

Reporting Asian American and Pacific Islander Student Outcomes

When viewed as a single group, Asian American and Pacific Islander (AAPI) Washingtonians have the highest bachelor's degree attainment among any race and ethnic group. However, this aggregated view masks differences and does not reflect the diversity of this population.

The Need for Disaggregated Data

Nationally, more than half of all Asian Americans and more than two-thirds of all Pacific Islanders live in just five states.ⁱ Washington is one of them.

Asian American and Pacific Islanders (AAPI) comprise Washington's second largest population of color. In 2014 they were 8.1 percent of the state's population (7.5 percent Asian and .6 percent Pacific Islander). This was an overall increase of 10 percent since 2010.

Washington's community and technical college system uses the broad AAPI category in reports and accountability metrics, even though the individual colleges collect more detailed, disaggregated data. In fall 2014, the 34 colleges enrolled 11.6 percent Asian students and 1.2 percent Hawaiian and Pacific Islander students, proportional shares that are well above incidence in the state population for both groups.

When viewed as a single group, AAPI Washingtonians have the highest bachelor's degree attainment among any race and ethnic groupⁱⁱ. However, this aggregated view masks differences and does not reflect the diversity of this population. This can lead to the "model minority myth"ⁱⁱⁱ and create harm when needs of a population are hidden or invisible to decision-makers.

Subcategories by Race, Region

This brief describes the AAPI student population enrolled in community and technical colleges in fall 2014. Outcomes and post-college experiences are also described for students leaving college in June 2014. Rather than grouping data under the single AAPI category, this report looks at students in subcategories. It is best practice to disaggregate by ethnicity first; however, small group sizes create privacy concerns so the next best option is by region as follows:

- Asian (not self-identified in any other way)
- East Asian
- Filipino
- South Asian
- Southeast Asian
- Native Hawaiian
- Pacific Islander

In looking at the outcomes, an important conclusion is that, at a minimum, the State Board for Community and Technical Colleges (SBCTC) should disaggregate Asian Americans and Pacific Islanders in its reports and accountability metrics. In addition, to the extent that particular ethnic subgroups rely on specific services or paths to and though college, they should be detailed in special reports when assessing program results and impacts.

Asian Student Subgroup Data

Of the students enrolled in fall 2014, 21,150 students (state-support) identified themselves as Asian. Figure 1 describes subgroupings by region of origin.

Figure 1: Asian Students Fall 2014 Regionally Grouped

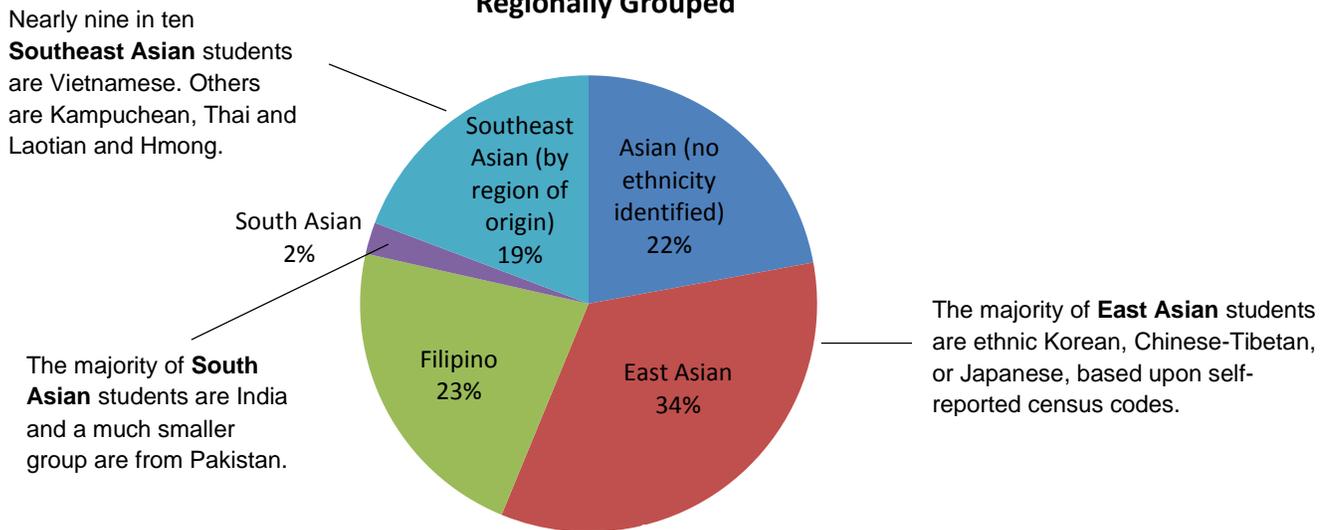
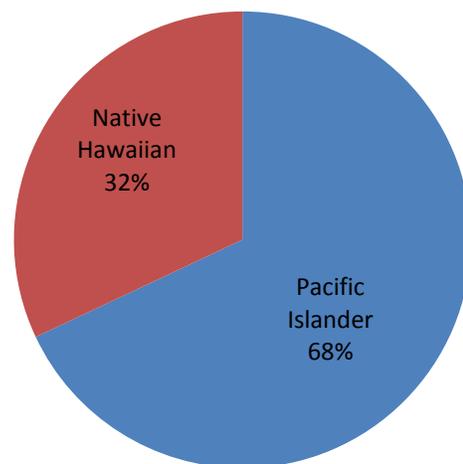


