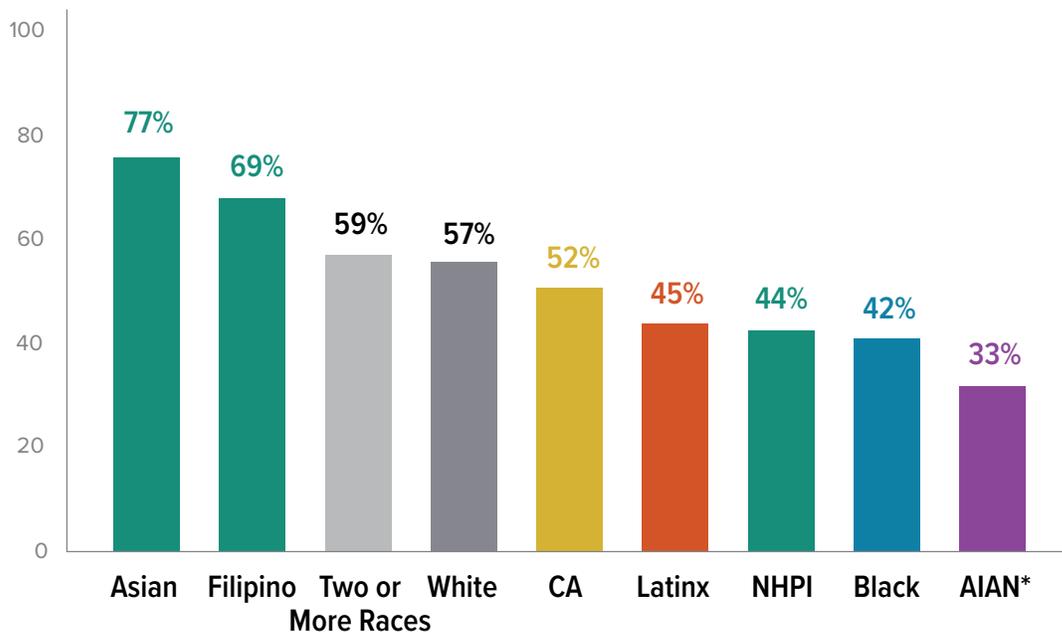
Data Source: California Department of Education. (2022). DataQuest Adjusted Cohort Graduation Rate.

A-G Completion

Students who wish to attend a UC, CSU and most private four-year universities must complete a rigorous set of coursework in high school—known as A-G courses—to be eligible to apply for admission. In 2020-2021, Asian (77%) and Filipino (69%) students had the highest rates of A-G completion of any racial or ethnic group in the state. Fewer than half (44%) of NHPI students, however, were supported to complete this coursework. This finding has a substantial impact on the set of colleges and universities to which NHPI high school graduates can attend.

Asian American and Filipino graduates from California’s high schools complete the A-G requirements at rates exceeding those of all other racial/ethnic demographics. Fewer than half of NHPI graduates, however, were supported to complete these requirements, leaving them without direct access to the state’s four-year systems.

Figure 6. A-G Completion Rates for California High School Graduates by Race/Ethnicity, 2020-21 Cohort.



*American Indian and Alaska Native

Data Source: California Department of Education. (2022). DataQuest Adjusted Cohort Graduation Rate.

The CDE does collect data on Asian American and NHPI subgroups, but the department only publishes data on Asian American students, Filipino students, and NHPI students. The CDE is scheduled to introduce a new system this year that researchers and policymakers will be able to use to request disaggregated data, subject to laws and regulations governing education data sharing and privacy.²² As such, in writing this report, we did not have access to data for subgroups within the Asian American and NHPI communities, except for Filipino students, related to college preparation. When the Campaign for College Opportunity previously examined disaggregated data, we found A-G completion rates as low as 27% for Samoan and 34% for Native Hawaiian students.²³ Due to differences in reporting methodology, we are unable to compare these averages to the averages currently reported by the CDE, but we anticipate that detailed and disaggregated data would show substantial variation in A-G preparation persisting among Asian American and NHPI students attending California’s high schools.

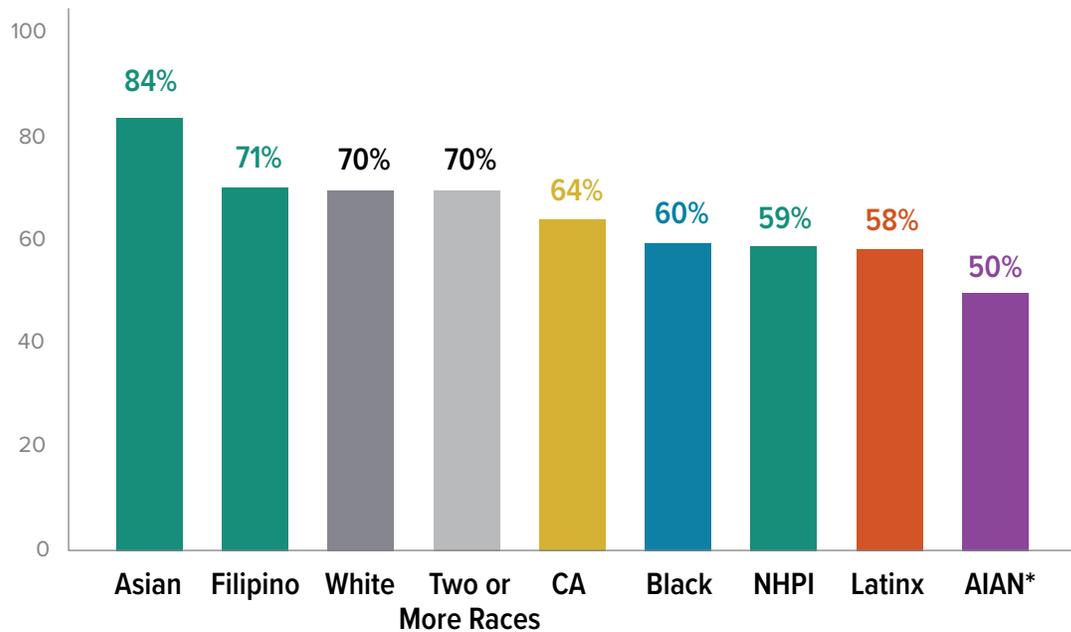
High-School-to-College Transition

Among Asian American students who completed high school in the 2017-2018 school year, 84% enrolled in college within a year of graduating—again the highest among any racial or ethnic group. Filipino students graduating that year enrolled in college at similar rates to their white peers, with 71% enrolling in college within 12 months of finishing high school. However, only 59% of NHPI students enrolled in college within 12 months of finishing high school, five percentage points below the statewide average of 64%.



Asian American students from California high schools have high rates of college enrollment within 12 months of completing high school. NHPI students are not as well supported to enroll in college within a year of their high school graduation.

Figure 7. College Going Within 12 Months of High School Completion, 2017-2018.



*American Indian and Alaska Native

Data Source: California Department of Education. (2022). Dataquest: College Going Rates.



"Asians are usually perceived to do well in school. I think because of this, and many other socioeconomic factors, we have less support in schools, because people don't think we need it."

**Youjin Song,
student at Pasadena City College**



ACCESS TO COLLEGE

California is home to the country's largest public higher education system, with three public segments offering students credentials that range from workforce certificates to doctoral degrees. Additionally, independent, nonprofit colleges and universities, as well as private, for-profit institutions, enroll thousands of California students each year. Among California's undergraduate population, Asian American students account for 14% of enrollments, while NHPI Californians account for less than half of a percent.

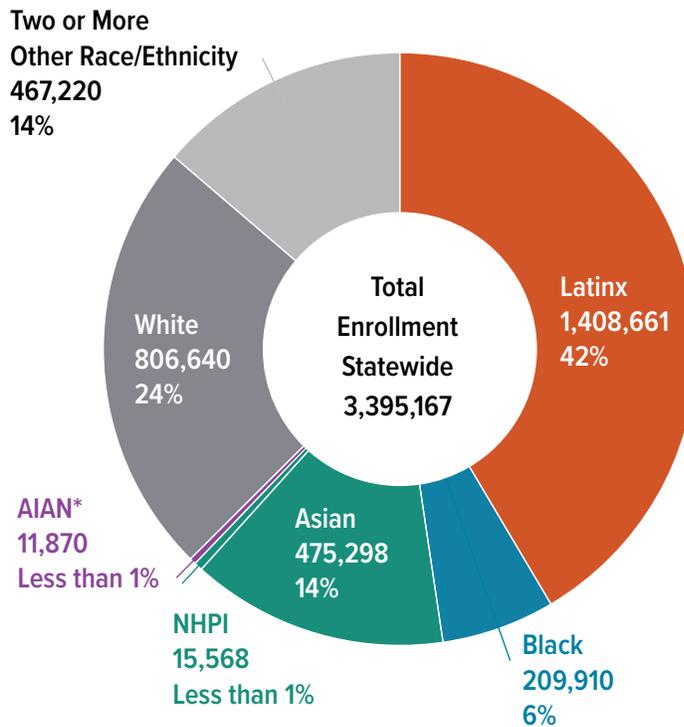


"There are only four counselors to cover the 1,800 students at our school. And I know that in many school districts across the state, this ratio is far worse. With the process of college applications being long and complicated, this leaves many high school seniors struggling without the support they need."

Iris Zhou, student at Leland High School

Asian American and NHPI students account for almost 15% of California's undergraduate student population.

Figure 8. California Undergraduate Enrollments by Race/Ethnicity, 2019-2020.



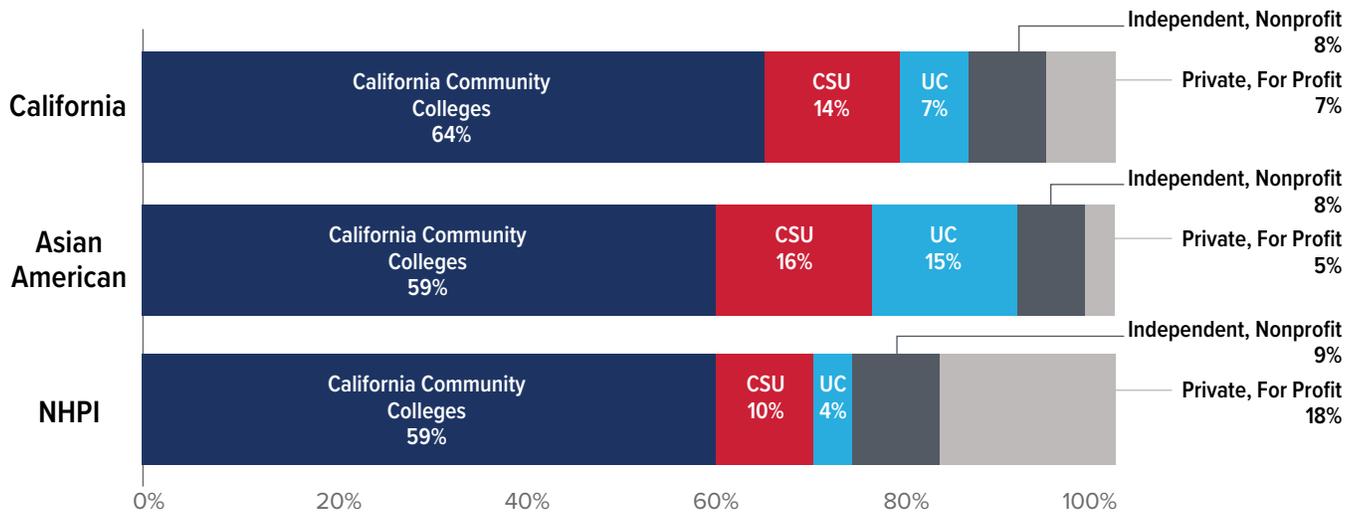
*American Indian and Alaska Native

Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System. (2021). 12-month Enrollment, Undergraduate Total – 2019-20.

In 2019-2020, the majority (59%) of Asian American and NHPI undergraduates were enrolled in California's community colleges. About 15% of Asian American undergraduates were enrolled in the UC and 16% in the CSU. Only four percent of California NHPI undergraduates—one out of every 25—attended a UC, and 10% enrolled at the CSU. Almost one in five NHPI undergraduates enrolled in a private, for-profit college or university.

The majority of Asian American and NHPI students are enrolled in the California Community Colleges.

Figure 9. California Undergraduate Enrollments by Segment, All Students, Asian American and NHPI Subgroups, 2019-2020.



Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System. (2021). 12-month Enrollment, Undergraduate Total – 2019-20.

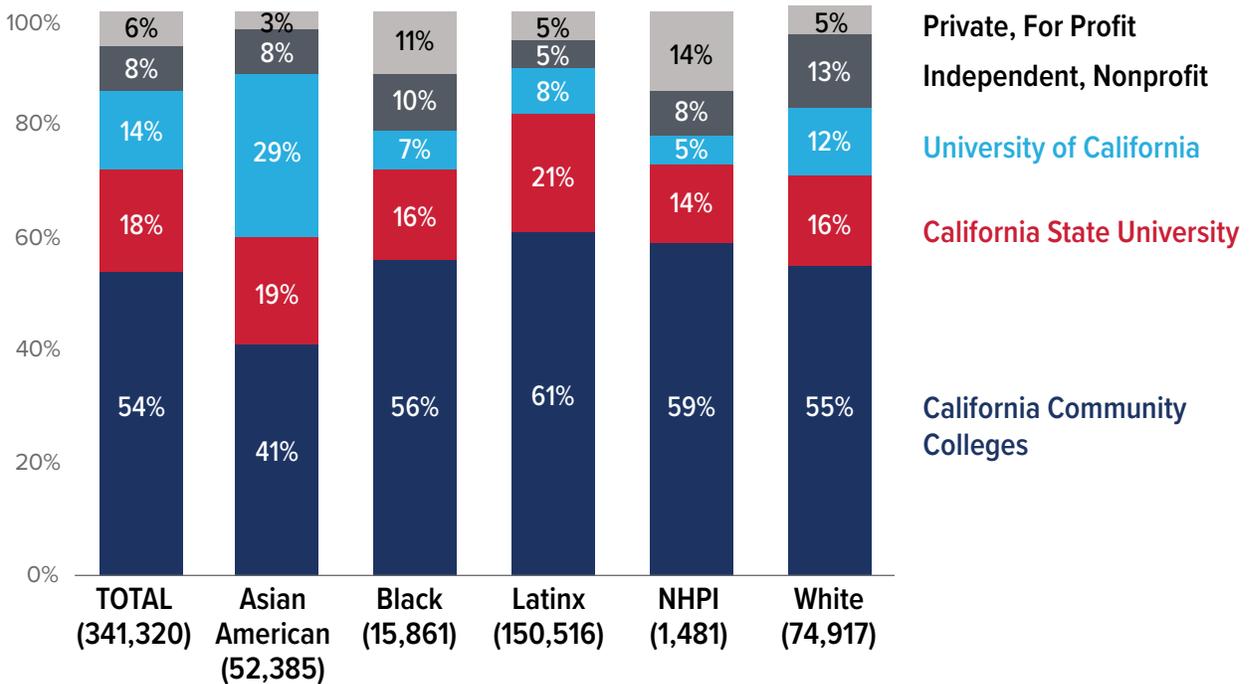
First-Time-Freshmen Enrollment

In fall 2020, there were 52,385 Asian American and 1,481 NHPI freshmen enrolled in public college in California, not counting any students who identified as Asian American or NHPI in combination with another race or ethnicity. **Forty-one percent of Asian Americans begin their higher education journey in the California Community College, more than any other system—public or independent.** Though Latinx Californians attending college for the first time are the most likely to enroll in a community college, the share of NHPI first-time students enrolling in a community college in California has grown to 59%—nearly equal to the share of Latinx students. **The percentage of NHPI students attending a private, for-profit college or university as a freshman, shown in Figure 10, has fallen from 19% among those enrolling in fall 2013²⁴ to 14% of students enrolling in fall 2019.**

A greater share of Asian Americans enroll in the UC as freshmen (29%) than any other racial or demographic group, with the CSU being the starting point for about one in five (19%) of Asian American freshmen. Only five percent of NHPI freshmen enroll directly in the UC system and 14% enroll in the CSU.

The California Community Colleges enroll more Asian American and NHPI freshmen than any other system. Twenty-nine percent of Asian American freshmen in California enroll in a UC campus—the highest of any racial/ethnic demographic group.

Figure 10. California First-Time Freshmen Enrollment by Race/Ethnicity, Fall 2020.



Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System. (2022). 12-month Enrollment, Undergraduate Fall 2020.

Note: Data is for fall 2020 degree-seeking, first-time freshmen enrollment at Title-IV-eligible institutions. Independent nonprofits and private for-profits include four-, two-, and less-than-two-year colleges. Public colleges and universities include four-year and two-year institutions. Due to rounding of percentages within categories, some columns may not sum to 100%.

We are unable to determine the enrollment patterns of Asian American and NHPI ethnic groups using data from the U.S. Department of Education. We are, however, able to analyze the racial/ethnic composition of the fall 2020 freshman cohort within each system of public higher education. Table 3 compares the five largest Asian American and four largest NHPI ethnic groups in the state and their representation as first-time freshmen in CA’s public colleges and universities. **Relative to their share of California’s 18-24 year old populations, Filipinos, Samoans, Guamanians or Chamorros, and Fijians are underrepresented within the UC system.** By contrast, Filipinos and Vietnamese, the second and third largest ethnic groups among California’s college-aged Asian American and NHPI populations, are more likely to enroll into the CSU.

Table 3. The Asian American and NHPI student body at the California Community Colleges largely reflects the makeup of California's 18-24 year old Asian American and NHPI population. Chinese, Vietnamese, Indian, and Korean students are overrepresented at the UC, while Filipino students are overrepresented at the CSU.

Table 3. California 18-24 year old Asian American and NHPI populations and first-time freshmen populations for the five largest Asian American and four largest NHPI populations.

Ethnic Group (2020)	Percentage of CA Asian American and NHPI Population 18-24 years	California Community Colleges 2019-2020	California State University 2020-2021	University of California 2020-2021
Chinese (except Taiwanese)	28%	22%	15%	31%
Filipino	23%	23%	27%	17%
Vietnamese	13%	14%	21%	16%
Indian	11%	13%	9%	15%
Korean	8%	7%	5%	10%
Native Hawaiian	0.5%	0.7%	0.1%	0.7%
Samoaan	0.8%	1.3%	0.3%	0.3%
Guamanian or Chamorro	0.5%	0.5%	0.1%	0.3%
Fijian	0.6%	0.7%	0.7%	0.3%

Note: Table shows the proportion of the population accounted for by an individual group. For example, 28% of California's Asian American and NHPI population are Chinese; 22% of Asian American and NHPI first year students at the CCC are Chinese, while 15% of CSU Asian American and NHPI freshmen are Chinese, as are 31% of Asian American and NHPI students at the UC.
 Data Sources: US Census Bureau. (2021). 2015-2019 American Community Survey 5-year Public Use Microdata Samples., CA Community Colleges Chancellor's Office. (2021). Custom Data File, CSU IR 2020, UCOP 2020.

