

Till Victory is Won

The African American Struggle for Higher Education in California



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Till Victory Is Won... is a joint publication of:



Choices Project **CHOICES: Access, Equity and Diversity in Higher Education**

CHOICES is dedicated to the study of Black and Latino student higher education access, equity and achievement in the state of California. Based in the Graduate School of Education & Information Studies at the University of California, Los Angeles, the CHOICES project undertakes comparative study of race/ethnic, gender, social class and other diversity in higher education pipelines across California, the U.S., and internationally.



The College Access Project for African Americans (CAPAA)

CAPAA is a research project of the Ralph J. Bunche Center for African American Studies at the University of California, Los Angeles. This project examines the current status of, challenges to and strategies for increasing access in California's higher education institutions for African Americans.

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By

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and
Ray Franke, M.A.

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THE NEGRO NATIONAL ANTHEM*

Lift ev'ry voice and sing
Till earth and heaven ring,
Ring with the harmonies of Liberty;
Let our rejoicing rise
High as the listening skies,
Let it resound loud as the rolling sea.
Sing a song full of the faith that the dark past has taught us,
Sing a song full of the hope that the present has brought us,
Facing the rising sun of our new day begun
Let us march on till victory is won.

Stony the road we trod,
Bitter the chastening rod,
Felt in the days when hope unborn had died;
Yet with a steady beat,
Have not our weary feet
Come to the place for which our fathers sighed?
We have come over a way that with tears has been watered,
We have come, treading our path through the blood of the slaughtered,
Out from the gloomy past,
Till now we stand at last
Where the white gleam of our bright star is cast.

God of our weary years,
God of our silent tears,
Thou who has brought us thus far on the way;
Thou who has by Thy might
Led us into the light,
Keep us forever in the path, we pray.
Lest our feet stray from the places, Our God, where we met Thee;
Lest our hearts drunk with the wine of the world, we forget Thee;
Shadowed beneath Thy hand,
May we forever stand.
True to our GOD,
True to our native land.

* Also known as "Lift Ev'ry Voice and Sing," lyrics by James Weldon Johnson (1871-1938) and music by John Rosamond Johnson (1873-1954). Originally written for a presentation in celebration of Abraham Lincoln's birthday, this song was first performed in Jacksonville, Florida, by schoolchildren at the segregated Stanton School.

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Executive Summary

In California and across the United States, the underrepresentation of African Americans in higher education is a stubbornly persistent problem. There are significant changes in California: demographic shifts in an era of anti-affirmative action legislation; disparate expenditures on public elementary education compared to other states and to expenditures on prison industry; and the paucity of Black and minority students/graduates from California's most prestigious colleges and universities. These changes signal ongoing challenges for African American efforts to gain access and success in California institutions of higher education.

California is a major player on the national and world stages. As a key U.S. gateway to Latin America and the Pacific Rim, a thriving media capital, a global financial center and home to one in eight Americans, California deserves special attention. The California Master Plan for public higher education provided a model emulated by states across the nation. It is reasonable—indeed imperative—to ask, “How has public higher education in California weathered the challenges of shifting demographic and economic tides at the beginning of a new millennium?”

In particular, “How have African Americans fared in the California system of higher education?” Historically, African Americans have been at the center of debates and efforts to broaden educational opportunities in the United States. The empirical record shows dramatic gains for Blacks in educational access and achievement since slavery and Jim Crow segregation. However, the same record reveals persistent racial inequality in educational opportunities and achievement across the nation.

Our examination of the status of African Americans in California higher education opens broader dialogue related to educational equity, student access and achievement. High school graduates are increasingly diverse by race and ethnicity, however the K-16 system has not

changed sufficiently to address educational needs of students with diverse socio-cultural backgrounds and academic abilities. California continues to lose far too many students from the academic pipeline connecting K-12 to higher education. Moreover, Black, Latino, Native American, male, immigrant and poor students are overrepresented among those whose dreams for a better life are dashed upon the shores of lost opportunity.¹

A major question is, “How do we improve Black student access and success at critical points along the academic pipeline?” History shows African Americans are disproportionately excluded or underserved by California’s higher education system. At the same time, Blacks are overrepresented among the state’s poor and incarcerated. The affirmative action policies that were previously so successful in improving representation of Blacks and other disadvantaged students are now dismantled or greatly restricted. Stunning declines in African American student enrollment, post SP-1 and Proposition 209, signal reversal of the substantial progress Blacks made in California higher education after the Civil Rights Movement and hard-fought court battles for access and equity.

It is a cruel irony—and testament to the changing yet constant contours of race and inequity in American society—that African Americans, who were at the forefront of the successful struggle to open America’s colleges and universities to broader, more diverse participation, now face exclusion from California’s and the nation’s most prestigious institutions. Although White women and Asian Americans have been the nation’s main beneficiaries of affirmative action policies, the discourse of the “anti-affirmative action” movement continues to focus primarily on Blacks and Latinos. Moreover, there is continued silence about other commonly practiced forms of affirmative action in higher education (e.g., legacies, athletic

¹ This is true for certain Asian subgroup populations as well, but because the data could not be disaggregated, we were unable to shed light on their experiences. For more on this topic see “Asian Americans and Pacific Islanders, Facts, Not Fiction: Setting the Record Straight.” National Commission on Asian American and Pacific Islander Research in Education, and The College Board, 2008

recruitment, discretionary admits, Veterans' preferences, special-talent admits), left unchallenged and unchanged by the anti-affirmative action movement. Most striking is the pronounced dominance and overrepresentation of Whites across the board, rooted in this society's history of White supremacy, which remains largely unchanged and essentially uncontested. The extreme racial advantages accruing to White men—and increasingly to White women—in California's system of higher education persist even as the state's racial demography undergoes profound changes.

The persistent overall dominance of Whites, and the increasingly Asian and White face of the University of California, parallels the continued overrepresentation of economically affluent, privileged students on the nation's most prestigious public campuses. Meanwhile, enrollment and graduation of economically disadvantaged students—of any race or gender—continues to decline precipitously at UC. Racial, ethnic, social, economic and educational apartheid in California higher education is further cruel irony, given publicly supported higher education in the U.S. was mandated to expand college access and open real opportunities for upward mobility to African Americans, the poor and other excluded groups. Paradoxically, in California the poor subsidize higher education for the rich. Poor parents work hard to pay taxes that support colleges and universities Black, Latino and poor children have little hope of ever attending. Missing from affirmative action debates over California higher education and emerging patterns of race, ethnic and class apartheid in the state's most prestigious institutions are questions about how this all relates to historic and present-day patterns of racial, ethnic and class privilege and inequality. Equitable educational access and opportunity to succeed is not available for all racial, ethnic, gender and class groups in this state. The chronic, persistent underrepresentation of African Americans in California higher education—linked to Black segregation and concentration in the state's lowest performing, lowest resourced schools—continues to vex and

plague the state, providing evidence of the failed promise of true democracy and equality for all citizens.