Figure 2: Pacific Islander Students Fall 2014 Regionally Grouped

Pacific Islander and Native Hawaiian Data

Of students who enrolled in fall 2014, 2,250 students identified themselves as Pacific Islander. As shown in Figure 2, this included 68 percent who largely self-reported Pacific Islander and 32 percent who self-reported Native Hawaiian.



Findings

Southeast Asian, Hawaiian and Pacific Islander students are more likely to have low socioeconomic backgrounds than other Asian students.

Socio-economic status (SES) is comprised of a group's educational attainment (percentage of adults that has a bachelor degree or higher), occupation (of those working, percentage employed as professionals and managers) and income. Figure 2 displays an index for the percentage of students in the lowest SES quintile divided by the percentage in the highest quintile by group.

The numbers shown in Figure 2 are inversely related, meaning that higher numbers are associated with lower SES quintiles.

- A value of one (1) indicates students in the group are equally likely to be from the highest as the lowest SES quintile.

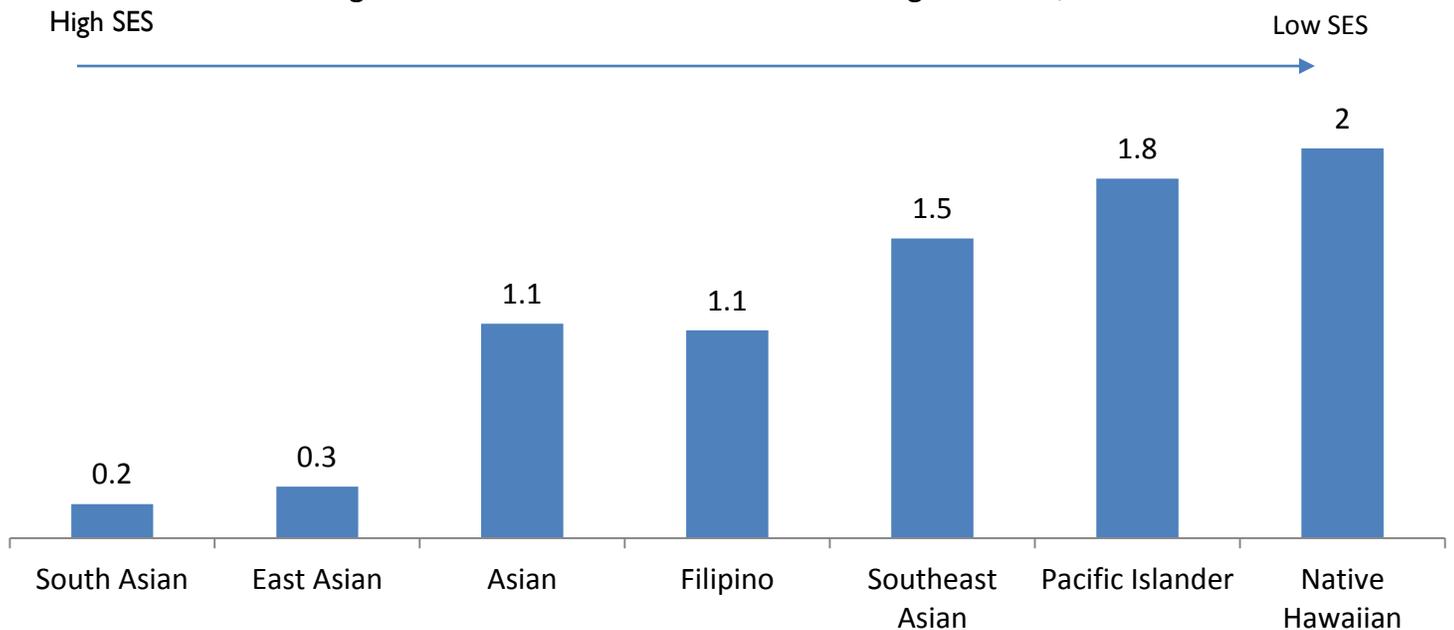
- A value greater than one (>1) indicates students are more likely to be from the lowest quintile.
- A value less than one (<1) means students are more likely to be from the highest SES quintile.