Table 3 also shows that Asian Americans who are Chinese, Indian, and Korean are underrepresented in the CSU while slightly overrepresented in the UC system.



"I think attending a community college has allowed me to get my goals straight without stressing about the money."

Youjin Song, student at Pasadena City College

California Community Colleges (CCC)

The CCC system is the largest higher education system in the country, serving the majority (64%) of undergraduates in the state. In the 2019-2020 academic year—the most recent year for which unduplicated headcounts are publicly available—2,020,884 students enrolled in one of 116 community colleges.²⁵ The CCCs also serve a majority of the state’s Asian American and NHPI total undergraduates, including 268,412 Asian American students and 8,098 NHPI students.

In fall 2020, over 20,000 Asian American and 1,107 NHPI first-time freshmen attended the California Community Colleges. Filipino (23%) represent the largest share of Asian American and NHPI first-time-freshmen enrollment, followed by Chinese (22%), Vietnamese (14%), and Indian (13%) students. Of the three systems, CCC representation matches the closest with California demographic representations.

California State University

In fall 2020, 432,264 undergraduates enrolled in the CSU system, including 67,759 Asian American students and 1,456 NHPI students. Among these students were 9,803 Asian and 202 NHPI students enrolling as first-time freshmen.²⁶

Chinese students are underrepresented at the CSU, accounting for 15% of Asian American and NHPI students across the system. This compares to roughly 28% of the state's 18-24 year-old Asian American and NHPI population. Filipinos, who account for 23% of the state's college-aged Asian American and NHPI populations, make up 27% of Asian Americans and NHPI at the CSU. Vietnamese account for 21% of Asian American and NHPIs first-time freshmen students attending the CSU—roughly double their share of California’s Asian American and NHPI 18-24 year olds. The largest NHPI group is Fijian at 0.7%, with all other NHPI groups underrepresented at the CSU.

University of California

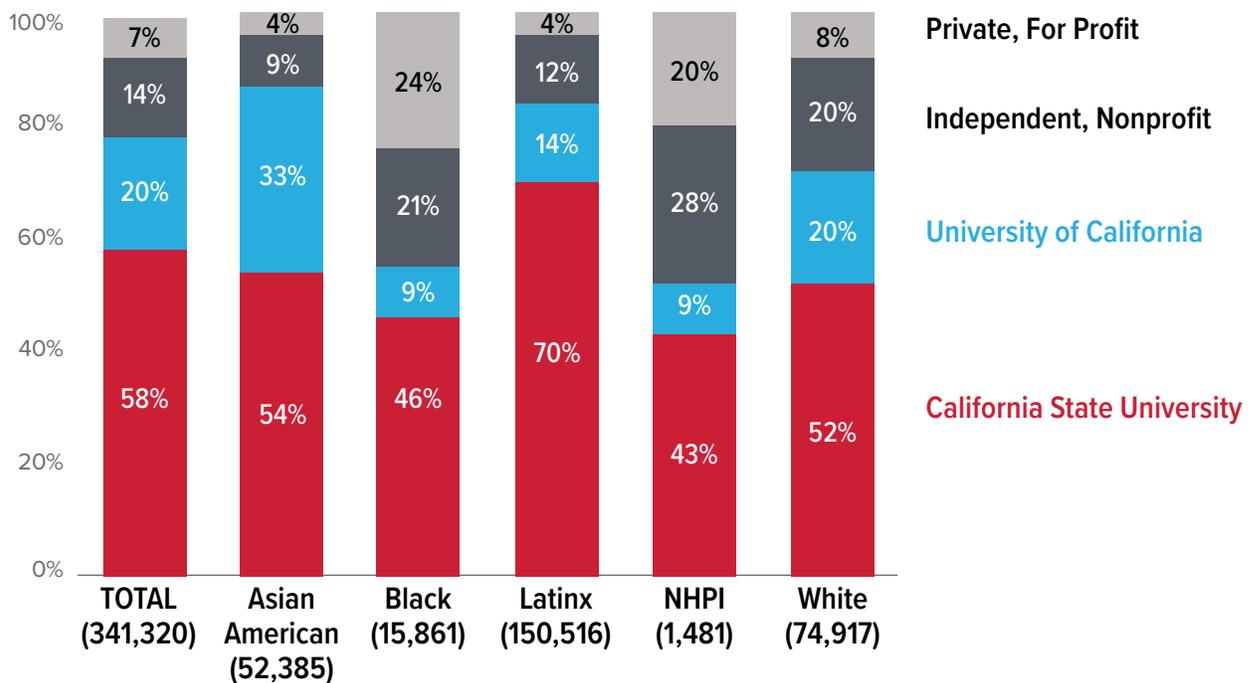
The UC enrolled 226,449 undergraduates in fall 2020, including 77,333 Asian American and 545 NHPI students.²⁷ This included 17,389 Asian American and 99 NHPI students enrolling as freshmen.²⁸ Chinese students comprise 31% of Asian Americans at the UC, making them the largest Asian American subgroup at the UC.²⁹ Filipino and NHPI students are underrepresented among Asian Americans at the UC. While Filipinos make up 23% of California's 18-24-year-old Asian American and NHPI population, only 17% of Asian American and NHPI UC freshmen are Filipino.

Transfer Student Enrollment

The CSU is the primary destination for Asian American and NHPI transfer students. In fall 2020, 54% of Asian American transfer students enrolled in a CSU, as did 43% of NHPI transfer students. This is a notable increase among NHPI transfer students—in fall 2013, only 34% enrolled in a CSU. Among Asian American students transferring to the CSU,³⁰ more than half (55% of Asian American students enrolling in fall 2020) did so without first earning an associate degree.³¹

The majority of Asian American community college students transfer to a CSU. The CSU is the primary transfer destination for NHPI students (44%), but more than one in four NHPI transfer students (27%) enrolled at a for-profit college or university in fall 2019.

Figure 11. California First-Time Transfer Enrollment by Race/Ethnicity, Fall 2020.



Note: Data is for fall 2020 degree-seeking, transfer-in enrollment at Title-IV-eligible four-year universities. Due to rounding of percentages within categories, some columns may not sum to 100%.

Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System. (2022). 12-month Enrollment, Undergraduate Fall, 2020.



"I wish that transfer was easier to navigate. I think a lot of the schools that I am applying for have transfer requirements that are very vague. It makes the process almost completely impossible to do under two years."

Casey Chung, student at Mission College

A greater percentage of Asian Americans transfer to the UC than do students from any other racial or ethnic group, with around one-third (33%) of Asian Americans transferring to the state's flagship system. However, Chinese students make up 42% of all Asian and NHPI transfer students who transfer to the UC system in 2020.³² Filipino (27%), Vietnamese (22%), and Chinese (15%) are the largest ethnic groups that transfer to the CSU system. Among NHPI students who transfer, however, only nine percent transfer to a UC school.

Of additional concern is the large share of NHPI transfer students who enroll in private, for-profit institutions. In fall 2020, 20% of NHPI transfer students enrolled in a for-profit institution, slightly lower than the 22% of NPHI transfer students enrolling in for-profits in fall 2013.³³ Meanwhile, the share of NHPI students enrolling in an independent nonprofit college or university has fallen from 34% in fall 2013 to 28% in fall 2020.



A Note on For-Profit Colleges and Universities

For-profit colleges and universities are accountable to investors or shareholders and are expected to make a profit. This sector has a history of deceptive or questionable advertising practices, and the state has closed a number of for-profit colleges for defrauding students.³⁴ For example, Corinthian Colleges Inc. was shuttered for deceptive, predatory, and fraudulent practices, targeting low-income students and students of color.³⁵ Their college experience left students with considerable debt but without significant job prospects. Nationwide, for-profit institutions spend \$400 per enrolled student on advertising and marketing, while public colleges and universities spend about \$14 per enrolled student on these costs.³⁶

This marketing is particularly insidious, given that for-profit graduates are more likely to have borrowed money to pay for their education, have higher debt levels than their peers who attend public institutions, experience more difficulty in the labor market than graduates from public colleges and universities, and are more likely to default on their loans as a result.³⁷ Studies on student debt have found that non-traditional students attending for-profit institutions and other non-selective institutions have the greatest difficulty paying off their student loans.³⁸

Asian American borrowers have lower debt levels than their peers—in particular in comparison to their Black and Latinx classmates—with about two-thirds (63%) taking on under \$10,000 in debt, but NHPI borrowers have higher-than-average loan amounts.³⁹ Though Asian Americans are the least likely students to receive federal loans, NHPI students are the most likely to receive non-federal loans (including state or institution-based loans).⁴⁰ The source of the only increase in NHPI enrollment has been at private institutions, notably at private for-profit institutions.⁴¹

Even if most loans are quite small, nearly half (48%) of Asian American borrowers have loan balances that exceed their original loan amounts, and the median debt amount held by Asian American borrowers has risen more quickly than their income, indicating a growing burden of loans on those who hold them.⁴²



COLLEGE SUCCESS

College Success: California Community Colleges

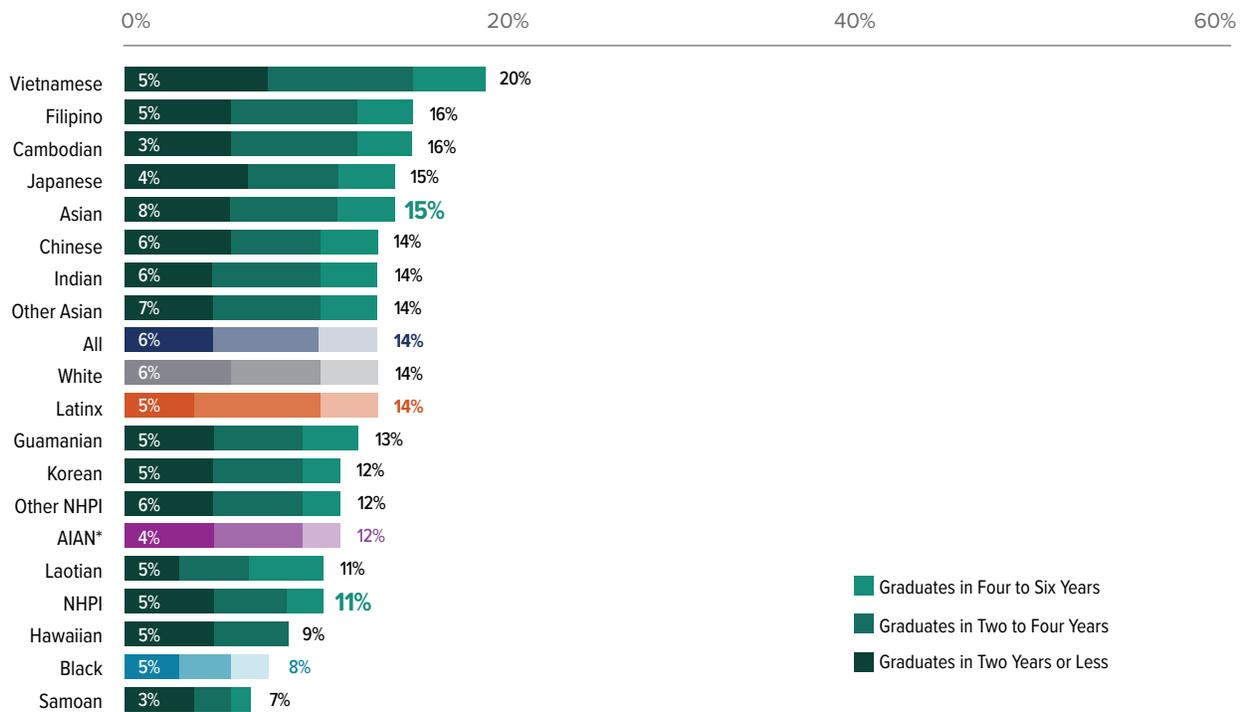
The majority of Asian American and NHPI undergraduate students attend a California community college, making community colleges a critical part of the higher education pathway for students. The primary goals for students across all racial and ethnic demographic groups is to earn a college degree,⁴³ and community colleges provide a valuable pathway to a bachelor's degree and beyond. Unfortunately, not enough Asian American and NHPI students earn a degree or transfer to a four-year institution, even six years after their initial enrollment.

Figure 12 shows two-, four-, and six-year graduation rates for Asian American and NHPI students, broken out by finer subgroups. **Overall, only seven percent of Asian American and only five percent of NHPI students who enrolled in 2013-14 were supported to earn an associate degree or a certificate within two years.**



Fewer than one in five Asian American and NHPI community college students earned a degree or credential in six years.

Figure 12. Six-Year Vision for Success Completion, Students Enrolling in 2013-14.



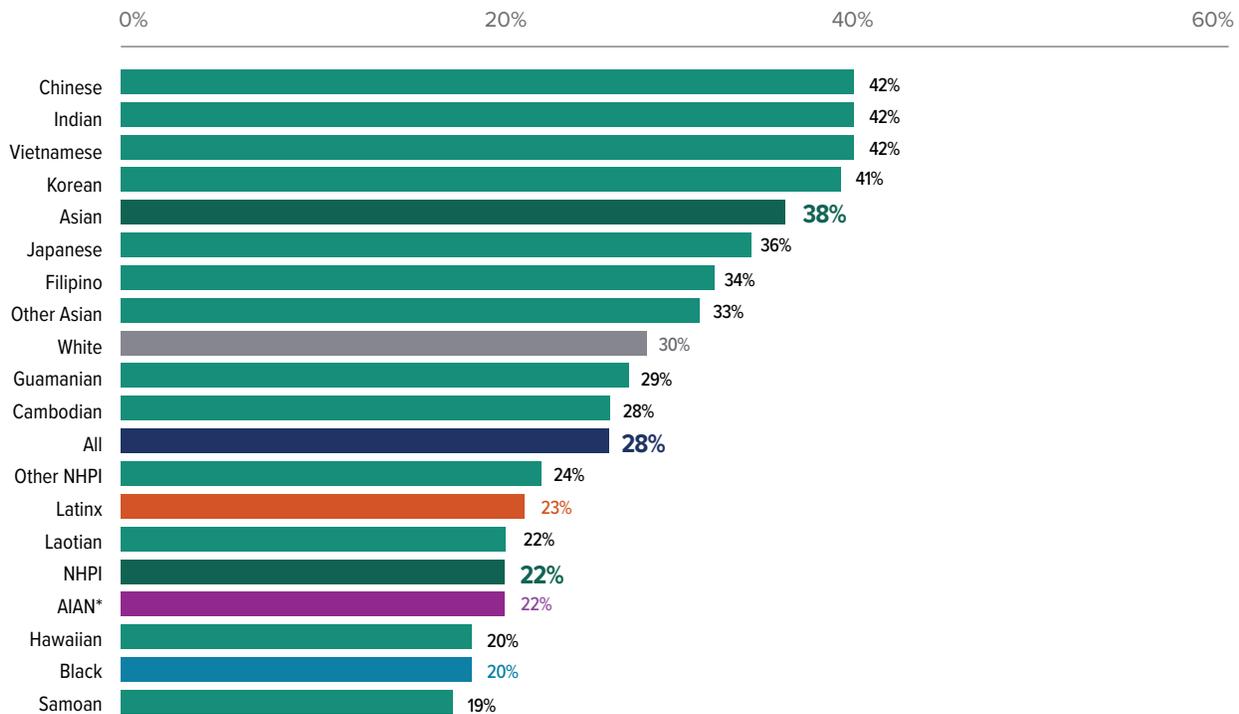
*American Indian and Alaska Native

Data Source: CA Community Colleges Chancellor's Office. (2021). Custom Data File.

Overall, Vietnamese students see the highest degree completion, with about one in five students finishing a degree or certificate in six years. About one in six Filipino (16%), Cambodian (16%), and Japanese (15%) students enrolling in 2013-14 were supported to complete an associate degree or a certificate within six years of their initial enrollment.

Thirty-eight percent of Asian American and 22% of NHPI students enrolling in 2013-14 were supported to transfer to a four-year institution within six years of enrolling. Rates for Chinese and Indian students were 42%, while only 20% of Native Hawaiian and 19% of Samoan students were supported to do the same.

Figure 13. Six-Year Transfer Rates, Students Enrolling in 2013-14.



*American Indian and Alaska Native

Data Source: CA Community Colleges Chancellor's Office. (2021). Custom Data File.

Figure 13 above shows wide differences in transfer rates by ethnicity. Over 40% of Vietnamese (42%), Chinese (42%), Indian (42%), and Korean (41%) students transfer after six years – well above the average of 28% for all students and nearly twice the rate of NHPI students (22%).