The data used for this report are drawn from information collected by the California Postsecondary Education Commission (CPEC) and the California Department of Education (CDE) on patterns and trends in California high schools, community colleges, the California State University, the University of California, and private universities and colleges. The report describes patterns and trends in six areas: academic preparation at the secondary level, undergraduate and graduate enrollment, undergraduate and graduate degree completion, and participation in the teaching profession. The most significant findings are:

- **College begins in kindergarten.** Using a river or pipeline analogy, we show the chronic underrepresentation of Blacks in California higher education is due to historical, deep, systemic and persistent racial inequities in K-12 educational opportunities, and restricted flow or access into postsecondary programs.
- **Blacks are a significant presence in California.** California ranks fifth—after New York, Texas, Georgia, and Florida—in the total number of African American residents. California leads the nation in the total number of African Americans enrolled in higher education. Paradoxically, the Black proportion of the state’s total population is among the lowest in the nation. The same is true for Blacks’ proportion of total college enrollment in the state. Without aggressive, effective intervention, African Americans will likely continue to constitute a declining proportion of California’s total college population; a trend that may even accelerate in the future.
- **Black high school graduates are not graduating from college at rates equal to their White and Asian/Pacific Islander peers.** In 2004, 53% of all Black students initially enrolled in the 9th grade eventually graduated high school, but only 10% went on to graduate from the University of California (UC), California State University (CSU), or an independent institution (AICCU). By contrast, 81% of Asian/Pacific Islander students and 79% of Whites enrolled in the 9th grade graduated high school. Of these, 50% of

Asians/Pacific Islanders and 32% of Whites went on to graduate from a California college or university. Overall, African American males and females represented 6.3% and 7.4%, respectively, of the total 2004 undergraduate enrollment in California institutions of higher education. By comparison, Black males and Black females were 7.5% of total high school graduates statewide.

- **Higher education in California parallels a racial apartheid system.** Whites and Asians disproportionately enroll at UC, and Blacks and Latinos most often attend CSU and California Community Colleges (CCC). The University of California system qualifies for designation as an Asian-Serving Institution, since overall system enrollment (and enrollments on 8 of 10 campuses) exceeds the threshold of 25% established to define Hispanic-Serving Institutions. Interestingly, CSU approaches the qualification as a Hispanic-Serving Institution based on almost 22% overall Latino enrollment across all campuses in the system in 2005. Further, 10 out of 23 CSU campuses surpassed the 25% threshold; four additional institutions had 20% or more Latino enrollment; one CSU campus can be designated as an Asian-Serving Institution; and one institution as an African American-Serving Institution.
- **Higher education opportunities in California reflect extreme socioeconomic inequities.** The University of California system—a system funded by taxes collected from all Californians—disproportionately enrolls the children of wealthy upper- and middle-class families (SAIRO, 2004). Student enrollment in the Community College system is disproportionately from lower income and working-class families. Paradoxically, the poor subsidize higher education for the rich.
- **Proposition 209, which banned consideration of race, has had a disproportionately negative effect on Black participation in California public higher education.** From 1990 to 1999, the overall pattern shows increases in earned BA/BS, MA/MS and doctoral degrees for Blacks in public and independent institutions. However, since 1995 and the ban against affirmative action, Black enrollment in UC and CSU has declined. This update reveals the accuracy of the prediction made in this report's first edition, *Stony the Road We Trod* (Allen, Bonous-Hammarth, & Teranishi, 2002), of a dramatic reversal in

Black degree attainment. With the exception of baccalaureate degrees, Black degree attainment at UC has declined since 1996, and even with regard to baccalaureate attainment, growth has slowed considerably compared to other race/ethnic groups.

- **The California Department of Corrections incarcerates mostly poor, uneducated inmates of color.** In California, there are three times more Black men in prison than attending four-year colleges and universities. Black males are only 3% of the total state population yet comprise 29% of the prison population. The annual cost per prison inmate equals college tuition for six students (California Department of Corrections, 2006). Between 1997 and 2007, state spending on criminal justice increased to \$14 billion and grew at an average annual rate of 10%. This annual growth rate outpaced total state spending and was twice the growth rate for higher education spending (California Department of Corrections, 2007).
- **A sizeable and growing gender gap exists in California higher education.** Without exception, across all sectors of California higher education (UC, CSU, CCC), females outnumber males in college eligibility, high school graduation, and college enrollment. Women also outnumber men across all racial/ethnic groups. In 2005, Black females outnumbered Black male undergraduates at UC (+63%) and CSU (+75%). In 2004, they outnumbered their male peers at independent institutions of higher education (+70%). In CCC, the numbers are closer, but Black women still outnumbered Black men by 50%.
- **In the past, California's meteoric economic prosperity was fueled by an excellent, accessible system of public higher education.** State spending on public higher education is a prudent investment in the development of human potential, which pays sizeable economic, social and cultural dividends. Unfortunately, the response to the pressures and politics of skyrocketing demand for postsecondary education has been to erect more barriers to access. Failure to expand higher education opportunities to keep pace with skyrocketing demand has contributed to the extreme underrepresentation of African Americans in the UC and CSU systems. The ban on race-based affirmative action greatly reduced African American student admission, enrollment and graduation in the University of California and the California State University systems. Latinos,

Filipinos and Native Americans were also negatively affected. The diminished, declining opportunities for Blacks and other underrepresented students of color in California higher education threaten the state's economic, democratic and cultural vibrancy.

Other findings:

- Fifty-three percent of African Americans and 81% of Asians/Pacific Islanders who enroll in the 9th grade are projected to graduate *high school*. However, of the students enrolled in the 9th grade, 50% of Asians/Pacific Islanders are likely to graduate college compared to only 12% of Black students.
- For academic year 2005–2006, 26% of African American *high school* graduates completed course eligibility requirements (fulfilling the A-G requirements) for admission to the UC and the CSU (California Department of Education, 2007), compared to 26% of Latinos, 40% of Whites, 45% of Filipinos and 60% of Asian students.
- Total *undergraduate enrollment* at UC grew 26% between 1996 and 2005, resulting in enrollment increases for all ethnic groups except Black and Native American students. Native American students experienced the largest decline (-30%), and Blacks witnessed the second largest decline (-3.9%).
- *Undergraduate enrollment* at independent institutions shows the largest gains between 1996 and 2004 for Latino and Black students. Total undergraduate enrollment increased 40% for Latino students and 26% for Black students. However, these gains failed to compensate for dramatic declines in Black and Latino enrollment at public institutions. UC campuses faced decreases as high as 50% following the Proposition 209 ban on affirmative action.
- Black male and Black female *college enrollments* grew in all public institutions except the University of California from 1996 to 2005 (decreased 4%). Black enrollment at UC in 2005 (4,772) continues to lag behind the 1996 high (4,965). The greatest growth in

Black enrollment was seen outside of California's public higher education system where Black male private college enrollment grew by more than 17.5%, and Black female enrollment grew 31% between 1996 and 2004.