Native Hawaiian and Pacific Islander students are most represented in the lowest SES quintiles versus the highest. Native Hawaiian students who enrolled were twice as likely to be from lowest group as compared to the highest.

Southeast Asia students are 1.5 times more likely to be from the lowest as the highest SES quintile. Filipino and Asian students are slightly more likely to be low SES.

East and South Asian region students are substantially more likely to have high SES backgrounds.

Figure 2: Ratio for Likelihood in Lowest vs Highest SES Quintiles



One in five Asian students is an immigrant or refugee. Nearly one in six is limited English.

Most immigrant and refugee students were from Southeast Asia, at 29 percent. Next are Asian and South Asians at 24 percent, East Asians at 18 percent, and Filipinos at 12 percent. Southeast Asian and Asian immigrant and refugee status students were two to three times as likely to also be in the lowest SES quintile as students from South and East Asian ethnic groups.

English language skills vary for Asian students. Overall 16 percent of all Asian students were limited English. This varied in sub-groups from as much as 22 percent for Asian and Southeast Asian to 9 percent for South Asians and 1 percent for Filipinos.

Goals for attending community and technical colleges vary.

The majority (about eight in ten students) were immediately enrolled for one of three purposes: prepare for transfer, earn a workforce degree or certificate, or improve basic education and English language. For these three purposes, prepare to transfer was the most common single goal that students had.