In our own analysis of data provided by the California Community Colleges Chancellor's Office, we find that **only 15% of Asian American students and 11% percent of NHPI students who enrolled in 2013-14 earned a degree or certificate within six years.**

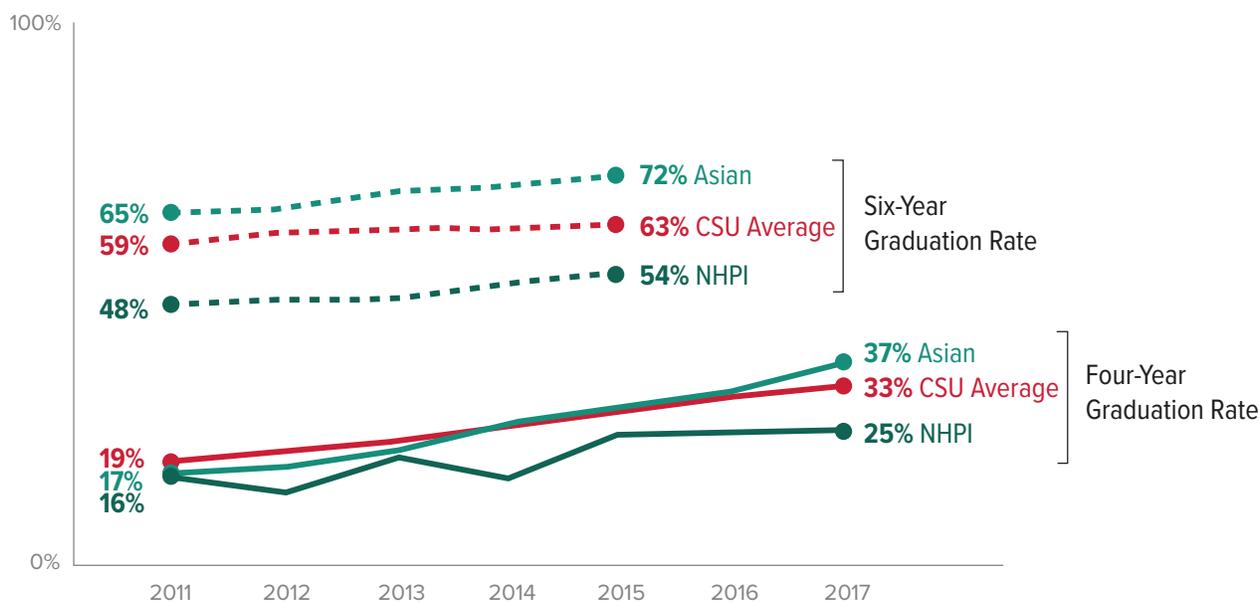
Asian American students are more likely to transfer to a CSU campus without first earning an associate degree. In fall 2020, 55% of Asian American transfer students enrolled without a degree, compared to a systemwide average of 43%; 44% of NHPI transfer students enrolled without an associate degree.⁴⁴ While the bachelor's degree is the ultimate goal for most students enrolling in college today, providing financial security, better health outcomes, and increased social capital, associate degrees confer significant benefits to those who earn them.⁴⁵ Research indicates that students transferring to CSUs with associate degrees—in particular Associate Degrees for Transfer (ADT)—tend to earn their degrees more quickly than those who transfer without a degree.⁴⁶ Asian American and NHPI transfer students have generally high success rates after transfer, as discussed further below, but ADT pathways can offer a more productive pathway to a four-year degree for students by reducing unnecessary time and cost.

College Success: California State University

Asian American students as a whole graduate at rates similar to their peers, with about one-third (37%) of Asian American CSU full-time freshmen graduating in four years (compared to an average four-year graduation rate of 33% for students enrolling fall 2017). That rate is significantly higher than that of NHPI students (25%). **The graduation rate for Asian American students grows to 72% by six years, significantly higher than the average of 63% for all students. NHPI students are not as well supported to graduate on time. Even by year six, only half of NHPI students (54%) completed their bachelor’s degrees.**

The CSU is supporting a growing share of Asian American and NHPI freshmen to finish their degrees in four years. Still only a third of Asian Americans (37%) and a quarter of NHPI students enrolling in 2017 graduated in four years.

Figure 14. CSU Four-Year and Six-Year Graduation Rates for First-Time, Full-Time Students.

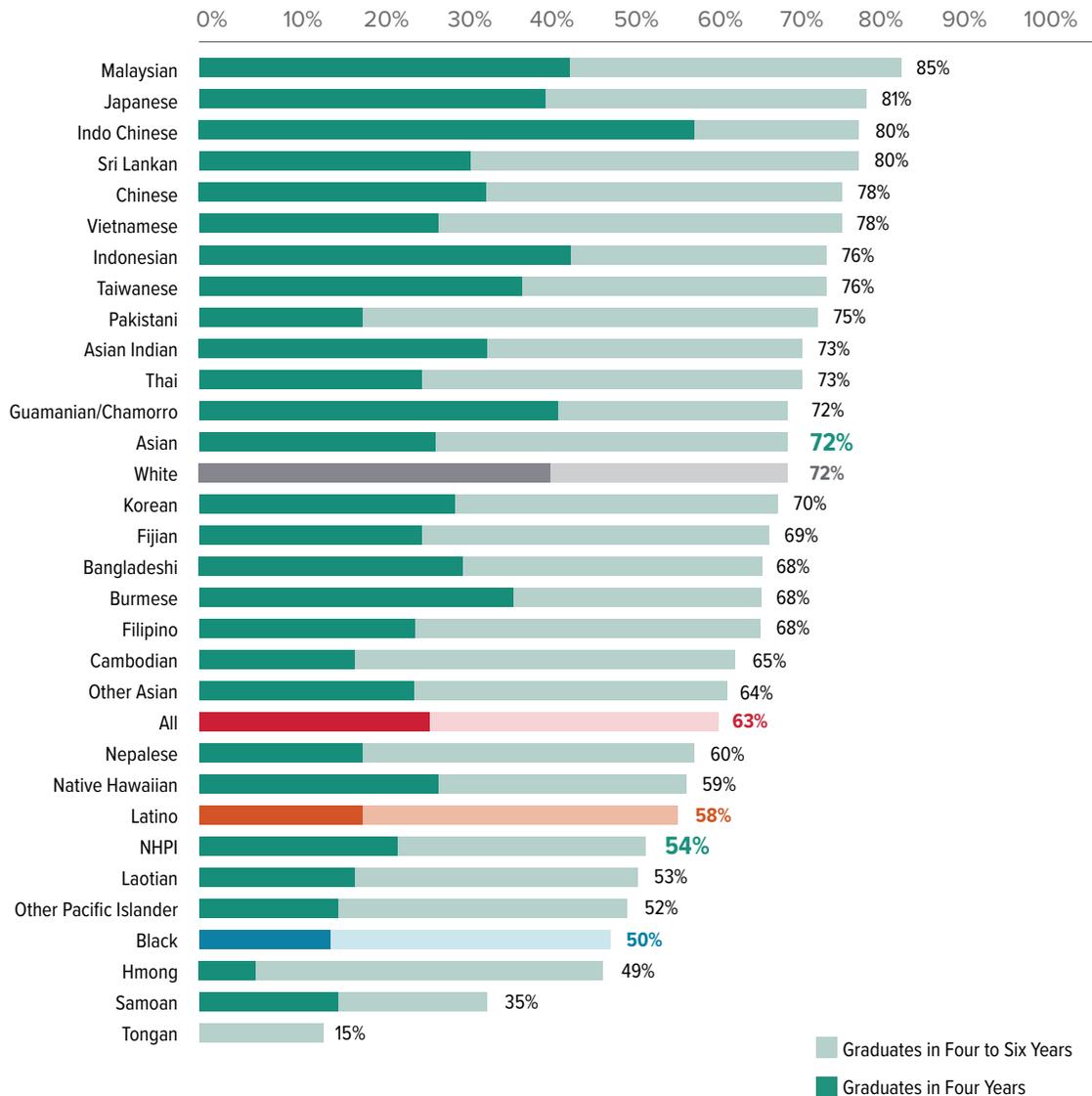


Data Source: CSU IR - Graduation and Continuation Rates Graduation and Continuation Rates.

These averages hide the wide variation in both four-year and six-year graduation rates within the Asian American and NHPI student populations. **While Chinese, Vietnamese, and Asian Indian students have relatively high graduation rates, SEAA and NHPI ethnic groups (Samoan, Hmong, and Laotian) have extremely low graduation rates, especially within four-years.** Figure 15 shows the four-year and six-year graduation rates for students enrolling as freshmen in fall 2015.

Average four-year graduation rates for Asian American students at the CSU are high, but there is wide variation in four-year graduation rates within the Asian American and NHPI student populations.

Figure 15. CSU Four-Year and Six-Year Graduation Rates for First-Time, Full-Time Freshmen, Fall 2015 Cohort.

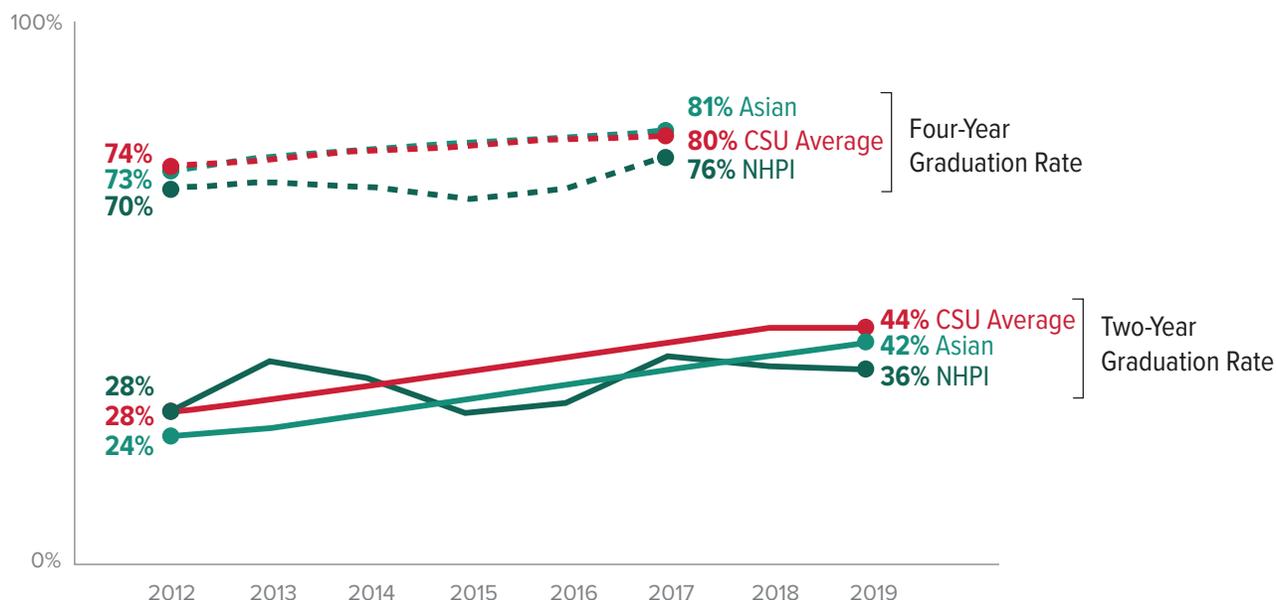


Note: Other Asian category combines data reported as Other Asian and Asian - Detail Unknown.
 Data Source: CSU IR Asian & Pacific Islander Student Profiles (2022) - Freshmen Graduation Rates (Fall 2010 – 2020).

Transfer students at the CSU graduate in four and six years at rates exceeding their peers, but still fewer than a third earn their bachelor's degrees within two years of transferring.

Two- and four-year graduation rates have risen for Asian American and NHPI students at the CSU. Still, barely one in three (36%) of NHPI transfer students enrolling in 2019 was supported to earn their bachelor's degree within two years.

Figure 16. CSU Two- Year and Four-Year Graduation Rates for Transfer Students.

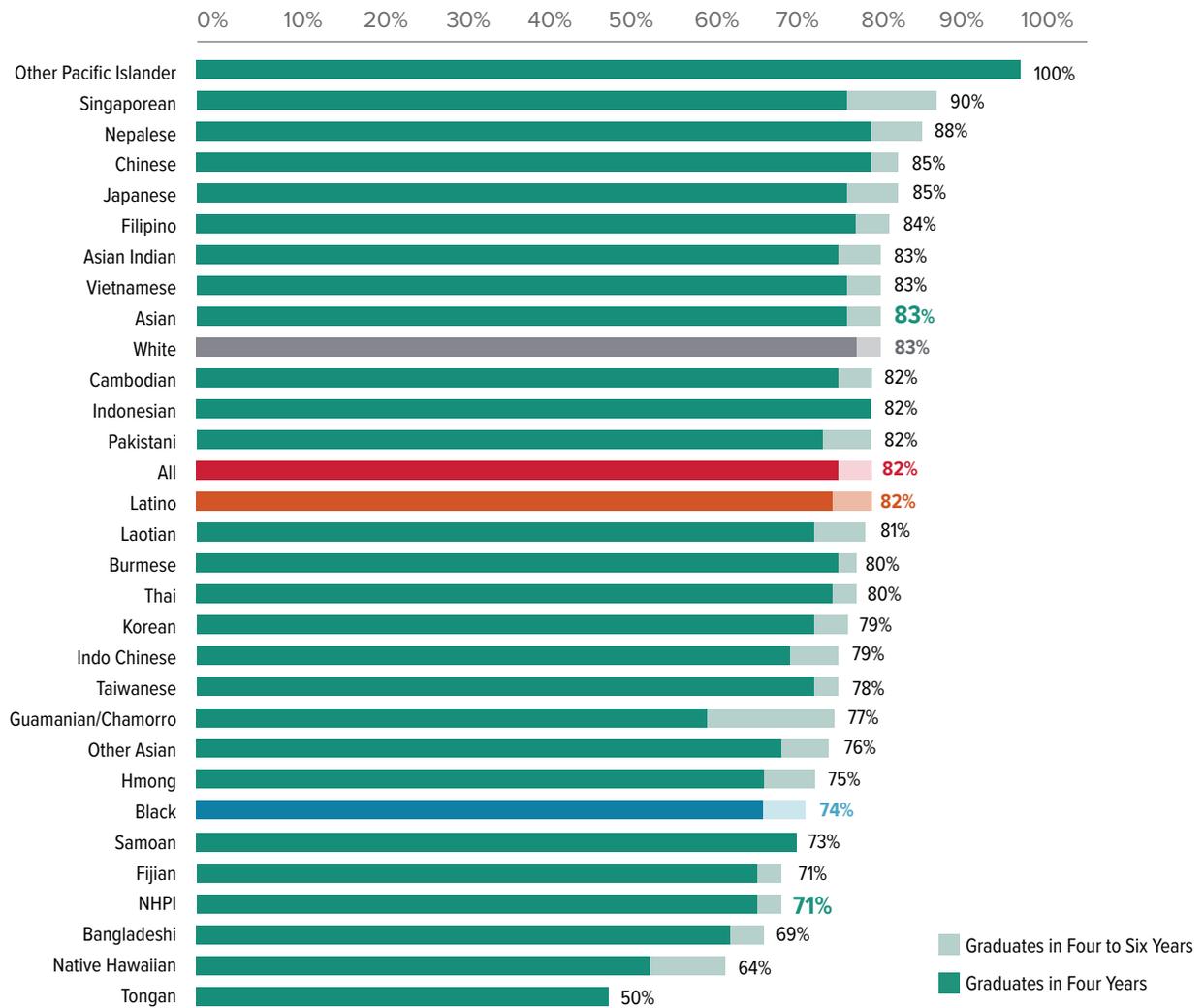


Data Source: CSU IR - Graduation and Continuation Rates Graduation and Continuation Rates.

Among Asian Americans and NHPI transfer students, two- and four-year graduation rates have increased. Overall, more than three quarters (76%) of NHPI transfer students who enrolled in 2017 were supported to earn a BA within four years of transferring, as were 81% of Asian American students who transferred that year. The CSU does not include two-year graduation rates for transfer students in the data it publishes on Asian American and NHPI students, so we report four-year and six-year rates in Figure 17. As noted, rates are generally high by the four-year mark, with a few additional students earning their bachelor's degrees four-to-six years after transfer.

Most Asian American and NHPI transfer students are supported to a complete their bachelor’s degree within four years at the CSU.

Figure 17. CSU Four-Year and Six-Year Graduation Rates for Transfer, Fall 2015 Cohort.



Notes: CSU reports data on for transfer students on a four-year and six-year time horizon. Other Asian category combines data reported as Other Asian and Asian - Detail Unknown.

Data Source: CSU IR - Asian & Pacific Islander Student Profiles (2022) Transfer Graduation Rates (Fall 2010 – 2020).

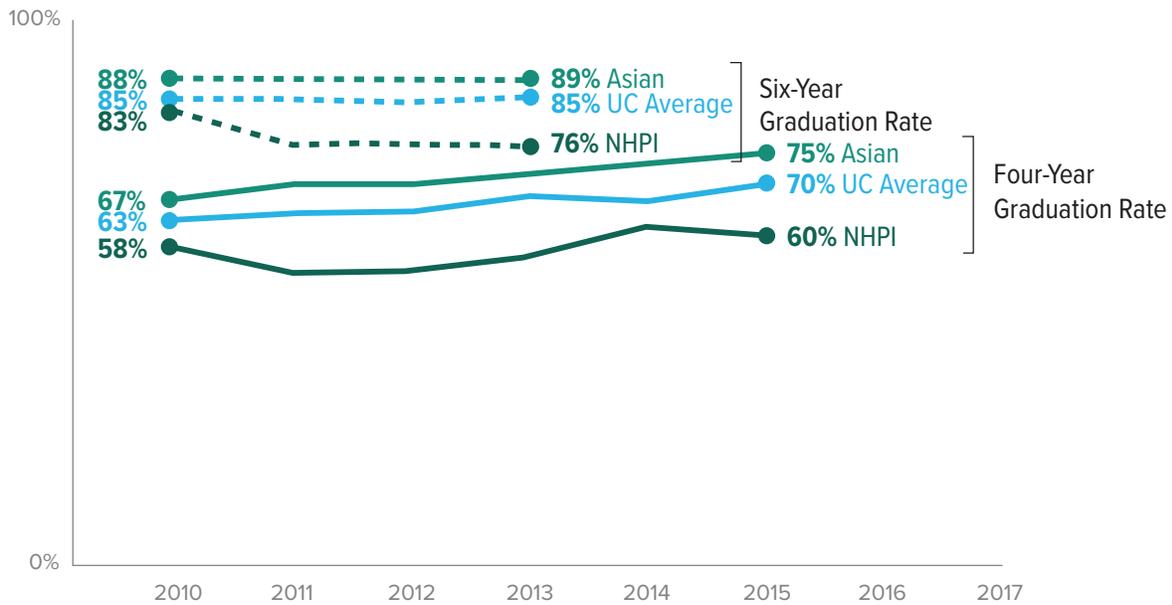


College Success: University of California

The UC has the highest graduation rates of any public system in California. More than two-thirds (70%) of freshmen enrolling in the University of California graduate within four years, with a total of 85% of students graduating by the end of their sixth year. Asian American freshmen have slightly higher six-year graduation rates—89% compared to 85%—than their white peers. SEAA and NHPI groups, however, do not receive the support they need to ensure they succeed at rates similar to their Asian American or their white peers.

Most Asian American and NHPI UC students are supported to complete their bachelor’s degree within four years.