- The ban on affirmative action substantially reduced *Black first-time freshmen (FTF) student enrollment* in the University of California. FTF enrollment at UC between 1996 and 1998 dropped 17% for Blacks and by 9% for Latinos. While enrollment levels for these two freshmen groups have increased since 1998, Black enrollment continues to lag behind the modest levels reached before the ban, particularly at the UC flagship campuses (UC Berkeley and UCLA). Between 1996 and 1998, Black FTF also declined significantly at CSU (-10%). Despite modest gains over the following seven years, by 2005, Black FTF enrollment at UC lagged behind 1990 by -6%.
- Between 1996 and 2005, Black *first-time freshmen enrollment* increased at CSU and CCC 34% and 18% respectively. During this period, the total FTF at UC increased 24%, and all ethnic groups experienced substantial increases. However, Blacks and Native Americans were the only two groups experiencing declines, 1% and 41% respectively. In contrast, first-time freshmen enrollment at independent institutions increased 25% for Black students and 32% for Latino students between 1996 and 2004. White students increased marginally by 4% and Asians/Pacific Islanders decreased by 14%. As predicted in *Stony the Road We Trod.*, independent institutions became primary alternatives for many Black and Latino students after implementation of Proposition 209 in the state of California.
- Between 1996 and 2005, data revealed Black *student transfers* to UC increased 34%. At CSU, Latino transfer students had the largest increase (44%), and Black students were second lowest (1.2%). African American representation in the entire transfer population decreased or remained stagnant within public institutions. The percentage of Blacks transferring from CCC to UC decreased from 2.8% to 2.5% between 1996 and 1999 before reaching 2.8% again in 2005, translating into 334 African Americans of the total transferring population of 11,984. Transfers to CSU declined from 6.1% in 1996 to 5.6%

in 2005, whereas Black representation among transfers to private institutions increased from 8.4% to 9% during the same period (411 of 4,575 students).

- From 1996 to 2005, total *graduate enrollment* at UC increased 26%. However, Blacks were the only ethnic group to experience a decline at UC (-10%). Black graduate enrollment at California State University and at private colleges and universities increased 16% and 81%, respectively.² In fact, at AICCU institutions, the two greatest increases in *graduate enrollment* between 1996 and 2004 were for Black (81%) and Latino (112%) students. However, Black growth trends were dwarfed by substantially larger gains for Asians/Pacific Islanders (33% at UC, 35% at CSU and 45% at private institutions) and Latinos (14% at UC, 47% at CSU and 112% at private institutions). Significantly, White graduate enrollment at the University of California exceeded **total combined** graduate enrollments for Black, Asian/Pacific Islander and Latino students.
- In 2004, the majority of *degrees earned* by African Americans were associate's degrees (Associate of Arts or Associate of Science) from California Community Colleges, followed by bachelor's degrees (Bachelor of Arts or Bachelor of Science) from the California State University.³ In 2005, Blacks earned more baccalaureate degrees from California State University than from the University of California. Between 1996 and 2005, Blacks experienced the largest growth in degrees earned at the community colleges (53%), followed by independent colleges (31%), CSU (26%) and UC (11%).⁴
- The number of *master's degrees* (Master of Arts or Master of Science) earned by African Americans decreased between 1996 and 2005 in UC (-2%) and increased at CSU (62%) and independent institutions (84%).⁵ At UC, Black students were the only ethnic group that declined during this period. White-earned master's degrees grew at all three types of institutions, and significantly, White total MA/MS degrees at UC exceeded the **combined total** MA/MS degrees for all non-White groups (Asians/Pacific Islanders, Blacks,

² This percentage is based on 2004 AICCU data as 2005 data were unavailable.

³ Degree attainment is not available for private colleges and universities after 2004.

⁴ This percentage is based on 2004 AICCU data as 2005 data were unavailable.

⁵ This percentage is based on 2004 AICCU data as 2005 data were unavailable.

Filipinos, Latinos, Native Americans and Others) by 32%. At UC, White-earned MA/MS degrees outnumbered those earned by Blacks nearly 18 to 1.

- Between 1996 and 2005, *doctoral degrees* earned by Blacks dropped slightly at UC campuses (-1.6%), and doctoral degrees earned by Whites dropped 11.8%, making these the only two groups with declines during this period. In contrast, PhDs earned at private colleges and universities almost doubled (+98.5%) between 1996 and 2004. In both cases, these degrees represented small actual numbers for African Americans (61 doctoral degrees at UC and 131 doctorates at independent institutions). Significantly Blacks earned twice as many doctoral degrees from independent universities than from public universities. In 2004, across independent institutions, Whites retained their historical advantage, earning twice the **combined total** of doctorates awarded to **all** non-Whites and nine times more than to Blacks. At UC, this disparity was even greater, with Whites earning twice as many doctorates as the **combined total** for all non-Whites (Asians/Pacific Islanders, Blacks, Filipinos, Latinos, Native Americans, Others) and 27 times as many as Blacks.
- Between 1996 and 2005, *professional degrees* earned by Blacks at UC campuses decreased severely by 38% (from 101 to 63 degrees). This was the largest decline for any race/ethnic group. Between 1996 and 2004, the number at private institutions increased 25% (from 157 to 196 degrees earned). However, these statistics belie the fact that Blacks earned the smallest number of first-professional degrees at UC and independent institutions compared to White, Asian or Latino peers. In 2004, Whites earned more professional degrees than the **combined total** of **all** non-Whites at UC and independent institutions.
- African Americans are underrepresented among *instructional faculty* in California. Black faculty underrepresentation is most glaring on UC campuses, which comprise the top tier of the state's educational system. Generally in California, a largely White faculty is teaching an increasingly non-White student body at all levels.

Till Victory is Won: The African American Struggle for Higher Education in California

Overview of the Problem

Racial inequality in U.S. higher education is stubbornly persistent. Since the epic 1954 *Brown v. Board of Education* Supreme Court decision overturned the doctrine of “Separate but Equal” and outlawed racial discrimination in the nation’s schools, the educational progress of African Americans has been like a song played in various keys. The major chords reveal dramatic improvement in Black educational access and attainment since the *Brown* decision (Allen & Jewell, 1995). Today, African Americans are no longer legally segregated by race in the nation’s schools, and their higher education enrollment and graduation rates have increased substantially. However, the minor chords of this song reveal a less harmonious situation. African Americans continue to lag substantially behind Whites and various Asian American sub-populations in college enrollment, academic performance and degree attainment. A recent newspaper headline screamed, “California’s Latinos and Blacks Still Lag in University Eligibility,” concluding that extreme disparities persist between the state’s Black and Latino students, and its White and Asian students in terms of college access and success (*Los Angeles Time*, December 10, 2008). Indeed, despite a generation of concerted policy and programmatic efforts—and three decades of equal opportunity and affirmative action programs—African Americans remain decidedly underrepresented on the nation’s campuses (Allen, MBH, Teranishi, 2002; Allen, MBH, Teranishi, Spencer, & O’Connor, 2002; Nettles & Perna, 1997; Wilds, 2000).

The state of California personifies this paradox of African American gains in education alongside persistent problems—and in some instances, declines—particularly after Proposition 209 was implemented. On July 20, 1995, the UC Board of Regents passed SP-1, which officially

eliminated affirmative action in the University of California; race and gender could no longer be considered in the admissions criteria. This made the UC system the first public university in America to eliminate affirmative action from admissions decisions. In 1996, California voters passed the state initiative Proposition 209, which banned race-based affirmative action from admissions, hiring, contracts and decisions for all public institutions. SP-1 only lasted four years before the UC Board of Regents voted to rescind it; however, this was meaningless since Proposition 209 was still being enforced and applied to all public institutions, including UC campuses.

A decade after implementation of Proposition 209, this report illustrates the representation of African American students at critical junctures in California's educational pipeline. More specifically, we examine high school completion, undergraduate and graduate attendance rates and degree attainment for African American students in California's system of higher education. Of particular concern is how Proposition 209 affected African American access and success along the educational pipeline leading from kindergarten through college and into graduate/professional school.