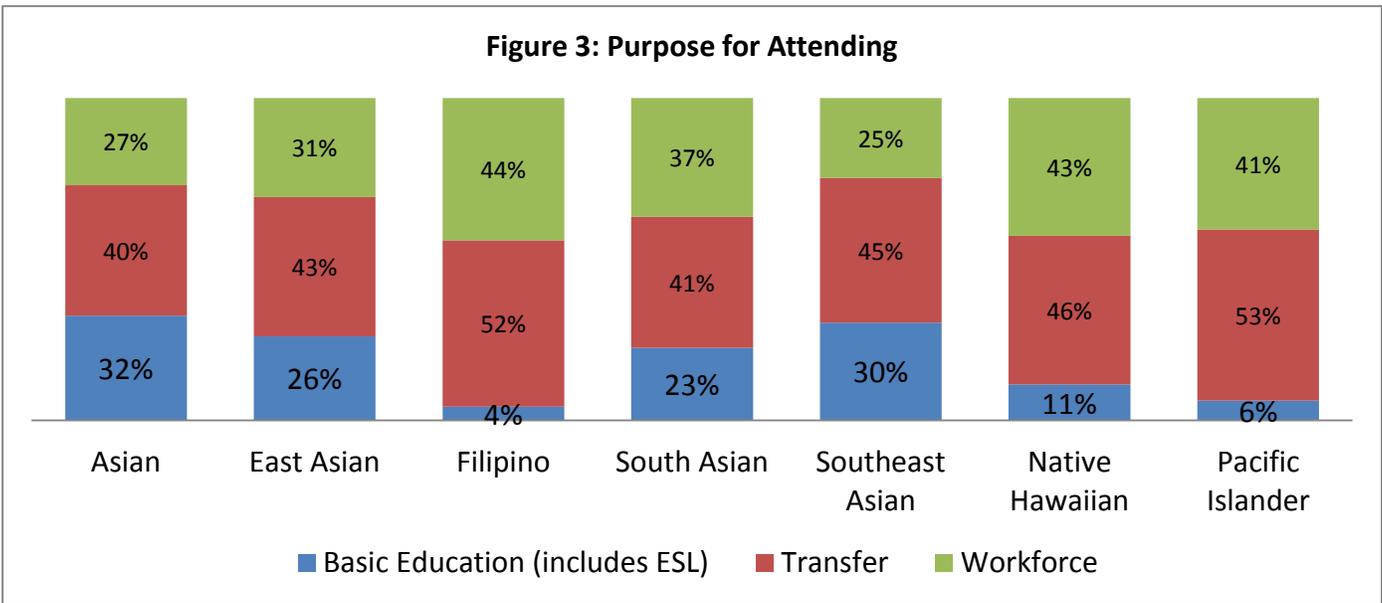
Asian students had higher enrollments in basic education to learn English. Pacific Islander, Native Hawaiian and Filipino students had the most interest in workforce degree programs.

Transfer and Workforce Education Outcomes

Previous SBCTC research^{iv} has shown that earning a degree substantially increases the likelihood of subsequent transfer. Improving completion rates for all students is the most promising way to reduce gaps among students who continue on to earn their bachelor’s degree.

In the 2013-14 academic year, 4,000 Asian and Pacific Islander students left college having earned transfer associate degrees, or with some credits but no degree.

As a large group, AAPI students are more likely to earn a degree and transfer than all other students. Disaggregating the data as shown in Figure 4, however, shows a substantially lower rate for Pacific Islanders in particular.



Another 2,250 AAPI students left college directly from workforce programs. Longer completions (degrees versus short certificates) and completions in higher wage programs both have an impact on future earnings. Figure 5 below describes completion and non-completion outcomes disaggregated by AAPI sub-groupings.

Pacific Islander, Native Hawaiian and South Asian students all have overall higher rates for non-completion than completion. They also have less degree attainment and are more likely to leave with certificates.

The findings are very consequential for Native Hawaiians, who also have the highest percentage of leavers with short certificates.

Pacific Islanders have the highest percentage of long certificates due to significant efforts to ladder licensed practical nursing graduates to registered nursing (this is not shown in the data in Figure 5).

Results may be least consequential, but still bear watching for South Asians. As previously shown, these students include a significant share of immigrants from high SES backgrounds. A substantial portion of this population is interested in computer science classes, not certificates or degrees. For a more detailed understanding for workforce outcomes see further SBCTC research on this topic.^v

Figure 4. Percent of Transfer-Bound Students Leaving College with a 2-year transfer degree