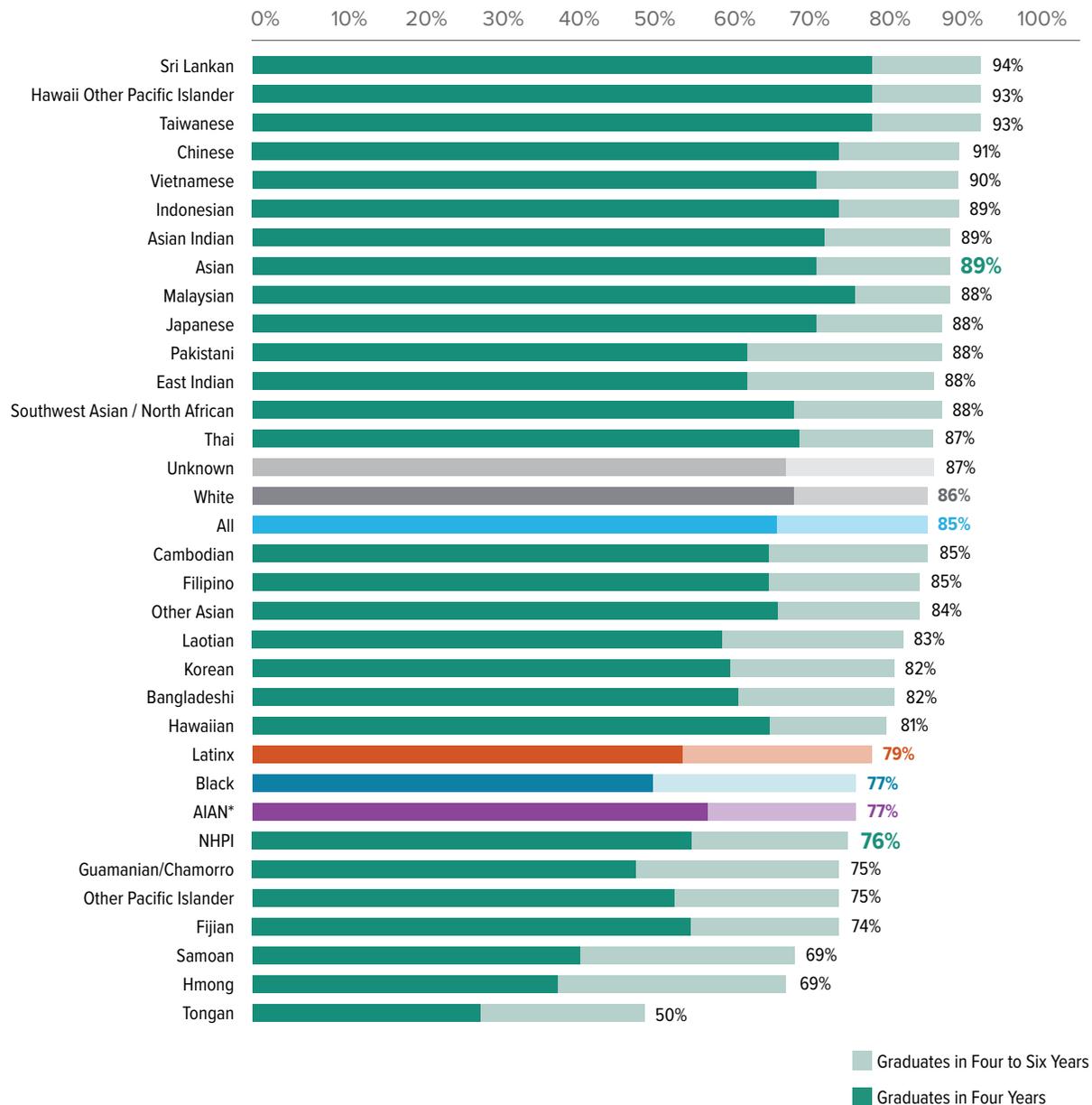
Figure 18. UC Four-Year and Six-Year Graduation Rates for First-Time, Full-Time Students.



Note: The UC does not have disaggregated data on students enrolling as freshmen beyond students enrolling after fall 2015.
 Data Source: UCOP Disaggregated Data (2022) UG Graduation.

UC graduation rates are generally high, but only half (50%) of Tongan students and two-thirds (69%) of Hmong and Samoan students were supported to earn a UC degree in six years.

Figure 19. UC Four-Year and Six-Year Graduation Rates for First-Time Freshmen, Fall 2013 Cohort.

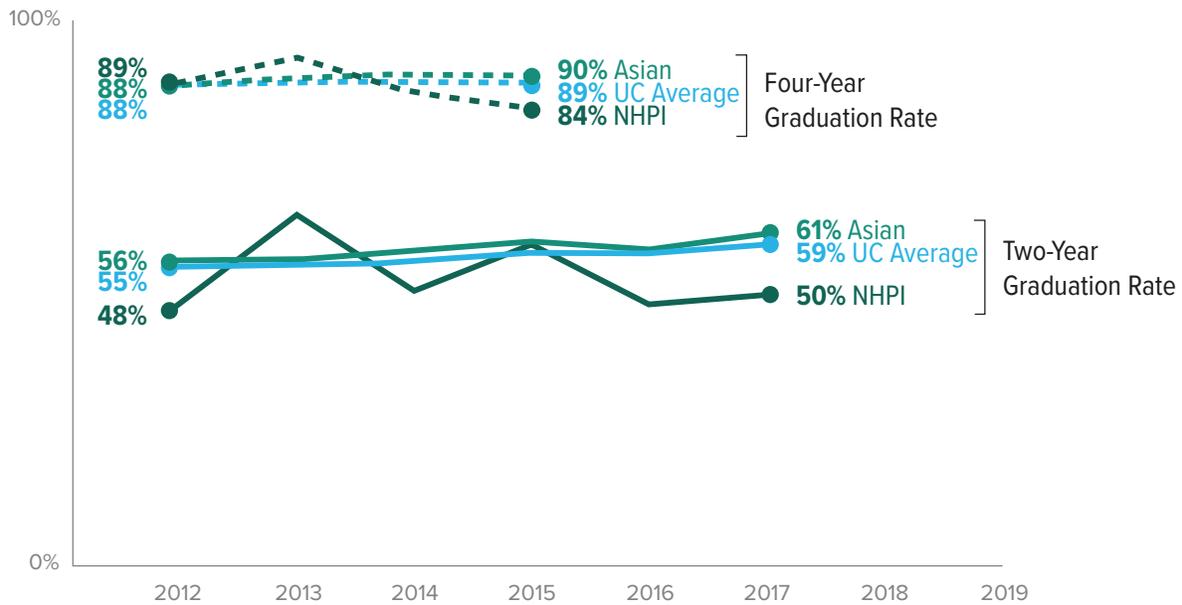


*American Indian and Alaska Native

Data Source: UCOP Disaggregated Data (2022) UG Graduation.

UC graduation rates are generally high, but the share of NHPI transfer students supported to complete their degrees within two years has stayed flat, while four-year graduation rates for NHPI transfer students have fallen.

Figure 20. UC Two-Year and Four-Year Graduation Rates for Transfer Students.

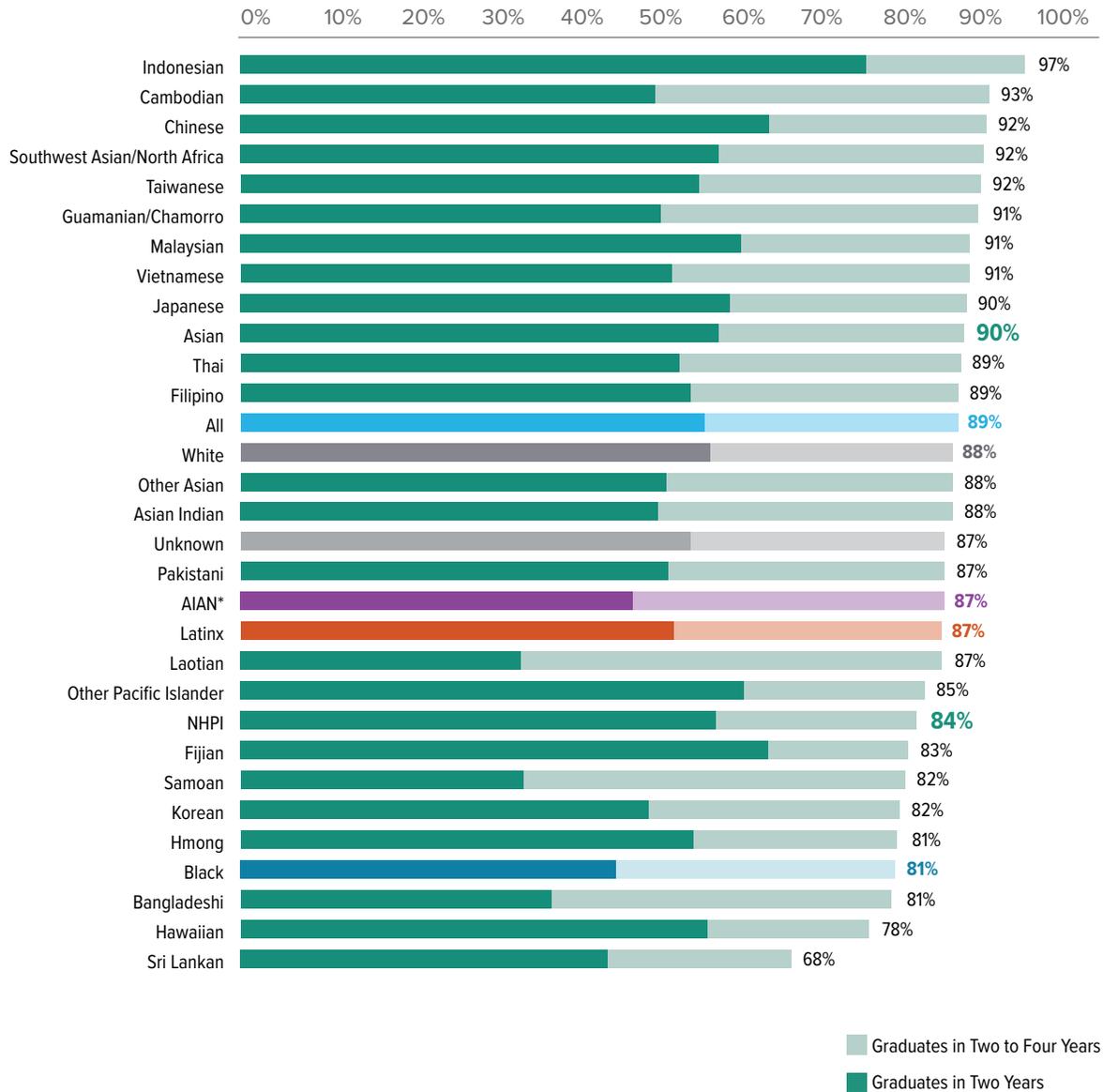


Note: The UC does not have disaggregated data beyond students enrolling after fall 2017.
 Data Source: UCOP Disaggregated Data (2022) UG Graduation.

Transfer students to the UC also do well—with nearly 90% of Asian Americans graduating in four years or less, and 84% of NHPI students are supported to do the same. However, students of Tongan, Sri Lankan, Native Hawaiian, and Bangladeshi descent are not well supported to earn their degrees in a timely fashion. Less than 50% of Sri Lankan (46%), Bangladeshi (39%), Samoan (35%), and Laotian (35%) transfers graduated within two years of transferring. The UC must do more to ensure its campuses support these students to earn their degrees within four years.

Sixty percent of Asian American and NHPI transfer students to the UC in fall 2015 were supported to complete their bachelor's degrees in two years or less. However, fewer than half of Laotian (35%), Samoan (35%), Bangladeshi (39%), and Sri Lankan (45%) students were supported to complete their degrees within two years.

Figure 21. UC Two-Year and Four-Year Graduation Rates for Transfer Students, Fall 2015 Cohort.



*American Indian and Alaska Native

Data Source UCOP Disaggregated Data (2022) UG Graduation.



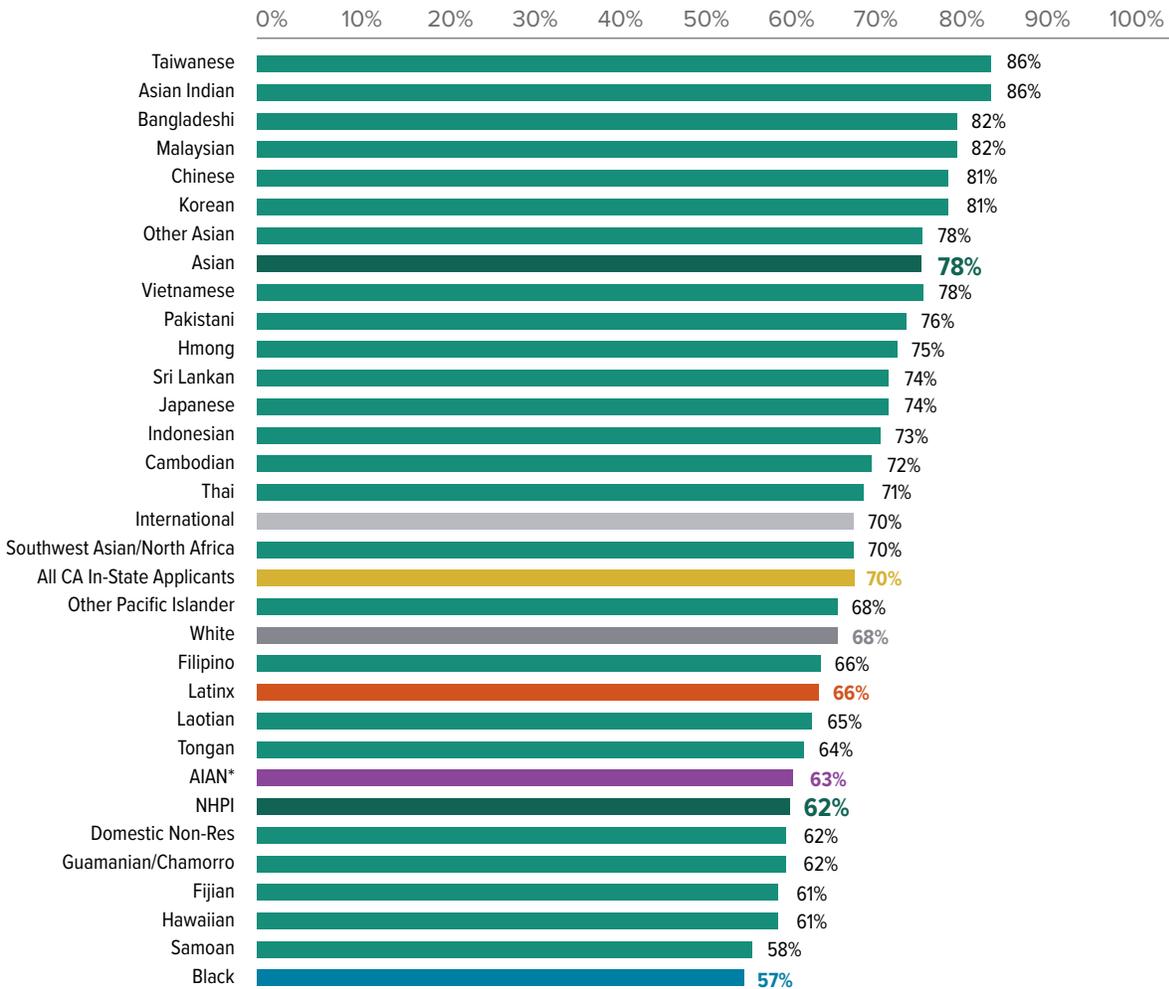
ADMISSION TO THE UC

Admission to the University of California system has increasingly become difficult as a growing share of California high school graduates complete the A-G requirements needed for UC and CSU eligibility and consequently apply to the systems.⁴⁷ Though Asian American and NHPI students applying to the UC have generally high admit rates, capacity constraints at the UC and CSU hurt these communities and force students to look at options that may not match their needs, qualifications, or aspirations.



Asian American applicants to the UC see generally high rates of admission, while NHPI applicants do not have the same levels of access.

Figure 22. Admit Rates for California High School Applicants to the UC.



*American Indian and Alaska Native

Data Source: UCOP Disaggregated Data (2022) Undergrad Admissions.

The average acceptance rate of Asian American California residents in 2021 was at 78%, which is the highest among all aggregated racial groups. East Asian American, South Asian, and Southeast Asian American ethnic groups compare closely to the 78%. The acceptance rates for NHPIs is 62%, much lower than their peers, and comparative to admit rates for Black and Latinx students. While we do not think about Asian American and NHPI students as under-represented in the same way we do for Black and Latinx students, data shown above make clear that NHPI students have lower admit rates than their Asian American peers.

Recently, both the UC and the CSU moved to eliminate the requirement that students submit an SAT or ACT score as part of their applications for admission. These decisions followed a national movement to stop relying on racially biased admissions test that do not accurately reflect the talent and true potential of students. The full impact of these decisions will become clearer in the coming years, but the UC has seen record-breaking numbers of applicants in the year since the Board of Regents eliminated the requirement from the admissions process.⁴⁸





BARRIERS TO ACCESS & SUCCESS

As the data presented in this report make clear, Asian American and NHPI Californians have widely different experiences in college preparation, access, and completion. Ensuring students from diverse backgrounds are set up for success requires a deeper understanding of this diversity and targeted supports with intentionality that is informed not just by data trends, but by the students and families themselves. There is no silver bullet that can meet the needs of all students, but interventions can begin by understanding the differences in the Asian American and NHPI communities. These differences include historical factors in migration across different groups that are reflected in the access to generational educational experiences, socioeconomic opportunities and resources, English language proficiency, and immigration documentation status. Additionally, while the COVID-19 global pandemic has affected all Americans, its impact on Asian Americans and NHPIs has been particularly devastating. These factors, including the additional barriers listed below, must be considered as California’s college leaders and policymakers propose and adopt practice and policy solutions to better serve the state’s Asian American and NHPI students.

COVID-19 – A Threat to Health and Safety

The onset of the COVID-19 global pandemic has taken a severe toll on the nation’s Asian American and NHPI communities. The deadly virus threatened the health of Asian Americans and NHPIs, especially those serving on the front lines as health care workers and essential workers in the service industry. In addition to the health concerns stemming from the virus, there were very clear educational and economic repercussions associated with COVID-19 along with a surge in violence and hate targeting the Asian American and NHPI communities.