It is important to study California's system of higher education given its reputation for access and quality of education unrivaled by other states. The California educational system consists of thousands of public elementary, middle and secondary schools, 109 community colleges and 33 public universities. The state's public schools are complemented by hundreds of private schools, colleges and universities. Despite the comprehensiveness of this educational system, however, there continue to be pronounced inequities in student educational experiences and achievement as well as educational resources and opportunities.

Postsecondary educational inequities are apparent in the extreme racial and ethnic differences in eligibility rates for admission to the state's public university systems—the

University of California (UC), the California State University (CSU) and the California Community College system (CCC), CPEC (2008). College eligibility is an important measure of equity given the California Master Plan's guarantee of admission to the UC system for the top 12.5% of high school graduates, admission to the CSU system for the top 33.3% of high school graduates, and "open admission" to the CCC system for any and all who are able to benefit from public higher education (UCOP, 2008). In theory, the Master Plan promised college opportunity to all of California's qualified citizens and residents (Douglass, 1997). In reality, the dream of a college education has been little more than a pipe dream for too many Black, Brown and poor Californians.

Approximately 82% of first-time freshmen (FTF) students who attend the University of California system graduate from public high schools in California. However, graduates from urban high schools with large enrollments of low socioeconomic status and ethnic minority students are the least likely to be admitted to and enroll in the University of California (Martin, Karabel, & Jaquez, 2003; Teranishi, Allen, & Solórzano, 2004). The California Postsecondary Education Commission (CPEC, 2009) estimated that while 13.4% of all 2007 high school graduates were fully eligible for admission to UC, only 6.3% of African American and 6.9% of Latino high school graduates were UC-eligible. In contrast, 14.6% of Whites and 29.4% of Asians were UC-eligible. A similar disparity in CSU eligibility exists. Of all high school graduates, 32.7% met CSU requirements; with 50.9% of Asian public high school graduates fully eligible in 2007 versus 37.1% of their White peers. Although increasing (CPEC 2004 and 2008), the 2007 eligibility rate for African Americans remained lower at 20.4%. By comparison, the CSU eligibility rate for Latino high school graduates was 22.5%.

In many respects, California's problems with African American and Latino higher education access and equity reflect the national crisis of race and educational achievement. For

this report, we focus primary attention on the underrepresentation of African Americans in California's colleges and universities. However, recognizing California's cultural diversity and the variety of ways race affects educational opportunities and outcomes, we report, where possible, data for all major racial/ethnic groups.

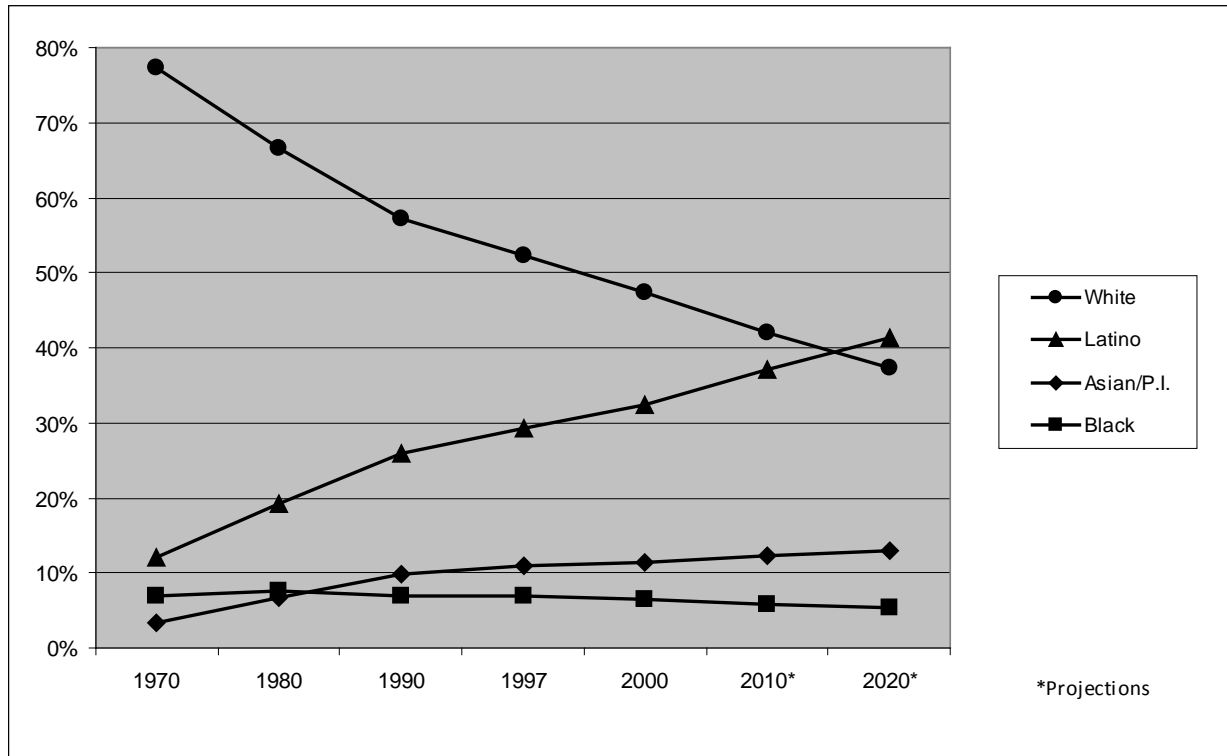
African Americans in California: Demographic Realities

The presence of African Americans in California has always been proportionally small relative to their numbers and concentration in southern states and in many urban areas across the country. Over the past 30 years, the proportion of Blacks in California has declined amid California's exploding Latino and Asian/Pacific Islander populations (Figure 1, Table A-1). For this reason, people sometimes lose sight of the absolute demographic size and significance of California's African American population. In 2000, California had a total population of 2,263,882 African Americans, fifth in the nation after New York, which had a total Black population of 3,219,676, Texas (2,404,566), Georgia (2,349,542) and Florida (2,335,505) (U.S. Census Bureau, 2000).

Although a substantial portion of the nation's Black population resides in California, African Americans only represent 6.7% of California's total population—well below their 12.3% of the U.S. total population. This is in stark contrast to southern states like Mississippi, where 1,033,809 Blacks represent 36.3% of the state's total population (U.S. Census Bureau, 2000). To further illustrate this paradox of large absolute numbers and small relative proportion, it is instructive to compare the racial demography of California to the U.S. as a whole. For California in 2000, the racial breakdown was 47.3% Whites, 6.5% Blacks, 32.4% Latinos and 11.4% Asians/Pacific Islanders. California's racial demography was dramatically different from the

United States as a whole: 74.7% Whites, 12.1% Blacks, 14.5% Latinos and 4.3% Asians/Pacific Islanders.

Figure 1: Race/Ethnic Composition, California 1970, 1980, 1990, 1997, 2000, 2010 and 2020



From 1970 to 2000, California’s Black population increased 60%, an impressive rate of growth under normal circumstances. However, this rapid growth rate was nearly insignificant alongside the astounding rates of increase for California’s Latino and Asian/Pacific Islander (API) populations. In fact, African Americans only increased their fraction of California’s total population from 6.9% to 7.5% between 1970 and 1980. Although consistently increasing in absolute numbers since 1980, Blacks declined in relative share, representing only 6.5% of the total state population by 2000. In contrast, California’s Latino population grew explosively by more than 450% between 1970 and 2000 (2,423,610 to 11,057,467), leading to an increased proportion of 12.1% to 32.4%. Asians/Pacific Islanders surpassed the growth rate for Latinos in

relative terms with an increase of more than 570%, elevating their share of California's population from 3.3% in 1970 to 11.4% in 2000 (671,210 to 6,433,791).