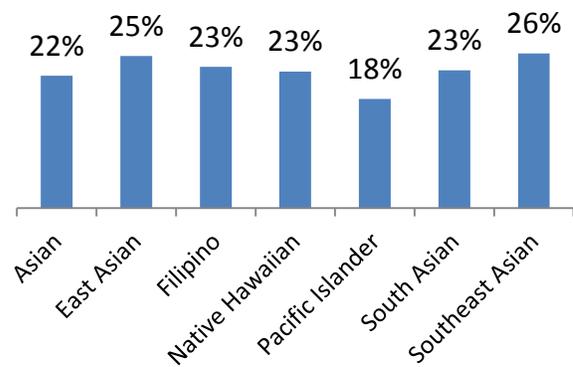
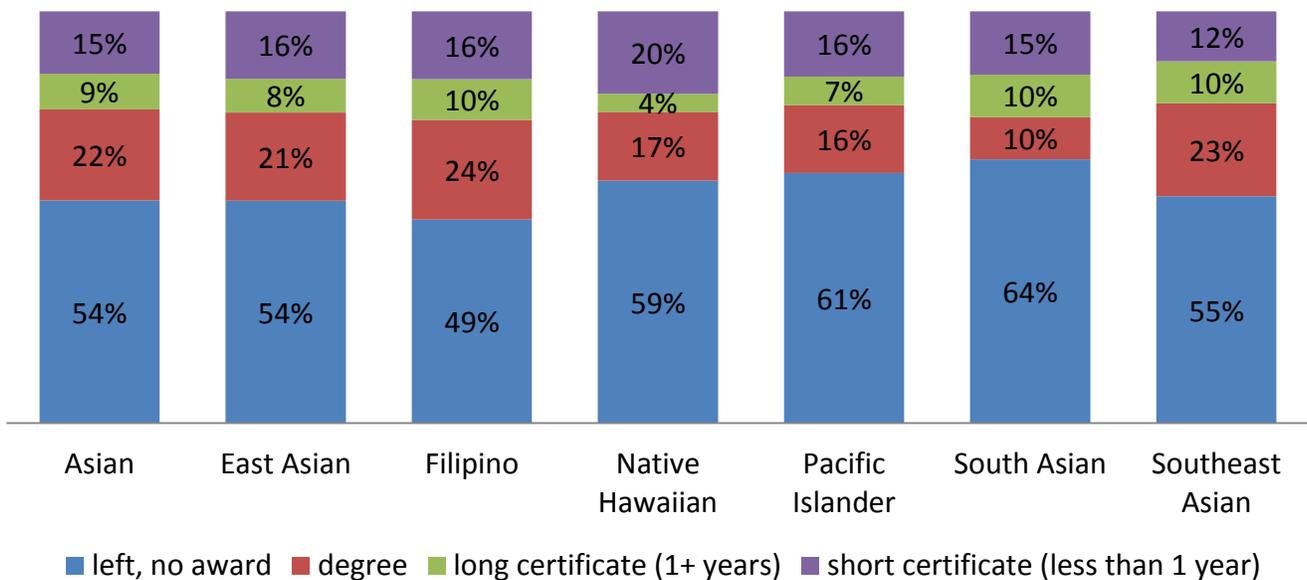


Figure 5. Workforce Education Completion Status for Asian and Pacific Islander Students



ⁱ “The Hidden Academic Opportunity Gaps Among Asian Americans and Pacific Islanders: What Disaggregated Data Reveals in Washington State.” National Commission on Asian American and Pacific Islander Research in Education. <http://capaa.wa.gov/wp-content/uploads/2015/03/iCount-WA-Report.pdf>

ⁱⁱ American Community Survey

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<http://www.acct.org/files/Publications/Trustee%20Quarterly/2016/Complexity.pdf>

^{iv} http://www.sbctc.edu/resources/documents/colleges-staff/research-data/students-color-research/resh_rpt_14_1_student_access_and_success_000.pdf

^v http://www.sbctc.edu/resources/documents/colleges-staff/research-data/workforce-research/resh_rpt_15_1_labor_market_results_of_wf_studnts.pdf

Asian American and Pacific Islander groups used in this report:

Race	Regional Grouping	Race/Ethnic Code
Asian	Asian	Asian
	East Asian	Korean, Formosan, Mongolian, Chinese/Tibetan, Taiwanese, Japanese, Okinawan
	Filipino	Filipino/Hawaiian, American Filipino
	South Asian	Bangladeshi, Asian Indian, Bhutanese, Nepali, Sri Lankan, Sikkimese, Pakistani
	Southeast Asian	Vietnamese, Thai, Borneo, Celebesian, Javanese, Malaysian, Laotian, Hmong, Indo-Chinese, Indonesian, Kampuchean, Burmese
Pacific Islander	Native Hawaiian	Native Hawaiian
	Pacific Islander	Fijian, Tongan, Pacific Islander, Eniwetok Islander, Papua New Guinean, Tarawa Islander, Solomon Islander, Samoan, Saipan Islander, Ponape Islander, American Guamanian, Polynesian, Mariana Islander, New Hebrides Islander, Micronesian, Melanesian, Marshall Islander