The health consequences of COVID-19 on Asian Americans and NHPs have been devastating. Nationally, among patients testing positive for COVID-19, Asian Americans were 57% more likely to be hospitalized and 49% more likely to die compared to whites with similar sociodemographic characteristics.⁴⁹ **In California, NHP residents had both the highest case and fatality rates of all racial and ethnic groups in the state.**⁵⁰ Asian Americans and NHP Californians do have the highest vaccination rates of any racial/ethnic group however, with vaccine rates exceeding 90% for both populations.⁵¹

With lockdowns and a seismic shift to virtual learning and working, Asian American and NHP communities felt the economic impact of COVID-19. Nationwide, Asian American-owned small businesses were hit the hardest of all demographic groups due to a sharp digital divide in being able to shift to virtual environments.⁵² Nationally, many low-income and immigrant Asian Americans and NHPs work in service-related jobs and faced unemployment and unpaid sick leave, as well as the inability to work from home.⁵³ Prior to the pandemic, the Asian American unemployment rate in California was similar to white Americans' unemployment rate, at around three percent. **By May 2020, Asian American unemployment rates rose to 15%, compared to 12% for white Californians.**⁵⁴

Even today, with unemployment beginning to return to pre-pandemic levels, Asian Americans are dealing with long-term unemployment at rates higher than any other demographic group.⁵⁵ The national Asian and white American unemployment rates follow a similar trend as California. The dramatic loss of over 1.5 million jobs between March and April 2020 for Asian Americans⁵⁶ led to higher unemployment rates at all stages of the pandemic, though unemployment for Asian Americans was at a lower-level pre-pandemic.⁵⁷

Data from the National Student Clearinghouse (NSC) shows that Asian American student enrollment in community colleges fell nine percent from fall 2019 to fall 2020, and another nine percent from fall 2020 to fall 2021. First-generation and low-income students attending community college have struggled with the difficulty of online learning and bridging the digital divide, causing many students to disengage completely. Nationally, enrollment in public four-year universities saw a one percent drop from 2019 to 2020 and stayed flat in 2021. Data compiled by the NSC include NHP students with students who report multiple races.

FROM FALL 2019 TO FALL 2021, ENROLLMENT IN THE CALIFORNIA COMMUNITY COLLEGES DECLINED BY:

20% FOR ASIAN AMERICAN STUDENTS

20% FOR FILIPINO STUDENTS

18% FOR NHP STUDENTS

In California, there were similar trends in the community college system, where **Asian American student enrollment dropped nearly 20% from fall 2019 to fall 2021 according to preliminary numbers from the California Community Colleges, while NHPI student enrollment declined by 18%.**⁵⁸

Filipino students, reported separately, saw similarly enormous declines, with fall 2021 enrollment down 20% compared to fall 2019.⁵⁹ The California public university systems fared better with enrollment for Asian American students. At the CSU, enrollment was flat from fall 2019 to fall 2021, while the UC had a three percent increase in student enrollment each year. NHPI students had different trends – enrollment at the CSU increased five percent between fall 2019 and fall 2020, but then decreased three percent in fall 2021.⁶⁰ Nationally, enrollment appeared to be flat for the UC NHPI population in fall 2020, but then increased by six percent in fall 2021.⁶¹

In addition to the health, economic, and educational impact of the pandemic over the past two years, **Asian American and NHPI Americans have been subject to a dramatic increase in harassment and physical violence resulting from impressions about the origins and spread of COVID-19 and due to racially bigoted remarks from politicians and other leaders, including the former President of the United States.** The Center for the Study of Hate and Extremism at the California State University, San Bernardino estimated that, nationally, anti-Asian hate crimes were 339% higher in 2021 than they were in 2020—with 2020s numbers already 124% higher than the prior year—a cumulative increase of 420% over the two-year period.⁶² In California, hate crimes against Asian Americans more than doubled from 2019 to 2020, with most of the increase occurring during the initial months of the COVID-19 pandemic;⁶³ and in 2020, Los Angeles reported more hate crimes than any other city in America.⁶⁴ Alarming, these statistics represent a conservative estimate, as many hate crimes go unreported for reasons ranging from fear to language barriers.



"I speak as an immunocompromised individual with an elderly father, and I hope that policymakers will continue to recognize the intersectionality between Asian American and NHPI students and students with health conditions – it makes the world pretty scary, and makes us the target of hate even as we are at greater risk of disease."

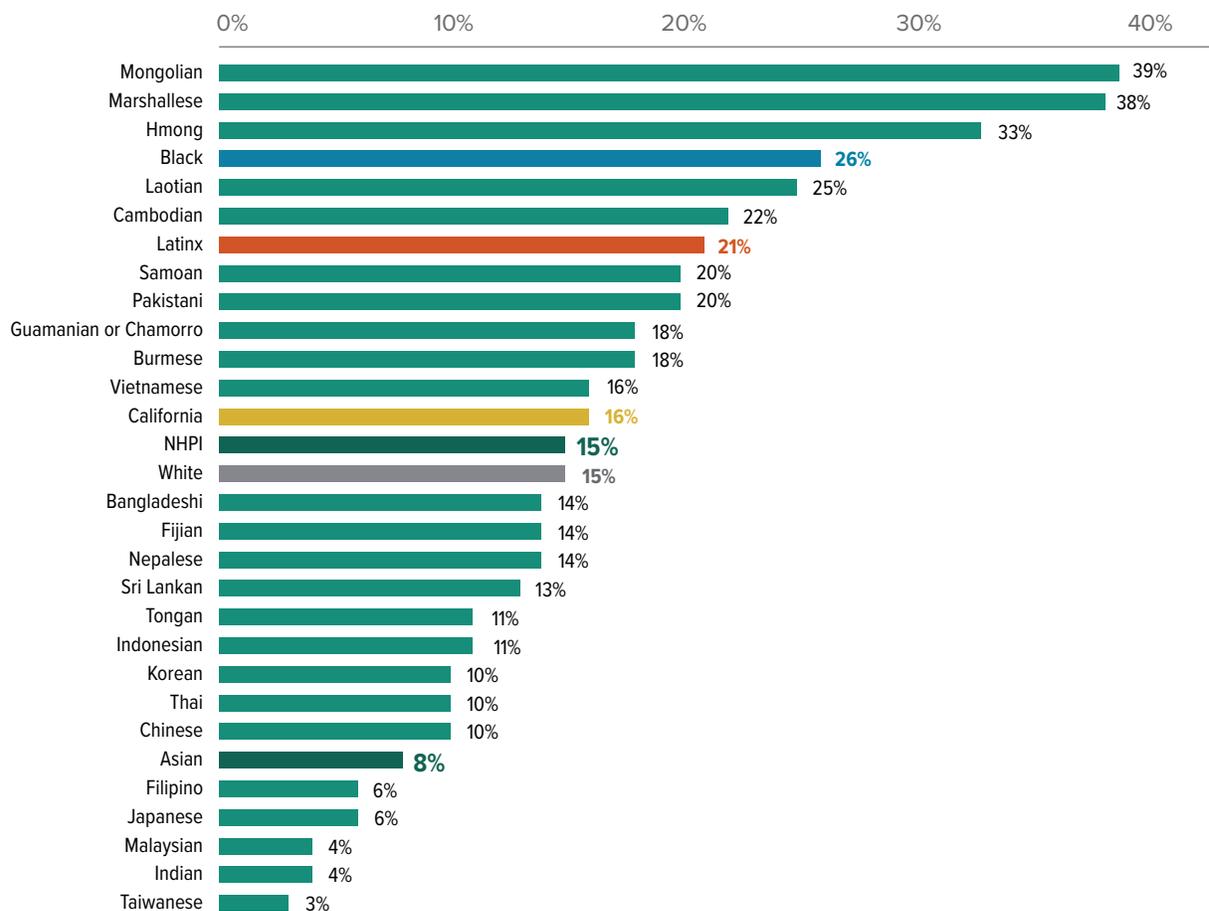
Genavieve Koenigshofer, student at University of California, San Diego

Poverty

Overall, 10% of Asian American and 13% of NHPI Californians are classified as being in poverty — defined as having a family income of \$26,500 a year for a family of four in 2021. Southeast Asian ethnic groups have higher rates of poverty (Hmong 26% and Cambodian 17%) than other Asian ethnicities.

More than one in three Mongolian (39%), Marshallese (38%), and Hmong (33%) children in California live in poverty. Laotian and Cambodian children in California also have high rates of poverty at 25% and 22%, respectively.

Figure 23. Child Poverty Rates for Asian American and NHPI subgroups.



Data Source: US Census Bureau. (2021). 2015-2019 American Community Survey 5-year Public Use Microdata Samples.

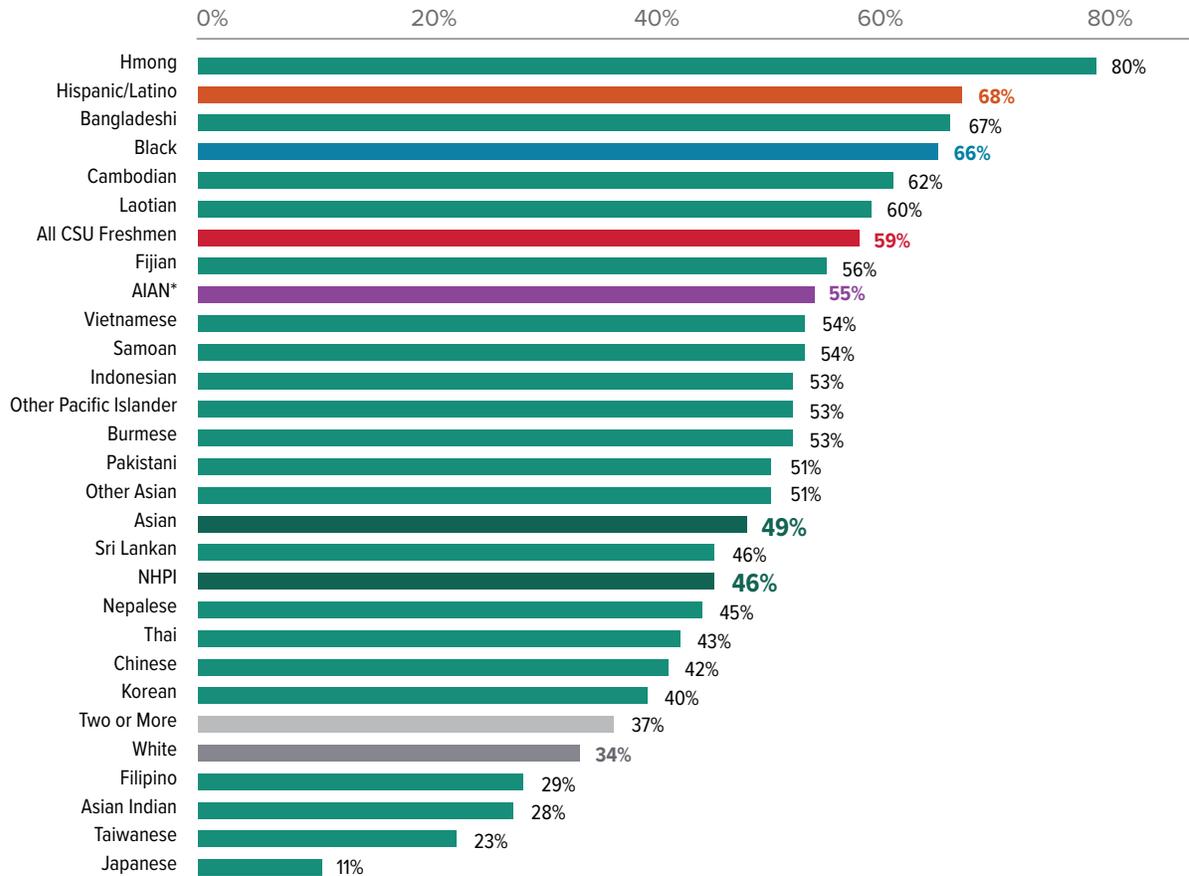
Eight percent of Asian American children in California are growing up in poverty, with high rates of child poverty seen by the same groups identified above as needing more targeted support to enroll in and succeed in college. A third or more of Mongolian (39%), Marshallese (38%), and Hmong (33%) children in California are growing up in poverty. Twenty-five percent of Laotian children in California and 22% of children of Cambodian descent are growing up in poverty.

Figures 24 and 25 show the percentage of students receiving Pell Grants at the CSU and the UC, respectively. Pell Grants are federal financial aid awards for undergraduate students working towards their first bachelor's degree, designated for "students who display exceptional financial need."⁶⁵ As such, Pell-Grant receipt is useful as a measure of student wealth.



Half of Asian American (49%) and NHPI (46%) freshmen at the CSU received a Pell Grant in fall 2020, but four out of every five Hmong students received an award.

Figure 24. Pell Grant Receipt Among CSU Freshmen, 2020.



*American Indian and Alaska Native

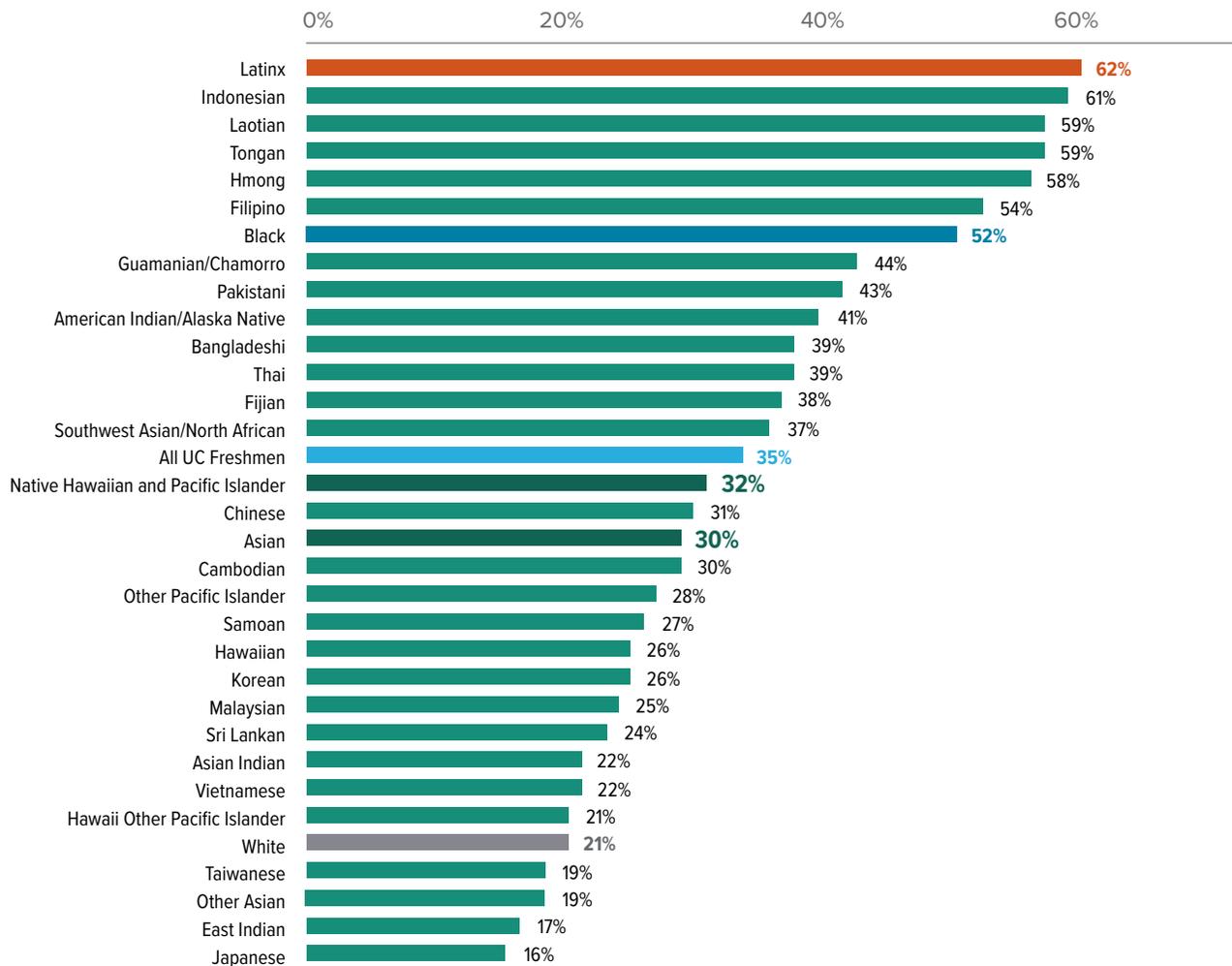
Data Source: CSU IR (2022) Custom File.



At the CSU, almost half of Asian American (49%) and NHPI (46%) freshmen enrolling in fall 2020 received a Pell Grant, demonstrating that many of these students come from significantly low socioeconomic status. However, these numbers mask considerable variation, as Hmong students had the highest rate of Pell-Grant receipt in the CSU, with 80% of Hmong freshmen eligible for the grants. Bangladeshi (67%), Cambodian (62%), and Laotian (60%) students also qualify for Pell Grants at a rate exceeding the CSU average of 59%. Rates of Pell usage are substantially lower for Japanese (16%), Taiwanese (18%), Vietnamese (22%), and Indian (22%) students.

More than half of Indonesian (61%), Laotian (59%), Tongan (59%), Hmong (59%), and Filipino students (54%) enrolling as freshmen at the UC in fall 2020 received Pell Grants.

Figure 25. Pell Grant Receipt Among UC Freshmen, 2020.



Data Source: UCOP Disaggregated Data (2022) Enrollment.

As can be seen in Figure 25, the aggregate Asian American and NHPI groups at the UC have relatively few Pell Grant recipients—30% of Asian American freshmen and 32% of NHPI freshmen received Pell Grants in 2020. However, some subgroups within both the Asian American and NHPI populations at the UC have more than double the rate of Pell receipt than the larger group average. More than half of Indonesian (61%), Laotian (59%), Tongan (59%), Hmong (59%), and Filipino students (54%) enrolling as freshmen in fall 2020 received Pell Grants. In fact, eight of the 10 student populations with the highest Pell receipt at the UC are Asian American or NHPI students.

Many non-U.S. citizens mistakenly believe that they are not eligible for federal student aid when in fact some are eligible.⁶⁶ U.S. Nationals, such as natives of American Samoa, are eligible for federal financial aid. Filling out the Free Application for Federal Student Aid (FAFSA) form can assist these students in obtaining state or some college-level forms of financial aid. While undocumented students and those granted Deferred Action for Childhood Arrivals are not eligible for federal financial aid, many may be eligible for in-state tuition and state Cal Grant aid after completing the California DREAM Act Application.

Remedial Course Enrollment

In 2017, the California legislature enacted significant reforms to the placement and enrollment process at the California Community Colleges.⁶⁷ These reforms require that community colleges use multiple measures to assess and place students, and they require colleges to place students into the level of coursework that give them the greatest chance of success.



Across all subgroups within the Asian American and NHPI communities, enrollment in remedial courses dropped in the wake of reforms to placement processes at California’s community colleges.

Table 4. Students Enrolling in Remedial Coursework in the California Community Colleges.