The disparity is evident among high school graduates, where the number of African Americans receiving high school diplomas in 2004 (25,267) was half that of Asians/Pacific Islanders and Filipinos (48,770 total for both). More Whites (141,575) and Latinos (121,418) also graduated high school in California compared to Blacks. Similarly, while 5,697 African Americans graduated from a UC, CSU, or independent institution with a baccalaureate degree in 2004, the numbers for other groups were: 57,339 Whites; 23,428 Asians/Pacific Islanders; 4,437 Filipinos; and 20,972 Latinos (Table A-1). Given the demography of California, it is not necessarily problematic to have fewer Black students along the pipeline compared to other racial groups. What is problematic, however, is the substantially lower numbers when comparing the proportionate representation of students from each racial group relative to the group's total population within the state. A recent report, "Separate but Certainly Not Equal," addresses the disparate negative impact of California's higher education policy on Blacks (Bunche Research Report, 2004). This study examines who is gaining access to higher education and asks the more meaningful question of what type of access and opportunities each racial/ethnic group receives.

Compared nationally, relatively greater numbers of African Americans are enrolled in California's higher education system than in any other state. In 2004, California reported 182,775 Blacks attending college compared to 160,941 in New York; no other state in the nation reported more than 157,000 Black students enrolled in college (National Center for Education Statistics, 2007). However, when sheer numbers are considered, we see African Americans are a clear numerical minority relative to Latinos, Asians/Pacific Islanders and Whites at all stages of California's educational pipeline. The important point to note, from a demographic perspective, is the deceptive size and proportionate representation of California's Black population. While

their numbers may seem relatively low, we should remember that one of every 15 African Americans lives in California (U.S. Census Bureau, 2000). Racial disparities in California's higher education opportunity structure have broader implications given California's overall importance to Black equity, access and success in higher education in the United States.

The African American “Educational Pipeline” (or River) in California

It is instructive to think of the steps leading to successful completion of college as part of a larger, more complex process. Alexander Astin (1993) offers the notion of an “educational pipeline” to convey this idea, while Michael Olivas (1986) uses the metaphor of a river. William Bowen and Derek Bok (1998) also opted for the analogy of a river in their highly influential book, *The Shape of the River*. Whether the analogy is organic or inorganic, the intent is to present successful completion of college as part of a larger, multifaceted, interconnected, sequential and unitary process. Along the way are distinct steps, stages or hurdles; associated with each stage are expected resources, attitudes, skills, information and behaviors to prepare students for the next step in the process. At each critical juncture, the pool of students eligible for the next step towards a college degree is reduced. In Astin's terminology, the pipeline narrows at each stage, and some students are siphoned out of the flow headed toward college degrees. In Olivas', and Bowen and Bok's terminology, dams, backwaters and tributaries at each critical stage divert students out of the mainstream leading to a college degree. In any case, the end result is a substantial, disproportionate decrease in the number of Black, Latino and other underrepresented students who complete college, go on to high-status professions and join the ranks of society's elites.

We need to better our understanding of the process—as a whole and in stages—by which the many are reduced to a few on the path leading from the earliest years of schooling to college

graduation. Indeed, the Education Trust reminds us “college begins at kindergarten”—or more explicitly, the foundations for college success are laid during preschool and the first year of school, and are cumulative over elementary, middle and high school.

When examining the progression of students through the educational pipeline, many factors must be considered, particularly for Black students. Black students often are seen as academically “at risk” since many lack educational resources, and live under extreme poverty and segregation (Chang, Witt, Jones, & Hakuta, 2003; Orfield & Gordon, 2001). A great deal of research demonstrates that grouping practices “track” students of color into lower ability groups, resulting in reduced opportunities and achievement (Oakes, 2005; Slavin, 1990). In addition, research has shown that the average Black high school student is more likely to attend schools with large concentrations of low-income students (Bunche Research Report, 2004, 2006a, 2006b). While there have been substantial increases in the number of Black students graduating from high school, as a whole, Black students lag behind their peers in attendance at top tier universities (Chang et al., 2003). Patterns of “separate and unequal” education by race persist (Allen & Jewell, 1995; Bunche Research Report, 2004). This is an important matter to reexamine since substantial benefits accrue for Black students who attend elite institutions (Bowen & Bok, 1998).

Specifically, within California, research demonstrates that higher education access and success are inversely linked to segregation and inequality in public high schools statewide. This pertains directly to the University of California system, since research shows students attending K-12 schools with large concentrations of Latinos and Blacks have a lesser chance of being admitted to UC (Bunche Research Report, 2004; Teranishi, Allen, & Solórzano, 2004). In fact, as an institution, UC is more accessible to Asian and White students from highly affluent family

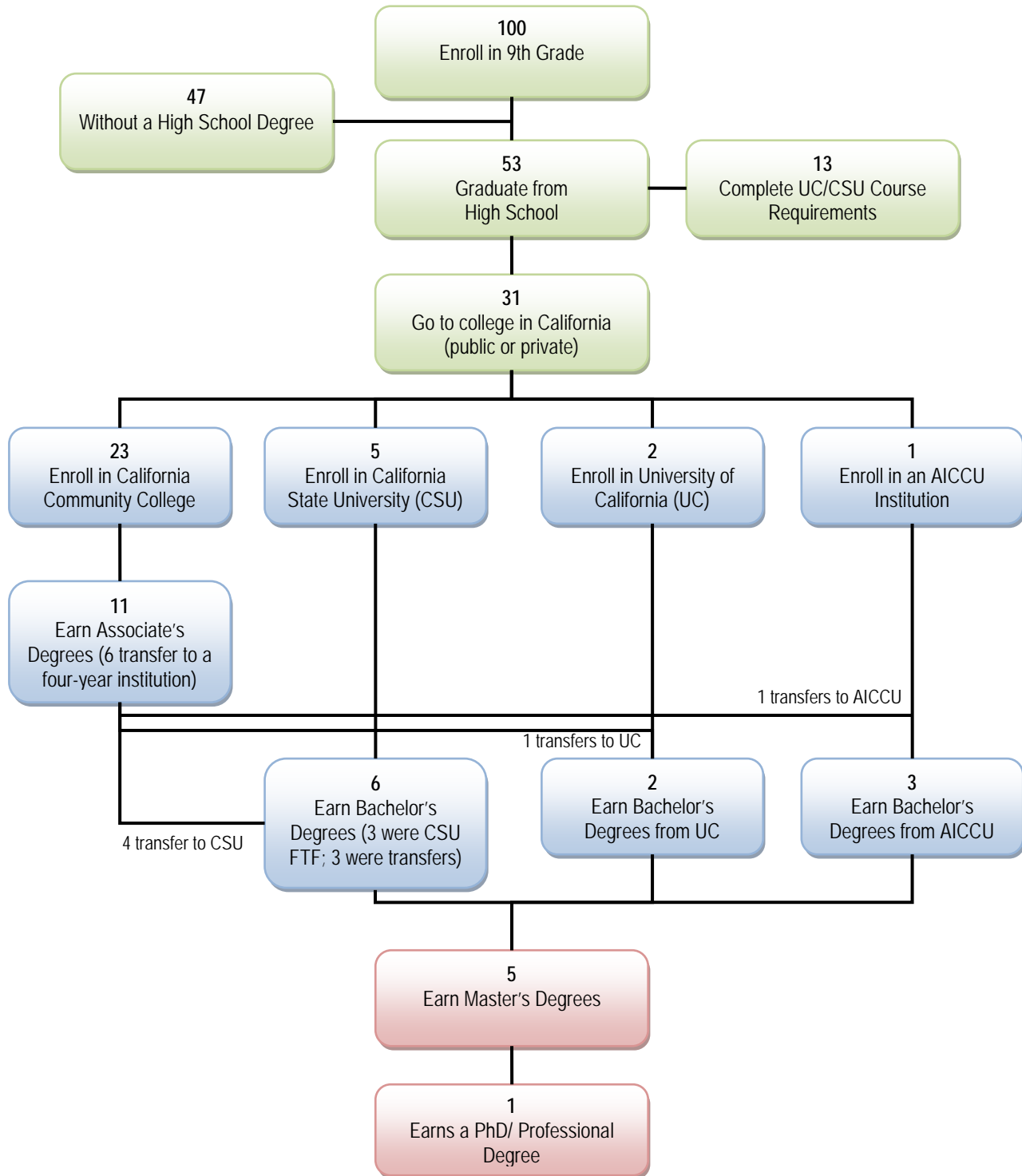
backgrounds (SAIRO, 2004) and to graduates from highly resourced schools (Martin, Karabel, & Jaquez, 2003).