Ethnic Group	2018-2019	2019-2020
Laotian	27%	21%
Other NHPI	26%	20%
Cambodian	29%	19%
Black	29%	19%
Latinx	28%	19%
Other Asian	27%	17%
Hawaiian	23%	17%
NHPI	25%	17%
Systemwide Average	24%	16%
Filipino	22%	15%
Guamanian	17%	15%
Samoan	28%	15%
AIAN*	24%	15%
Vietnamese	19%	13%
Asian American	18%	13%
Indian	15%	12%
White	18%	12%
Japanese	16%	10%
Chinese	13%	9%
Korean	13%	9%

*American Indian and Alaska Native

Notes: This table reflects the percentage of degree-seeking cohort members enrolling in at least one remedial course. This analysis uses course-level taxonomy of programs (TOP) codes to identify English and math courses. As such, we are not able to account for the small number of transfer-level math courses offered outside of math departments.

Data Source: CA Community Colleges Chancellor’s Office. (2021). Custom Data File.

Research has consistently demonstrated students have the greatest chance at successfully passing transfer-level coursework when they are placed directly into transfer-level coursework with the appropriate support.⁶⁸ As Table 4 shows, however, a substantial percentage of students across Asian and NHPI subgroups are still enrolling in remedial coursework although remedial course enrollment has dropped significantly for every single group. The percentage of Asian Americans enrolling in remedial coursework dropped to 13% in 2019-2020, and the share of NHPI students enrolling in remedial coursework dropped to 17%. Korean and Chinese students have the lowest levels of enrollment in remedial coursework, with nine percent taking pre-transfer-level coursework.

English Language Proficiency

Approximately 71% of Asian Americans and 46% of NHPIs in California speak a language other than English at home.⁶⁹ Among Asian American and NHPI Californians who do report speaking a language other than English in the home, the Census reports over 70 different languages from respondents.

Nearly one-third (33%) of Asian Americans and 11% of NHPI Californians over the age of five are Limited English Proficient (LEP)—meaning they speak a language other than English as their primary language, and they speak English less than “very well.”⁷⁰ This rate is higher than that for California’s Latinx population (27%). Large proportions of Vietnamese (48%), Burmese (46%), Thai (44%), Chinese (43%), Korean (43%), and Mongolian (40%) Americans are LEP.

English learners (ELs) account for approximately 19% of students in California K-12 public schools. These students speak a variety of languages, the majority speaking Spanish (81%). The most frequently listed Asian languages are Vietnamese (2.2%), Mandarin (1.9%), Cantonese (1.4%), Tagalog (1.2%), Korean (0.8%), and Punjabi (0.8%).⁷¹ English learners comprise almost 10% of Asian American and NHPI California public high school students who graduated in the 2017-2018 academic year. ELs are more likely to enroll at a California community college (51%) versus those who are not ELs (36%).⁷²

Among students graduating in 2019-2020, the average A-G completion rates for EL students were considerably lower than those of their non-EL peers. While 82% of Asian American non-EL graduates completed the A-G coursework, only 44% of Asian American EL graduates were supported to do so. Non-EL Filipino (72%) and NHPI (47%) graduates also completed the A-G requirements at rates exceeding their EL peers (39% and 21%, respectively).⁷³

With state goals to reduce the percentage of ELs in grades 6-12 by half by 2030, California must work to ensure EL students are receiving the supports they need to succeed in high school and enroll in college. Strategies that high schools and colleges with high EL populations can employ include ensuring equitable access to grade-level core content instruction, revising reclassification policies that leave students in flux, ensuring teacher training and preparation to adequately teach English learners, and examining how targeted funding reaches and improves the experiences of ELs.⁷⁴



First-Generation Students

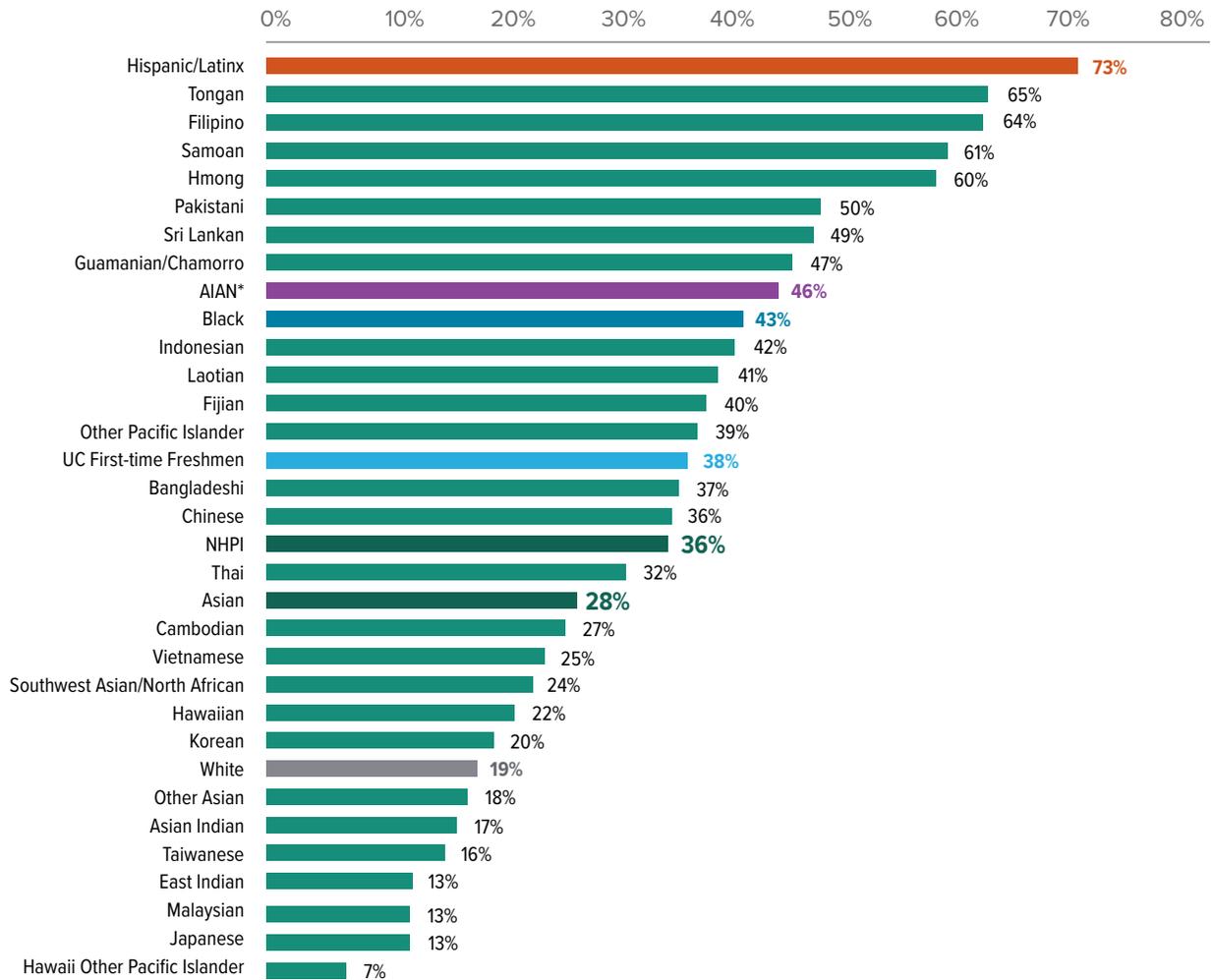
A first-generation college student is defined as someone who would be the first in their family to earn a college degree and for whom neither parent has graduated from college. First-generation college students are balancing the challenging landscape of navigating college and complex family dynamics at the same time. While first-generation college students may have the moral support from their families, they may not always feel like they belong or fit into the campus environment, may lack the tools and supports to thrive in their courses, and may also face a sense of guilt and responsibility to their families who may be struggling to survive financially.⁷⁵

First-generation Asian American and NHPI students at community colleges experience an additional mental health burden not seen by their Asian American and NHPI peers whose parents have college degrees. Mental health needs often go unaddressed and students are not receiving the support they need.⁷⁶ Additional studies focusing on first-generation Asian American and NHPI students reveal that despite the limited educational capital, their experiences can be improved with parental and peer involvement, along with student involvement in racial- or ethnic-based student organizations.⁷⁷

At the UC system, only 28% of Asian American first-time freshmen students are first generation. However, the rates are much higher for Filipino (64%), Hmong (60%), and Laotian (41%) students. Many NHPI ethnic groups (Tongan, Samoan, Guamanian/Chamorro, and Fijian) have comparable first-generation college-going rates as Black and Latinx students.

Though **28%** of Asian American and **36%** of NHPI UC freshmen are first-generation students, high percentages of students from SEAA backgrounds—where educational attainment is generally lower—are first-generation students.

Figure 26. UC First-Generation First-Time Students, Fall 2020.



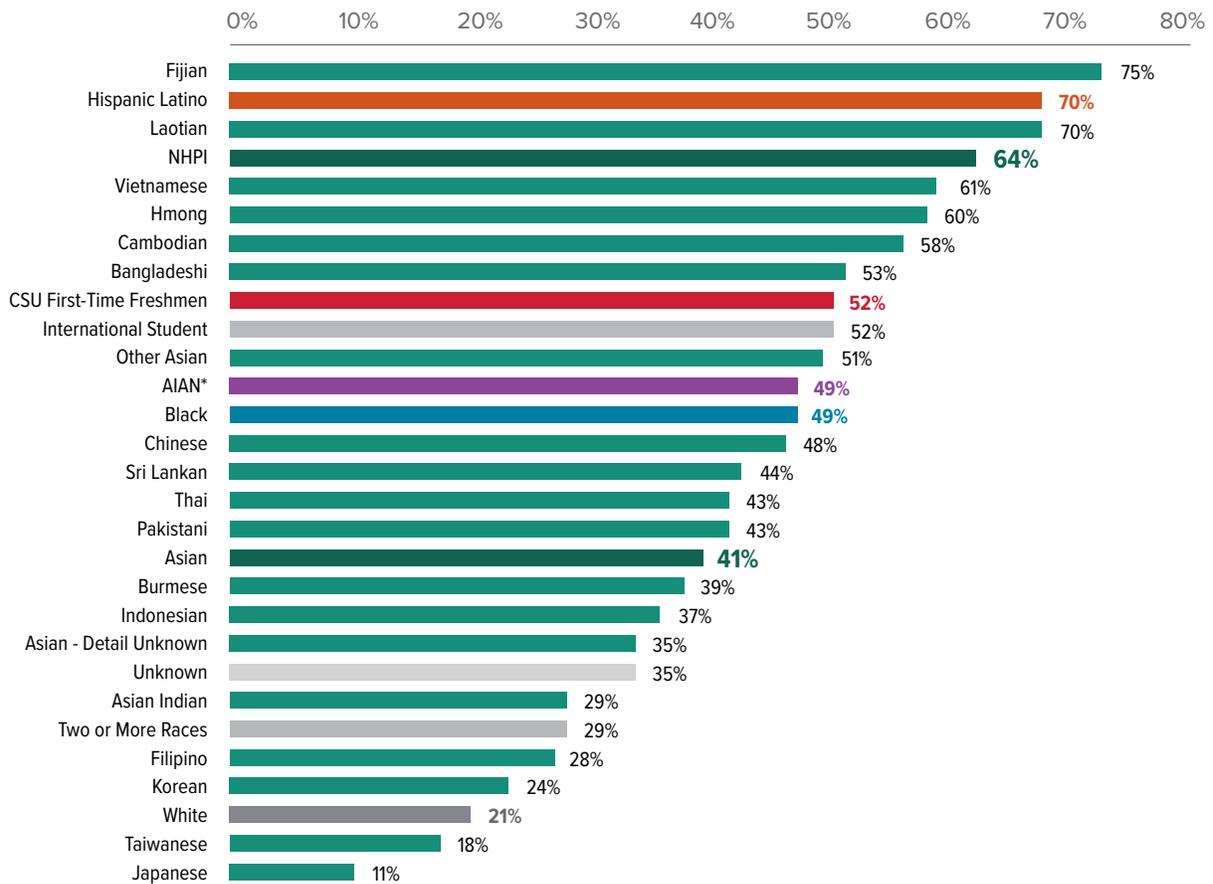
*American Indian and Alaska Native

Data Source: UCOP Disaggregated Data (2022) Enrollment.

The CSU system has a higher percentage of first-generation college students than the UC, with **64% of NHPI and 41% of Asian students identifying as first generation**. Taking a closer look, we see that among Japanese students, about one in ten is first generation (11%); meanwhile three-quarters (75%) of Fijian students at the CSU are first generation. This demonstrates a wide variation in the family backgrounds of Asian American and NHPI students enrolling in the system’s 23 campuses. Southeast Asian Americans and NHPI ethnic groups are more likely to be first-generation college students and have high rates compared to Black and Latinx students.

Two-thirds of NHPI freshmen (64%) at the CSU are first-generation students. While 41% of Asian Americans are first generation at the CSU, we once again see much higher proportions of first-generation SEAA students.

Figure 27. CSU First Generation First-Time Freshmen Students, Fall 2020.



*American Indian and Alaska Native

Data Source: CSU IR (2022) Custom File.

At both the UC and the CSU, we see high rates of first-generation status among students from backgrounds with lower levels of bachelor’s degree attainment. Southeast Asian American and NHPI ethnicities, who have lower rates of bachelor’s degree attainment among adults in the workforce, tend to be first-generation college students. Approaches that use aggregated data to identify populations who need support will miss entire populations within the Asian American and NHPI communities for whom targeted supports could help ensure success. The data further makes clear that one-size-fits-all approaches to supporting first-generation students is unlikely to serve the needs of such a diverse population.

Undocumented Students

According to the Center for Migration Studies, there are over 10.3 million undocumented people in the United States, with over 2.2 million in California alone. Though much of the narrative around undocumented Americans focuses on the Latinx population, **Asians are the fastest growing undocumented racial group in the United States and in California.**⁷⁸ **Among California's undocumented population, almost 20% come from Asia.**⁷⁹ The almost 447,294 undocumented Asian immigrants come from many different countries, but over half (52%) come from India (26%) and China (26%). Undocumented immigrants from the Philippines account for 15% and South Korea for 11%.

The Deferred Action for Childhood Arrivals program (DACA) has granted undocumented immigrants who came to the U.S. as children temporary relief from deportation, allowing recipients to remain in the country, apply for work authorization, and go to school.⁸⁰ Four of the top 24 countries of origin for DACA recipients are in Asia (South Korea, the Philippines, India, and Pakistan)⁸¹ and Asians represent almost 10% of the population potentially eligible for DACA.⁸² Like many other undocumented students, Asian American and NHPs may see little benefit in being open about one's undocumented status and this causes an increased sense of shame and stigma.⁸³

Undocumented Asian American and NHP students have seen an increase of support on college campuses despite uncertainty over the future of DACA at the federal level. There are support units dedicated to undocumented students at nearly all campuses in the CCC,⁸⁴ CSU,⁸⁵ and UC⁸⁶ systems. Additionally, California law allows undocumented students to pay in-state tuition—an important signal that undocumented students have a place in California's colleges and universities.





ASIAN AMERICANS AND NHPIs ARE SIGNIFICANTLY UNDERREPRESENTED IN LEADERSHIP POSITIONS

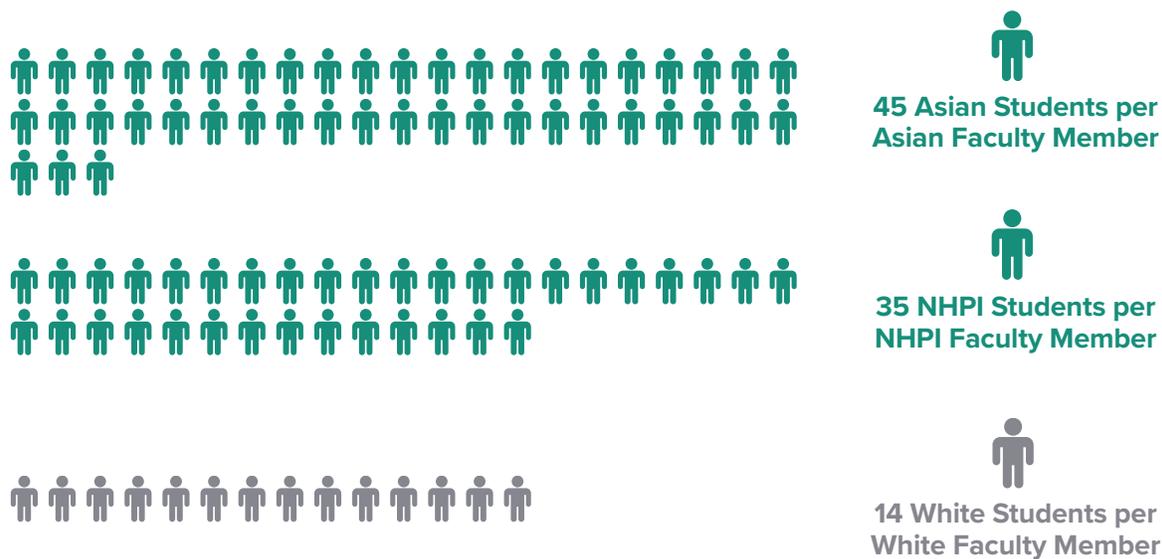
The diversity that characterizes California’s population is not reflected in the governing bodies of the state’s three public higher education systems. The UC Board of Regents, the CSU Board of Trustees, and the California Community College Board of Governors have only one Asian American member each. That means that Asian Americans account for only seven percent of the appointed members of the UC and CSU governing boards. At the UC, 35% of the population identifies as Asian American and NHPI. Asian American and NHPI students account for a lower share of the CSU student body—16% of the student population is Asian American or NHPI—but these numbers are still not reflected among the trustees leading the system. With a slightly larger body, the single Asian American member of the Community College Board of Governors accounts for nine percent of the Board's membership, while 14% of the California Community Colleges student body is Asian American or NHPI.

Diversity in leadership must go beyond the system’s appointed boards, and California’s public colleges and universities must ensure their faculty reflect the diversity of the students they teach. Exposure to diverse faculty is beneficial to all students, given the diversity of our state and the global reality of our economy. Students benefit from a campus climate that fosters a sense of belonging. Expanding the representation of Asian American and NHPI faculty and leaders who have personal experiences that Asian American and NHPI students can relate to, who can serve as role models, and who can help students flourish will be a major benefit to Asian and NHPI students, as well as their counterparts from other backgrounds.⁸⁷

At all three systems in California, there are more Asian American and NHPI students per Asian American and NHPI faculty member than there are white students for every white faculty member. In Figures 28 through 30, we display the number of students at each segment per faculty member at the system. We include tenured, tenure-track, and non-tenure track faculty in these analyses.

There are three times as many Asian American students per Asian American faculty member as there are white students for each white faculty member at the California Community Colleges.