California has one of the largest, most distinguished public higher education systems in the country (Teranishi, Allen & Solórzano, 2004) as well as one of the largest Black populations (U.S. Census Bureau, 2000). Evaluating the Black educational pipeline in California is, therefore, critical to understanding the state of Black students nationwide. If we are to address questions of stubborn racial inequality in college attendance and graduation in California and nationally, it is vital to understand educational attainment as a holistic process, unfolding over an individual's life span (Allen, Spencer, & O'Connor, 2002).

Clearly, the distribution of inequitable college opportunities begins in the elementary and secondary schooling years. In our simulation of the educational outcomes of a hypothetical or *synthetic* cohort of 100 Black 9th graders, 47 will be shut out of college opportunities in high school (see Figure 2).⁶ Of the 53 who are projected to finish high school, only 13 will complete course requirements and be UC/CSU-eligible. In other words, we project only 13% of California's entire cohort of Black 9th graders to have the potential, coming out of high school, to reap the benefits of attending a public four-year college, which all Californians pay tax dollars to support. Eight of the 30 Black students who will attend public colleges in California are projected to graduate with a bachelor's degree (six from CSU and two from UC). Only five of the original synthetic cohort of 100 students will earn master's degrees (5%), while only one will earn a doctorate or professional degree (1%). Appendix Figures A-1 through A-5 illustrate the educational pipelines in California for each of the five major racial/ethnic groups.

⁶ The statistical simulation provides the projected outcome for 100 9th graders following the same patterns as the trends/outcomes observed in 2004. This approach is based on Solórzano's research (1994, 1995). We acknowledge the possibility of and hope for more favorable outcomes.

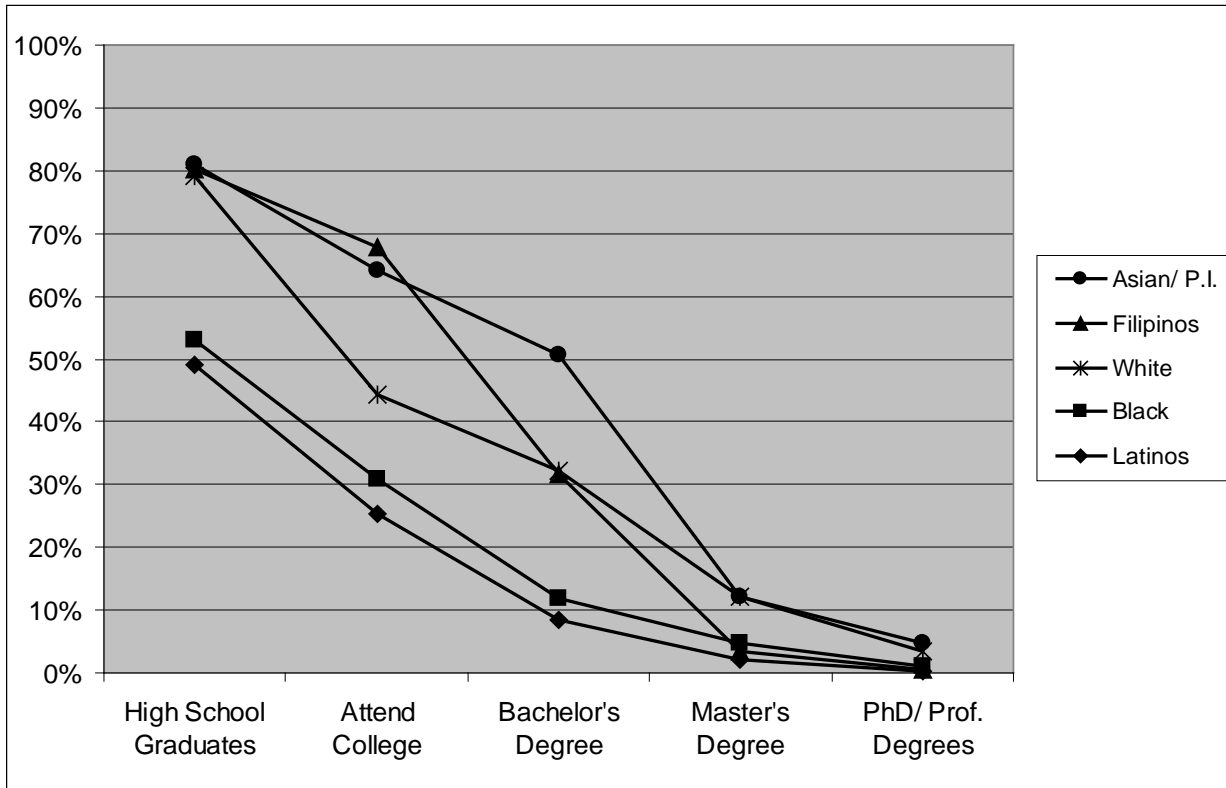
Figure 2: African American Educational Pipeline in California: a simulated projection of 100 youth*



* Some numbers might not add up to 100 percent due to rounding issues (to a full digit).

Figure 3 shows African American educational pipeline outcomes relative to other major racial/ethnic groups in California (also see Appendix, Table A-2). Of the total students initially enrolled in the 9th grade in California, Filipinos, Asians/Pacific Islanders and Whites tended to graduate high school at the highest rates: 80% of Filipinos (11,247 of 14,011), 81% of Asians/Pacific Islanders (37,523 of 46,353) and 79% of Whites (141,575 of 178,736). In contrast, African American and Latino students suffered the greatest declines at each point of the pipeline since only 53% (25,267 of 47,631) of Blacks and 49% (121,418 of 247,506) of Latino students graduated high school. Although in absolute terms Latino high school graduates outnumbered Blacks, the percentage of Blacks graduating high school was higher (53% vs. 49%).

Figure 3: Educational Pipeline Outcomes by Race/Ethnicity in California, 2004



Many students are lost from the educational pipeline in the transition from high school to college. Blacks and Latinos experience their biggest drop during this critical transition. Of the students enrolled in the 9th grade, only 31% of Black students (14,717 of 47,631) and 25% of Latinos (62,698 of 247,506) attend college. Of Filipino, Asian/Pacific Islander and White students enrolled in the 9th grade, 68% (9,485 of 14,011), 64% (29,751 of 46,353), and 44% (79,411 of 178,736), respectively, attend college.

Across the educational pipeline, the overall numbers (for students of all ethnic backgrounds) drop gradually. Native Americans withstanding, the actual percentages are lowest for Black, Latino and Filipino students, particularly as they transition from the baccalaureate, to the master's, and the PhD and professional degrees. In 2004, of Black students initially enrolled in the 9th grade, only 12% (5,697 of 47,631) graduated with a bachelor's degree from a UC, CSU, or independent institution (AICCU). However, Latino students experienced the greatest decline since only 8.5% (20,972 of 247,506) of those enrolled in the 9th grade eventually earned a BA/BS. Of Asians/Pacific Islanders originally enrolled in the 9th grade, 51% (23,428 of 46,353) earned a BA/BS. The percentage of both Filipinos (4,437 of 14,011) and Whites (57,339 of 178,736) graduating with a BA/BS is 32%. The number of White students earning bachelor's degrees is more than the **combined total** for Latinos, Blacks, Filipinos, and Asians/Pacific Islanders (57,399 vs. 54,534).

When focusing on tertiary education, remarkable disparities become even more pronounced: The college graduation rate of Asians/Pacific Islanders is four times higher than for African Americans (23,428 Asians/Pacific Islanders vs. 5,697 Blacks). This translates to 50% of all Asian/Pacific Islander students in high school eventually graduating UC, CSU, and AICCU institutions and obtaining a bachelor's degree compared to only 12% of Black high school students. What was a 27.5% difference between Asians/Pacific Islanders and Blacks four years

earlier (at the point of high school graduation) expands dramatically to a 38% difference in terms of college graduation rates from California higher education institutions.

While there is a 26% difference in high school graduation rates between Whites and Blacks (79% vs. 53%), White graduation rates from UC, CSU, and independent institutions are twice those for Blacks (32% vs. 12%). Of Black students enrolled in the 9th grade, only 4.8% (2,297) are projected to graduate with an MA/MS. Latino student data reveal only 2% (5,055) graduate with MA/MS degrees—this is the lowest percentage of all major racial/ethnic groups. The number of Filipinos, Asians/Pacific Islanders and Whites expected to earn an MA/MS is 3.4% (477), 12.1% (5,627) and 12.1% (21,684), respectively. Proportions of White students graduating with an MA/MS degree are 9.4 times greater compared to Black students, and the number of Asians/Pacific Islanders graduating with an MA/MS is twice greater compared to Blacks.

At the doctoral and professional degree level, we again see substantial drops across all racial/ethnic groups, especially for Black and Latino students. In terms of Black students enrolled in the 9th grade, our projections indicate less than 1% (411) will eventually receive PhD or professional degrees. Even fewer Latino high school students (.3%) will obtain a doctorate or professional degree (787). This again is the lowest percentage for all racial/ethnic groups. The percentages of Filipinos, Asians/Pacific Islanders and Whites graduating with PhDs or professional degrees are 0.4% (63), 4.8% (2,239) and 3.4% (6,005), respectively. Asians/Pacific Islanders are most likely to graduate with doctoral or professional degrees (4.8%). However, in terms of total numbers, the vast majority of doctorate degrees are awarded to White students. The number of White students graduating with a PhD or professional degree is 1.7 times greater than **all major ethnic groups combined** (i.e., Asians/Pacific Islanders, Black, Filipinos and Latinos). In addition, the number of White students graduating with doctorates is 13.6 times

greater compared to Black students (6,005 vs. 441). Asians/Pacific Islanders earn doctorates at five times the rate of Black students (2,339 vs. 441). These total absolute numbers have implications for the pool of candidates entering the job market. Holding all else equal, Whites stand the greatest chance of being hired in positions requiring college degrees.

Figure 4: Educational Pipeline Outcomes by Race/Ethnicity in California, 2004

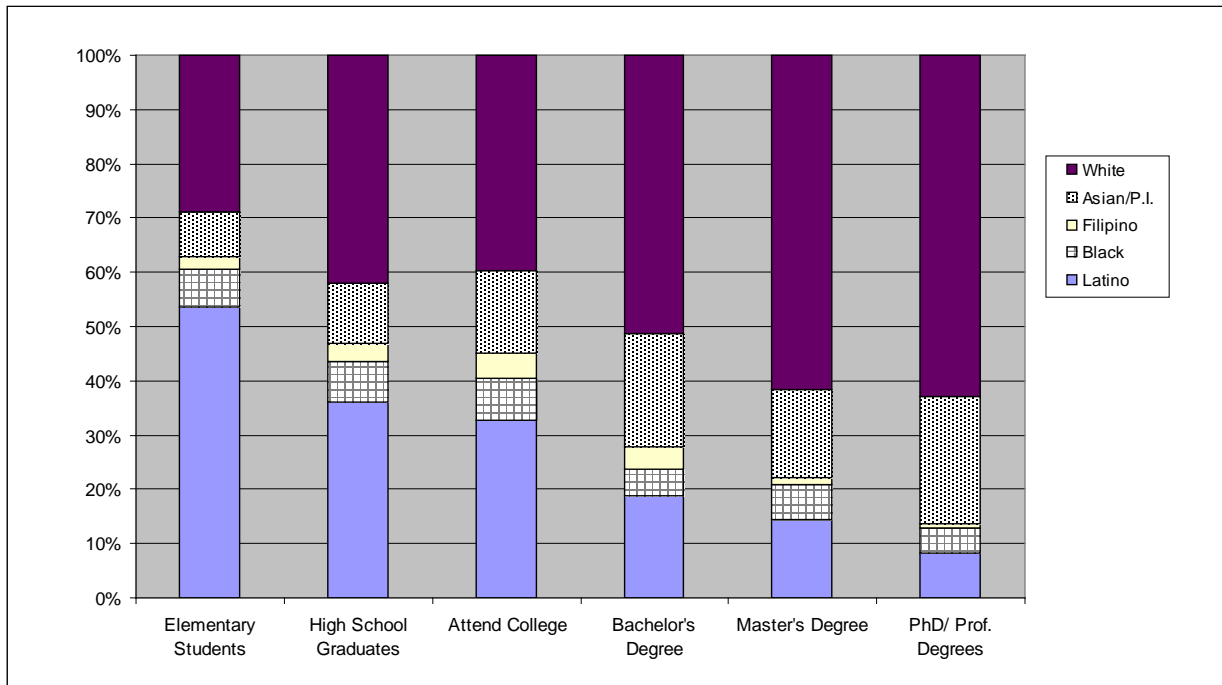


Figure 4 demonstrates the proportion of students of different racial/ethnic groups at each level along the educational pipeline. When looking at the overall pattern, two main trends become noticeable. First, Latinos represent by far the largest group in California's elementary schools (54%), but their share decreases significantly and constantly at successive stages of the educational pipeline, dropping to only 8% at the PhD and professional degree level. By contrast, White students manage to increase their share remarkably from 29% in 1st grade to 63% at the highest educational level, earning nearly two-thirds of all PhD's and professional degrees awarded in California. Besides these trends, our data reveal other, more subtle disparities and inequality.