Figure 28. Students Per Faculty Member of the Same Race/Ethnicity, California Community Colleges 2019-20.

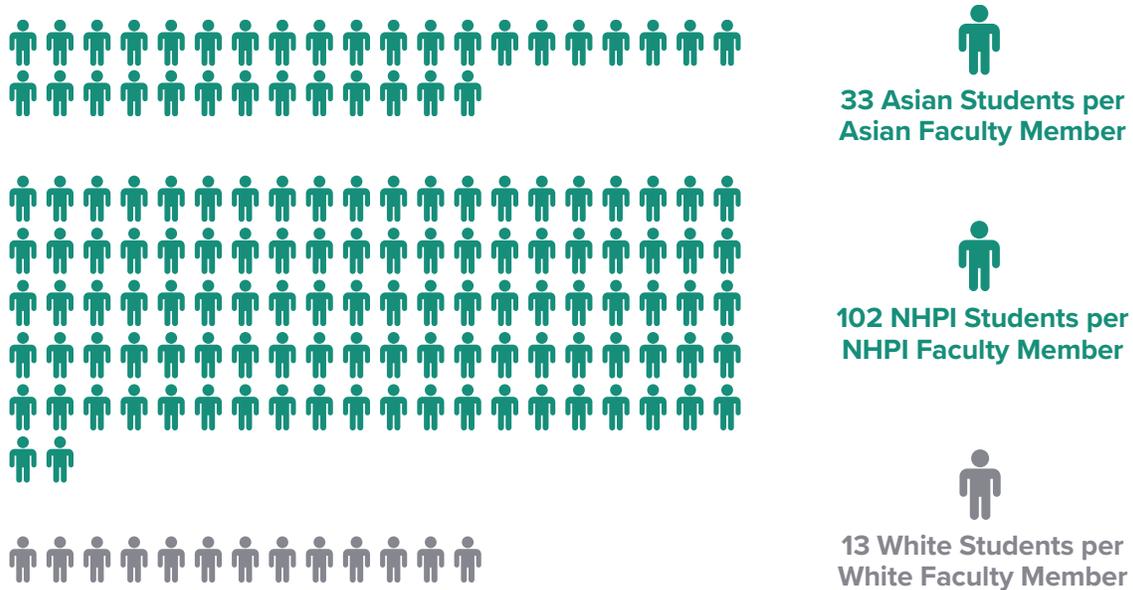


Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System. (2021). 12-month Enrollment, Undergraduate Total – 2019-20. Full-time instructional staff by academic rank, faculty and tenure status, race/ethnicity, and gender (Fall 2019).

At the California Community Colleges, there are 45 Asian American students per Asian American faculty member – the highest Asian-American-student-to-Asian-American-faculty ratio of the three public systems. Conversely, the system has 35 NHPI students for each NHPI faculty member, the lowest for the three systems. Those ratios compare to 14 white students per white faculty member.

There were over 100 NHPI students for each NHPI faculty member at the CSU in 2019-2020.

Figure 29. Students Per Faculty Member of the Same Race/Ethnicity, California State University 2019-20.



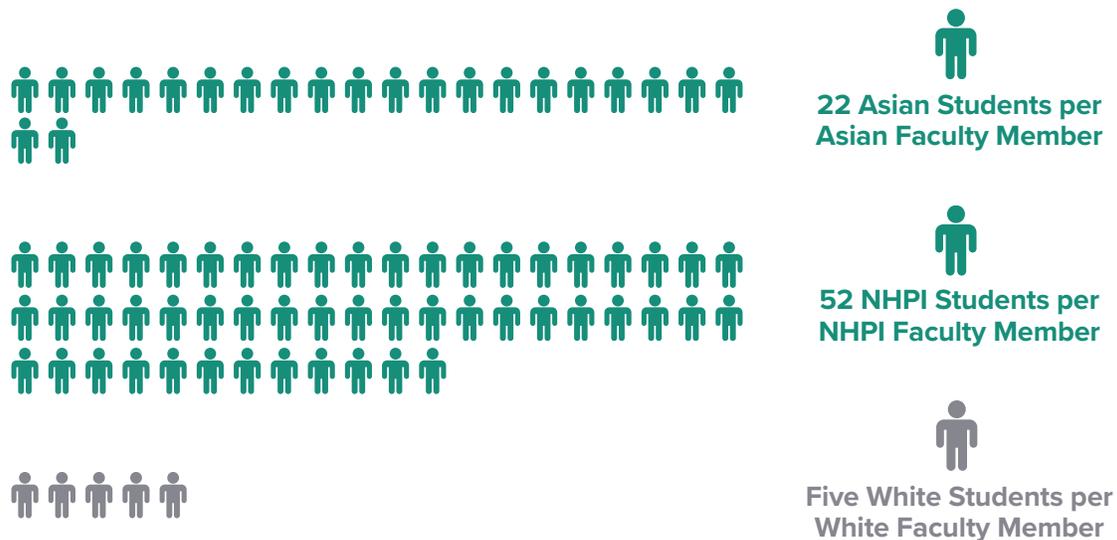
Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System. (2021). 12-month Enrollment, Undergraduate Total – 2019-20. Full-time instructional staff by academic rank, faculty and tenure status, race/ethnicity, and gender (Fall 2019).

At the CSU, there are 33 Asian American students for every Asian American faculty member. For NHPI students, however, there were over 100 students for every NHPI faculty member across the CSU system. There were 13 white students for each white faculty member in fall 2019 at the CSU system.



The UC has the lowest student-to-faculty ratio, but Asian American and NHPI students have student-to-faculty ratios that are four and ten times the white-student-to-white-faculty ratio.

Figure 30. Students Per Faculty Member of the Same Race/Ethnicity, University of California 2019-20.



Data Source: National Center for Education Statistics, Integrated Postsecondary Education Data System. (2021). 12-month Enrollment, Undergraduate Total – 2019-20. Full-time instructional staff by academic rank, faculty and tenure status, race/ethnicity, and gender (Fall 2019).

While the UC has smaller student-to-faculty ratios than the CSU, there are still four times as many Asian students for each Asian faculty (22 students per faculty member) as there are white students per white faculty member (five students per faculty member).

Research has shown that Asian American and NHPI students on college campuses report lower levels of satisfaction and engagement, and higher levels of perceived racism than their minority peers, even at schools that have large minority populations.⁸⁸ Racism certainly shapes the experiences of Asian American and NHPI students on campus through racial isolation and marginalization, and compounding effects of the model minority myth and inferior minority stereotypes, in particular for Southeast Asian American student experiences.⁸⁹ Colleges have a responsibility to ensure that student voices are included in curriculum to not hinder their sense of belonging on campus. Better representation in faculty can help address these concerns by having voices present in the classroom.



Affirmative Action In Higher Education

In 1996, just over 25 years ago, California voters approved Proposition 209 (Prop 209), banning affirmative action in California’s public institutions, including in community colleges and universities. Prop 209 prohibits state government institutions from considering race, sex, or ethnicity in the areas of public employment, contracting, or education. Public universities are also prohibited from using race in recruitment efforts including financial aid packages and other outreach related activities targeted to minoritized students.

Opposition to affirmative action among some Asian Americans comes in the face of research showing that race-conscious admissions policies do not disproportionately harm Asian American students. In fact, such policies increase the likelihood of admission at private institutions for Asian American and NHPI students from the lowest income brackets,⁹¹ and while Prop 209 had the effect of pushing underrepresented minorities out of the UC, eliminating the UC’s affirmative action program had no impact on the number of Asian American students admitted to the UC.⁹²

Asian Americans have played a major role in California’s debate on whether and how race should be considered in higher education admissions, with the state being a hotbed of activity both supporting and opposing affirmative action. In 2014, SCA-5, a proposal which would have given voters a chance to amend the state constitution via ballot initiative and allow for the consideration of race in public education, failed to clear the California Senate due, in part, to Asian American opposition.⁹³ In 2020,

efforts to repeal Prop 209 through Proposition 16 (Prop 16) were met with opposition coming from small, but vocal Asian American community members in California.⁹⁴

Despite the vocal activism of some Asian Americans against affirmative action, a majority of Asian Americans and NHPI continue to support race conscious efforts in policy,⁹⁵ and Asian Americans have played leading roles in supporting Prop 16. These efforts included mobilization from Chinese for Affirmative Action and active student leaders of the UC Student Association, among many others. In addition, critical leadership positions in the Yes on Prop 16 Campaign were held by community leaders from the Asian American community. These attempts to reinstate affirmative action have become touchpoints for mobilization among Asian Americans across the nation, most notably in Washington⁹⁶ and the admissions policies at specialized or magnet high schools in New York⁹⁷ and Virginia.⁹⁸

While California's public institutions have been hamstrung for 25 years by Prop 209, affirmative action at the state's independent institutions face an existential threat from a pair of cases in front of the United States Supreme Court. A conservative organization, led by Edward Blum, calling itself Students For Fair Admissions, allege that admissions policies at Harvard and the University of North Carolina unfairly discriminate against Asian American applicants. These lawsuits are part of a long crusade by Blum to eliminate the use of race in college admissions, most notably in the Supreme Court cases of Fisher v. University of Texas, Austin. These lawsuits keep coming in spite of growing and widespread support for affirmative action and race-conscious practices in higher education and as critical civil rights leaders in the Asian American community have championed affirmative action.⁹⁹ Should the US Supreme Court ban the consideration of race in admissions nationwide, the impact will be wide-reaching and would impact not only Black and Latinx students, but also Asian American and NHPI students who benefit from affirmative action practices across the nation. Beyond admissions, affirmative action in hiring and contracting can provide greater representation among staff, faculty, and education leadership positions. The ban on affirmative action in this area also impacts Asian American and NHPI Californians and their representation in key positions across public higher education.



ASIAN AMERICAN AND NATIVE AMERICAN PACIFIC ISLANDER-SERVING INSTITUTIONS

The Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) program was created in 2009 and authorizes the U.S. Department of Education to give competitive grants to postsecondary colleges and universities where Asian American and Native American Pacific Islander students account for more than 10% of the student population, and where the student body meets certain criteria as outlined in Section 312(b) of the Higher Education Act, such as having a population where more than half of students are low-income. The program is intended to address many of the issues identified in this report and help ensure Asian American and NHPI students are receiving the support needed to enroll in college and earn a college degree.¹⁰⁰

AANAPISIs tend to serve student populations with high proportions of low-income and first-generation students.¹⁰¹ As such, they are of critical importance to Asian American and NHPI students pursuing a college education. **One out of every three Asian American and NHPI students attending a four-year institution is doing so at an AANAPISI, and over half (52%) of all Asian American and NHPI community college students enrolled in an AANAPISI in 2018** (compared to 43% in 2013). The number of bachelor's and associate degrees awarded has also increased at AANAPISIs.

Nationwide, there are currently 166 AANAPISI-eligible colleges and universities—mostly concentrated in the western US, with 68 located in California. Over 55% of all Asian students enrolled in AANAPISI schools and 27% of all NHPI students enrolled in AANAPISI schools are enrolled in a college or university in California.

An additional 48 schools in California can potentially apply for a yearly waiver, granting leeway on the additional criteria discussed above, to become AANAPISI eligible (Table 6). Campuses with waivers were additionally eligible for Higher Education Emergency Relief Fund money that was dedicated to Minority-Serving Institutions (MSIs).¹⁰²

AANAPISI is one of several MSI classifications that the U.S. Department of Education administers, which include Hispanic-Serving Institutions (HSI) and Historically Black College & Universities (HBCU). Institutions can be eligible for multiple MSI initiatives. In California, 50 schools that are AANAPISI eligible are also HSI eligible. Eligible schools can be awarded grants from two different sections of the legislation creating the program—Part A and Part F. Though colleges and universities can receive multiple grants through Part F, they can only be awarded one type of Part A grant and must choose between applications for HSI funding, AANAPISI funding, HBCU funding, or other MSI grants. This limits their ability to receive financial assistance for programs supporting underrepresented minorities on their campuses.

AANAPISIs in California

In California, AANAPISIs are spread out over all sectors of California higher education. Sixty percent of all undergraduate Asian American students and 49% of all NHPI students attend an AANAPISI-eligible college or university. If you include the schools that would be eligible with a waiver, that number would increase to 83% of all undergraduate Asian American students and 64% of all NHPI students. These schools include a lot more independent, nonprofit schools and the rest of the UC system.

There are currently 10 institutions in California with AANAPISI grants. The programs at these campuses range in scope and focus for Asian American and NHPI students and communities. Chabot College and San Diego Mesa College have programs that use a cohort-based approach, where students who enter the college at the same time take classes together, attend group study sessions, and focus on specific learning outcomes as a group rather than individually. Sacramento State University (Sacramento State) looked to address issues related to the transfer pathways for Asian American and NHPI residents in its local regions by partnering with local community colleges. Others, like the program at Laney College, focus on workforce connections for students.

Sixty-eight colleges and universities in California meet the criteria for AANAPISI designation.

Table 5. AANAPISI-Eligible Colleges and Universities in California. These institutions have populations that are 10% or more Asian American and Native American Pacific Islander and meet certain criteria as outlined in Section 312(b) of the Higher Education Act.

California Community Colleges

American River College	Cypress College	Mt San Antonio College
Berkeley City College	De Anza College	Napa Valley College
Cañada College	El Camino Community College District	Orange Coast College
Chabot College	Evergreen Valley College	Pasadena City College
City College of San Francisco	Folsom Lake College	Sacramento City College
Clovis Community College	Fresno City College	San Diego City College
Coastline Community College	Fullerton College	San Diego Mesa College
College of Alameda	Irvine Valley College	San Joaquin Delta College
College of San Mateo	Laney College	Solano Community College
College of the Canyons	Long Beach City College	Southwestern College
Contra Costa College	Los Medanos College	Woodland Community College
Cosumnes River College	Mission College	

California State University

California Polytechnic State University, San Luis Obispo	California State University, Long Beach	San Diego State University
California State University, East Bay	California State University, Los Angeles	San Francisco State University
California State University, Fresno	California State Polytechnic University, Pomona	
California State University, Fullerton	California State University, Sacramento	

University of California

University of California, Davis	University of California, Merced	University of California, Santa Barbara
University of California, Irvine	University of California, Riverside	University of California, Santa Cruz

Independent, Nonprofit Colleges and Universities

America Evangelical University	Humphreys University-Stockton and Modesto Campuses	Saint Mary's College of California
Biola University	Laguna College of Art and Design	La Sierra University
California College San Diego	Loma Linda University	Mount Saint Mary's University
Grace Mission University	Menlo College	Notre Dame de Namur University
Holy Names University	Pacific Union College	Woodbury University
Homestead Schools	Palo Alto University	

An additional 48 colleges and universities in California are potentially AANAPISI eligible. Submitting the required waiver would allow these colleges and universities to apply for AANAPISI funding and receive other benefits afforded to MSIs.

Table 6. Potentially AANAPISI-Eligible Colleges and Universities in California.

California Community Colleges

Diablo Valley College
Golden West College
Las Positas College
Merritt College

Ohlone College
Saddleback College
San Diego Miramar College
San Jose City College

West Valley College
Foothill College
Skyline College

Independent, Nonprofit Colleges and Universities

Casa Loma College, Van Nuys
CBD College
Art Center College of Design
Azusa Pacific University
Bethesda University
California College of the Arts
California Institute of Technology
California Institute of the Arts
California Jazz Conservatory
Chapman University
Claremont McKenna College

Concordia University, Irvine
Dominican University of California
Dongguk University, Los Angeles
Golden Gate University, San Francisco
Harvey Mudd College
Lincoln University
National University
Occidental College
Otis College of Art and Design
Pepperdine University
Pitzer College

Pomona College
San Francisco Conservatory of Music
Santa Clara University
Scripps College
Soka University of America
Southern California Institute of Architecture
Stanford University
University of San Francisco
University of Southern California
University of the Pacific

California State University

California State University Maritime Academy

University of California

University of California, Berkeley
University of California, Los Angeles
University of California, San Diego

Ten California colleges and universities received AANAPISI grants in 2020 and 2021.

Table 7. AANAPISI Grants Awarded in 2020 and 2021.

School	Year	Description
California State University, Fresno	2021	Focuses on increasing Asian American and Pacific Islander (AAPI) representation in the Criminology department to increase representation in criminal and civil justice careers.
California State University, Long Beach	2021	Project Resilience creates learning communities, peer mentoring and wellness workshops, faculty development, and career development services for AAPI students.
California State University, Sacramento	2021	Partners with six community colleges in its service region to develop transfer support services to specifically serve Asian Americans and Native American Pacific Islanders and low-income students.
Chabot College	2021	Movement AA&PI Program establishes learning communities for first-time, full-time AAPI students that will take classes together to increase persistence and transfer rate.
Consumnes River College	2021	AANAPI Project focuses on coaching, support services in math and science, and a summer bridge program for AAPI and low-income students.
Laney College	2020	Pathway to Work project focuses on transitioning the school's ESOL students to Career & Technical Education programs.
Mission College	2020	Supports AAPI and low-income students through financial literacy, competition path planning, transfer-level Math, and access to career development tools.
San Francisco State University	2020	Responsive Education for Access, Community, and Hope (REACH) project will do culturally responsive outreach to underserved communities and provide equity-minded financial literacy.
San Francisco Community College District	2021	Focuses services on students with limited or no English proficiency (LEP) and English language learners through improved translation services and employee training.
San Diego Mesa College	2021	Project Kapwa is a learning community approach to serving APIA students through their new APIA studies certificate.



COLLEGE SUPPORT PROGRAMS FOR ASIAN AMERICAN AND NHPI STUDENTS

Sacramento State University - SAC Project

The Full Circle Project: College to Career Pathways program at Sacramento State is an AANAPISI grant-funded program that aims to increase graduation rates for low-income and first-generation Asian American and Pacific Islander students and other high-need students transferring from community college to Sacramento State. This program's design focuses on building a learning community focused on helping students through the nine units upper-division General Education coursework, which includes writing-intensive courses as well as a college-to-career certificate focused on building skills post-graduation.

The Full Circle Project aims to continue its work with the SAC Project, a new program that just received a \$2 million AANAPISI grant in 2021. The SAC Project is a partnership between Sacramento State, Los Rios Community College District's four campuses, Delta College, and Sierra College, focused on improving the transfer and completion rates of students. The program will develop a model focused on increasing academic success and retention for these transfer students to ensure they complete their undergraduate degree in time.

The California State University, Long Beach - Project Resilience

Cal State Long Beach was recently awarded an AANAPISI grant to improve and expand its capacity to serve Asian American and NHPI students through Project Resilience. Project Resilience is launching during a time where Asian Americans and NHPs are experiencing an alarming escalation of violence, hate incidents, and discrimination amid COVID-19. The grant will focus on providing (1) academic support through learning communities; (2) wellness and mental health support; (3) work-based learning experiences and skill development; and (4) faculty development. Faculty, staff, and students will partner to provide integrated student support services that center AAPI identities, narratives, and experiences and build on ongoing programs and initiatives.¹⁰³

Mana

Mana is a learning community designed for NHPI students offered at several community colleges focused on supporting NHPI students to earn an associate degree and transfer into a four-year university. Mana prioritizes students' personal development and academic achievement while ensuring community is centered in students' academic lives. A central part of the program is the Critical Pacific Studies & Oceania certificate that students can earn from the College of San Mateo. The learning community is offered at College of San Mateo, Mira Costa College, El Camino College, and Chabot College.



"Nothing connects you more to people than your roots and your culture, and especially for me as someone who was trying and was missing that piece and really wanted to discover that more, Mana was integral to that."

**Leila Tamale,
student at College of San Mateo**



RECOMMENDATIONS

California is home to the largest Asian American population and second largest NHPI population in the nation, and its future and commitment to racial/ethnic equity cannot be achieved by leaving any group behind. The diversity among Asian Americans and NHPIs requires special attention, beginning with the necessary collection of data in ways that can help inform interventions to support students instead of relying on assumptions. The data presented and analyzed in this report inform the following recommendations for state, college, and K-12 education leaders:



K-12 Recommendations

- **Increase high school graduation rates for NHPI students to at least 90% and make the A-G coursework the default curriculum for all high school students in California.** Schools must work with urgency to close the gap in graduation rates for students from all Asian and NHPI backgrounds. They should also make the A-G course requirement for UC and CSU eligibility the default curriculum for all students to ensure that NHPI students graduate with the maximum opportunities to continue their postsecondary education.
- **Ensure that all high school seniors complete either a Free Application for Federal Student Aid (FAFSA) or a California Dream Act Application (CADAA), so that every talented Asian American and NHPI Californian can pursue college, regardless of income status.** Submitting a FAFSA or a CADAA is often one of the first steps in the college-going process, but many students do not complete the application and therefore may not understand the grant aid available to them. Completion of the FAFSA or CADAA enables Asian American and NHPI students to afford college and, importantly, builds a college-going culture that

supports Asian American and NHPI students realistically seeing themselves in college. The 2021-22 budget for California made a significant step in the right direction by requiring high schools to confirm that all high school seniors have completed a FAFSA or California Dream Act Application and allowing targeted support for undocumented students with the completion of these applications. High schools must fulfill this new policy starting in the 2022-23 school year.

- **Support English language learners in our K-12 schools.** From early childhood through high school, the state’s K-12 schools must use better formative assessment to guide instruction; provide appropriate teacher training, preparation, and development; and revise classification policies that leave students in flux in order to provide equitable access to grade-level core content instruction and better support the long-term educational success of English learners.



Community College and University Recommendations

- **Support Asian American and NHPI students who have been impacted by the rise in hate crimes towards Asian Americans and NHPIs in the wake of the COVID-19 global pandemic.** Colleges and universities must ensure a safe campus climate as Asian American and NHPI students return to campus through enhanced monitoring of bias and hate incidents and increased avenues to report discrimination. Additionally, campuses can support students by providing professional development sessions for the campus to



better understand the history of Asian American and NHPI discrimination and violence and ensuring adequate mental health support for students.

- **Ensure strong implementation of CCC and CSU reforms that focus on improving placement of students into transfer-level English and math.** Recent reforms to broaden access to the courses that students need to obtain a degree or transfer have already allowed thousands of students access to transfer-level coursework who would otherwise have enrolled in remedial courses. However, CCC and CSU campuses must do more to monitor implementation progress and ensure that every single community college and university is providing equitable access to transfer-level courses for Asian American and NHPI students with the supports they need to succeed.
- **Improve completion and transfer rates and close the gaps across Asian American and NHPI ethnic groups.** At the CSU, only half of Asian American and one in four NHPI first-time, full-time students are supported to graduate within four years. While rates are higher at the UC, many demographic groups within the Asian American and NHPI community see much lower graduation rates than their peers.
- **Colleges and universities that are eligible as AANAPISIs should seek grant funding through the program.** Funds should be directed towards programs that will help support Asian American and NHPI students enrolled on their campuses for both academic and other support services. While 68 California colleges and universities are eligible to apply for funding through the AANAPISI program, only ten institutions across the state have active AANAPISI grants supporting students at their campuses. In addition, the 48 schools that are potentially eligible that have yet to submit paperwork or apply for waivers need to do so soon to ensure that they get access to AANAPISI funding in addition to aid available for MSIs.
- **College presidents, campus leaders, and governing bodies must commit to identifying, hiring, retaining, and promoting Asian and NHPI faculty at California’s public colleges and universities.** Campus leaders must systemize the annual collection of comprehensive data, disaggregated by race/ethnicity for campus faculty and leadership positions and use this data in the development of plans to reach diversity goals to which campuses should be held accountable. Campus leadership should also provide unambiguous guidance to hiring committees in support of identifying, recruiting, and hiring a diverse faculty. Campuses should commit to the promotion and retention of diverse faculty through development of supports, such as mentorship, professional development, and clear pathways to leadership. Campuses should foster a culture of support of diverse faculty through the establishment of protocols whereby faculty, staff and administrators can report instances of microaggression, harassment or discrimination.



State Recommendations

- **Support Governor Newsom’s 70% attainment goal for all Californians, including Asian Americans and NHPI subgroups with significantly lower rates of earning a post-secondary education.** California’s economic future depends on the education of its residents. Asian American and NHPI Californians are the state’s second largest demographic subgroup, and the state’s economic future depends on high levels of educational success for all members of these diverse populations. Beyond the benefits that will accrue to individuals who achieve higher levels of education, a more educated state population will yield billions of dollars to both the state and federal government in additional revenues and savings on social programs like Medicare/Medical, as well as other social costs.¹⁰⁴ The state should formally establish a degree attainment goal, codified in law, that contains specific, separate, and trackable annual attainment targets for Asian American and NHPI students and that guides state policy and budget investments to support Asian American and NHPI student college access and success.
- **Develop a strong California Cradle-to-Career System to better equip policymakers and institutions with the data needed to understand and address the variation within the Asian American and NHPI student populations in terms of college access and success, and ensure the CDE, CA Community Colleges, CSU and UC systems provide disaggregated data related to college access and success for groups within the Asian American and NHPI communities.** Policymakers, campus and system leaders, and faculty could do a better job of serving Asian American and NHPI students if they could see



"Many students like me are working part-time or even full-time when they are pursuing their higher education. I hope policy leaders recognize that certain students have circumstances that make it difficult for them to focus all their time into schooling. They have less time and resources but are just as passionate about their education and furthering their career paths."

Rachel Cheung, student at
Pasadena City College

more information about the individuals and families they are serving. However, California currently lacks a comprehensive statewide data system that can easily provide this information. For instance, high schools do not currently know how many of their graduates meet eligibility requirements for admission to the UC or CSU but do not apply, and what happens to them. The state also is unaware of what happens to students who drop out of a postsecondary institution. To answer these important questions, policymakers must remain committed to implementing the Cradle-to-Career System, and they must ensure data providers publicly share and disaggregate data beyond broad Asian American and NPHI categories in a consistent manner that allows us to better understand the needs within each community.

- **Modernize California’s financial aid system by building on recent expansions in Cal Grant and by shifting to a state aid model based on student need—rather than outdated rationing devices, like Grade Point Average verification—to create a more inclusive and accessible financial aid system for Asian American and NPHI students, that will result in 18,000 additional Asian American and NPHI Californians benefiting from this valuable award.** Since California already offers robust need-based aid for tuition and fees, non-tuition costs are the most significant drivers of unmet need for low-income students, especially at the community colleges. The state must reform its outdated financial aid system, which does not meet the needs of its significant low-income and increasingly diverse population of college students. While policymakers made improvements recently by expanding student access to the Cal Grant by ending age and eligibility barriers for community college students, more work is needed to simplify aid eligibility for students and to fill in the gaps of current aid to serve students who need it most.



- **Ensure the governing bodies of our public higher education systems reflect the diversity of the students they serve and the population of California by appointing Asian Americans and NHPIs to the UC Board of Regents, CSU Board of Trustees, CCC Board of Governors and California Student Aid Commission (CSAC).** The Governor and Senate Leadership must make appointments to these bodies that reflect the diversity of the students in California. The Governor should work with stakeholder groups to identify potential appointees from diverse communities and the Senate Rules Committee should continue to make sure their appointments are inclusive and representative of California’s diversity.¹⁰⁵
- **Revise and expand the eligibility requirements established under the California Master Plan for Higher Education with additional state funding to increase enrollment of Asian American and NHPI students at the CSU and UC.** The state’s outdated 58-year-old Master Plan has eligibility requirements that do not fit the 21st century or the diversity of our state. This results in constrained access to our public four-year universities. Policymakers should update the eligibility requirements to align with statewide goals and workforce needs to increase the number of California students who are able to enroll directly at a UC or CSU campus.
- **Support community colleges and public universities that enroll large populations of Asian American and NHPI students.** The state can better support AANAPISI institutions by funding programs that will support Asian American and NHPI students at our community colleges and four-year universities. Beyond financial support, state leaders can provide logistical support to institutions seeking AANAPISI grant funds, as well as coordinate networks to share best practices in terms of supporting Asian American and NHPI students.



Federal Recommendations

- **Expand DACA access and reassess age caps to better serve our next generation of undocumented Californians.** An estimated 94,000 undocumented students are enrolled in California colleges and universities, with about half having DACA status. As the future of DACA remains unknown, the number of DACAmented individuals will continue to steadily decline as the number of individuals facing uncertain futures in the United States increases. To ensure undocumented youth in California and across the nation can continue to attend school, work, and live without the fear of deportation, a renewed commitment to DACA is necessary. **Expanding DACA access and reassessing the age cap to better allow a new generation of undocumented youth to access the program is key to supporting Asian American and NHPI communities moving forward.**

- **Establish a pathway to citizenship for all undocumented individuals and create permanent solutions so that undocumented students can access the financial and social resources needed for a college education.** By establishing a pathway to citizenship for undocumented students, the U.S. can expand access to an affordable college education and to federal financial aid. Access to a quality education will then allow students to enter our workforce and contribute to our economy in increasingly substantive ways.
- **Increase funding for AANAPISIs, eliminate regulations that limit the MSI grant opportunities available to institutions, and promote better awareness and understanding around opportunities and resources for AANAPISI and other MSIs.** Increased funding will allow more institutions to address enrollment, transfer, and graduation rates among Asian American and NHPI students. Per capita, AANAPISIs receive the least amount of federal funding compared to other MSIs and have not increased at the same rate as other MSIs.¹⁰⁷
- **Collect and use disaggregated data on subgroups within the Asian American and NHPI populations across both K-12 and higher education in a standardized and consistent way.** Current federal data collection and reporting practices limit the data available both for public use and for program evaluation. This aggregation masks the wide variation in Asian American and NHPI educational experiences. It also reduces the number of institutions that are eligible for AANAPISI funding, as students identifying as multi-racial are not counted towards the campus' Asian American or NHPI populations.





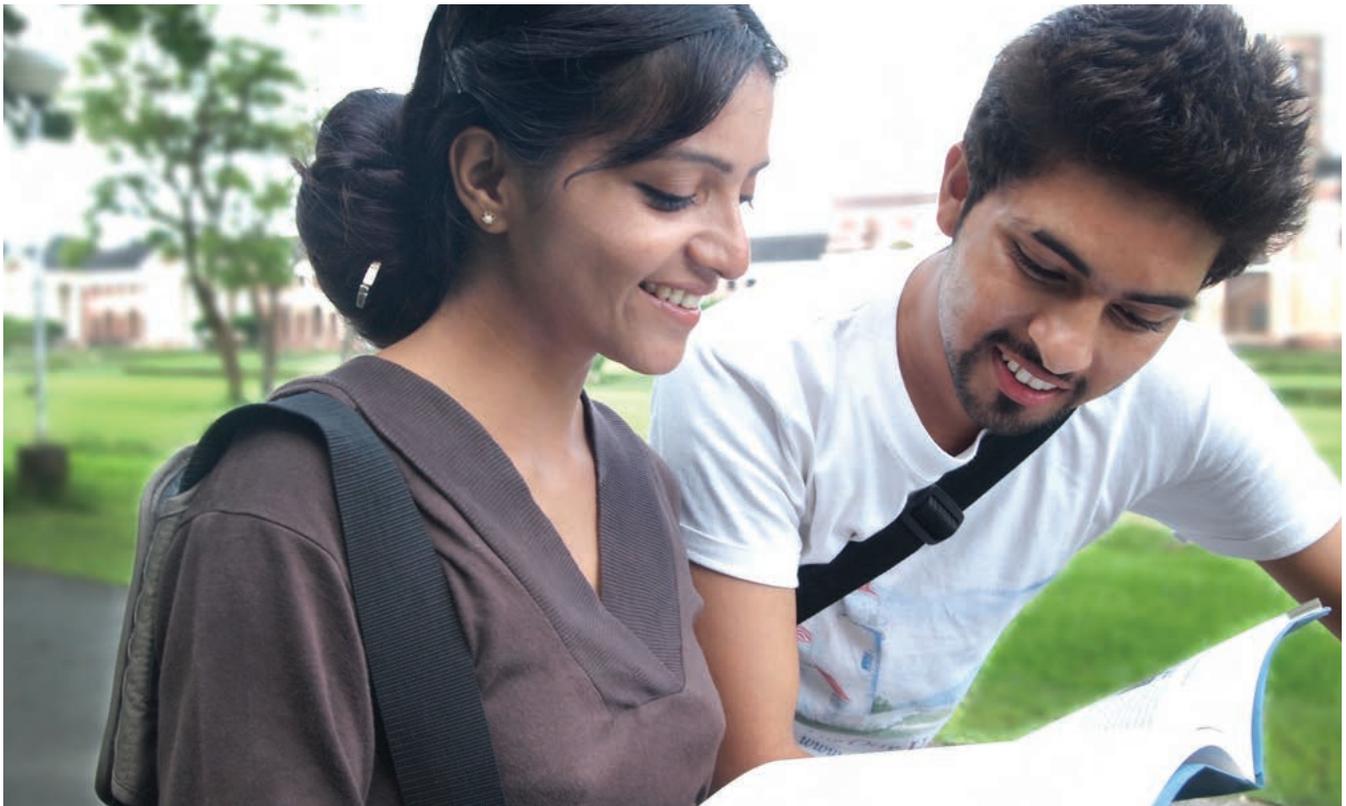
CONCLUSION

The findings in this report give Californians reasons to celebrate, just as they challenge us to do better for every single ethnic group that makes up the diversity of Asian American and NHPI Californians. Asian American and NHPIs are integral to the history of our state and their contributions, talent and entrepreneurial spirit have made California stronger. Asian American and NHPI Californians constitute California's second largest ethnic minority, and a unified voice has helped the community develop a robust voice in the state's political arena.¹⁰⁸ Unity, however, must not preclude greater attention to the diversity within this population. The diversity that we have showcased in this report highlights the need for California policymakers and education leaders to explicitly identify opportunities to significantly improve support for Asian American and NHPI students in our schools, colleges, and universities.

While a relatively high number of Chinese, Indian, Korean and Japanese Asians have graduated from high school and gone on to earn a bachelor's degree, and broadly have positive rates transferring from community college to a university—this is not true for most NHPIs and SEAAAs. **In fact, the gaps in college preparation, college going, and college success within the various Asian ethnic groups is incredibly disconcerting. It tells us that the educational experience is not equitable.** The data highlight that Asian Americans whose parents have college degrees and who see generally lower levels of poverty also have higher chances of going to college and succeeding. For Hmong, Laotian, Cambodian and many NHPI subgroups who grow up with greater levels of poverty, are classified as limited-English proficient, and are not supported to complete college prep courses in the schools they attend, the likelihood of college attendance and success is significantly lower.

For our state to provide a real pathway to college, where race/ethnicity and zip code do not determine the future of any talented student, we must begin by recognizing the diversity of Asian American and NHPI Californians and the vast differences in their experiences in our educational systems. But recognizing the diversity by ethnic group is only the first step. We must be intentional in the interventions that seek to support students and provide an equitable path to a college education. The recommendations offered in this report should inform and motivate policymakers and college leaders to do the courageous and difficult work of strengthening their data systems and learning directly from students how they can better understand and serve them. They must then move to target intervention strategies that can support greater student success and close the gaps we have described in this report.

California was built by native Californians and immigrants who converged in our state and, together, are committed to making a better life for themselves and their descendents. From the gold mines to the railroads, to the food basket of the Central Valley, to the tech center of the world, the labor and talent of Asian Americans and NHPIs are a part of why California is the global force that it is. It will be our legacy to commit to the kind of work that ensures we respect that history, understand the disparities that persist, and strengthen education so it can be the great equalizer we have always proclaimed it to be.





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DATA & METHODS

We obtained the data for this report from a variety of sources.

Twelve-month enrollment figures for the 2019-20 academic year were taken from the IPEDS 2019 survey year. First-time student and transfer student enrollment data for fall 2019 were taken from the 2019 survey year. IPEDS data excludes public less-than-two-year institutions. IPEDS has reported data on Asian Americans and NHPs separately since fall 2008 but does not go beyond these two distinctions.

Demographic data were taken from 2020 census results and American Community Survey (ACS), which is conducted by the U.S. Census Bureau. Where appropriate, this report employs data from tables produced by the U.S. Census Bureau. These tables draw from the ACS 2015-2019 five-year estimates. In instances where predefined census tables omitted comparisons of interest, authors instead created estimates from Public Use Microdata Samples (PUMS), which allow for more nuanced analyses.

Data from the California public higher education systems come from the California Community Colleges Chancellor's Office, the California State University Institutional Research (CSU IR) and Analysis Office, and the University of California Office of the President. We included outcomes data through 2021 for all systems, as well as more recent data for systems where such data are publicly available. Both the University of California and CSU IR has publicly available disaggregated data that represents 30 different ethnicities. The California Community Colleges also collects data on 24 different ethnicities within the Asian American and NHP demographic groups, granting access to these disaggregated data for approved research projects, including this one.

We were not able to provide disaggregated data as CDE is currently revamping their data systems and are not taking any requests for disaggregated data samples.

PHOTO ATTRIBUTIONS

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ENDNOTES

- 1 US Census Bureau. (2021). Table B02018: ASIAN ALONE OR IN ANY COMBINATION BY SELECTED GROUPS. Available at: data.census.gov
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