In 2004, Black student enrollment constituted 7% (30,753) of the entire California elementary school student population, and Latino students were a majority at 54% (234,375). Filipinos, Asians/Pacific Islanders and Whites comprised 2% (10,691), 8% (35,660), and 29% (126,586), respectively. Black students constituted 7.5% of all the high school graduates and 8% (15,298) of all California college students. The two ethnic groups with the largest number of high school graduates and college attendees were Latino and White students, comprising 36% (121,418) and 42% (141,575) of high school graduates, and 32% (62,698) and 41% (79,411) of college attendees, respectively. Filipinos and Asians/Pacific Islanders comprised 3% (11,247) and 11% (37,523) of high school graduates, and 5% (9,485) and 15% (29,751), respectively, of all students attending California colleges. These data indicate clear race/ethnic disparities in college access. Such inequalities are troubling given the increasing social and economic importance of a college degree, as evidenced by rising demand for higher education over the last two decades despite tuition increases that far exceed inflation (Heller, 2001).

Examination of graduation rates of students earning bachelor's degrees from UC, CSU, or AICCU institutions shows that racial inequalities persisted. Black students comprised only 5% (5,697) of the entire student body graduating with a BA/BS (111,873). The data reveal a substantial decline of Latinos' progression through the educational pipeline. This trend became most evident at the college level, where the Latino student population made up only 19% (20,972) of all college graduates, down from one-third of high school graduates. Filipinos, Asians/Pacific Islanders and Whites comprised 4% (4,437), 21% (23,428) and 51% (57,339), respectively, of earned BA/BS degrees. Whites represented the largest category of students graduating with a BA/BS (51%), followed by Asians (21%) and Latinos (19%). What was a 22% difference between Blacks and Whites at elementary school increased substantially to a 46% difference by college graduation.

At the graduate/professional level, racial disparities became more pronounced. Black students comprised 7% (2,297) of all students graduating with MA/MS degrees from UC, CSU, or AICCU institutions. Latino students comprised 14% (5,055), Asians/Pacific Islanders 16% (5,627) and Filipinos 1% (477) of all students attaining MA/MS degrees. Whites (62%) were the largest proportion of students at this level (21,684). In terms of MA/MS attainment and student proportions, there is now a 55% difference between Blacks and Whites.

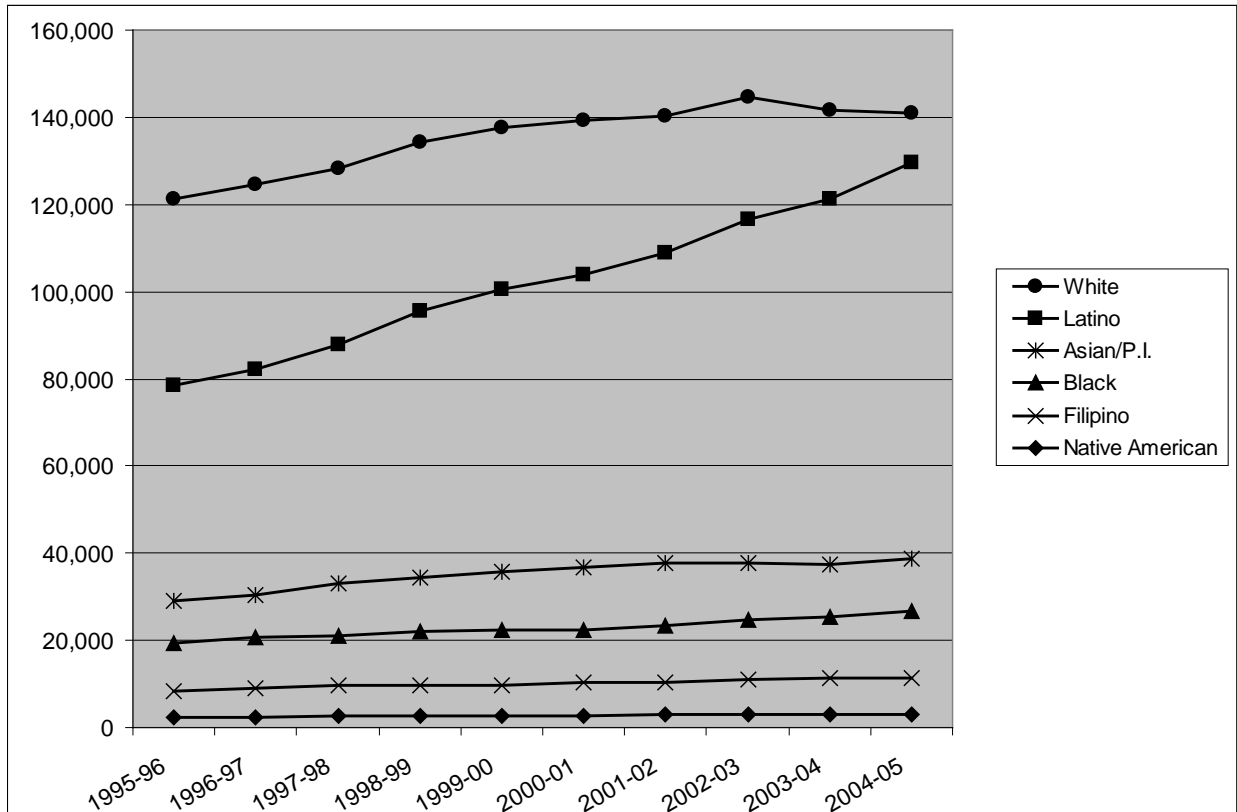
When examining PhD and professional degree attainment, Black students comprised only 5% (441) of graduates obtaining PhD or professional degrees. Latino and Filipino students were 8% (787) and 1% (63), respectively. Asians/Pacific Islanders (23%) constituted a slightly larger proportion of PhDs (2,239). By far, the ethnic group with the largest proportion of students obtaining doctoral and professional degrees was Whites at 63% (6,005). The Black–White difference in PhD and professional degree attainment and student proportions, is now 58 percentage points.

College Preparation: The High School Years

Questions about college access for African Americans have traditionally focused on the quantity and the quality of the pool of students available for college. Somewhat heartening is the steady increase in the number of Black high school graduates from 1996 to 2005, which expanded slightly faster than the average growth rate for all California high school graduates. The rising number of Black high school graduates, coupled with an increase in UC-eligible students, suggests (contrary to popular belief) that a sizeable pool of Black applicants is available (Bunche Research Report, 2006a, 2006b). Nonetheless, the proportionate representation of Black high school graduates in California’s four-year public institutions is relatively low. CPEC data show that while the rate of public high school graduation increased for students from all ethnic

backgrounds (Figure 5, Table A-3), African Americans were consistently fewer than 8% of all high school graduates (CPEC, 2007).

Figure 5: California Public High School Graduates by Race/Ethnicity, 1995–2005



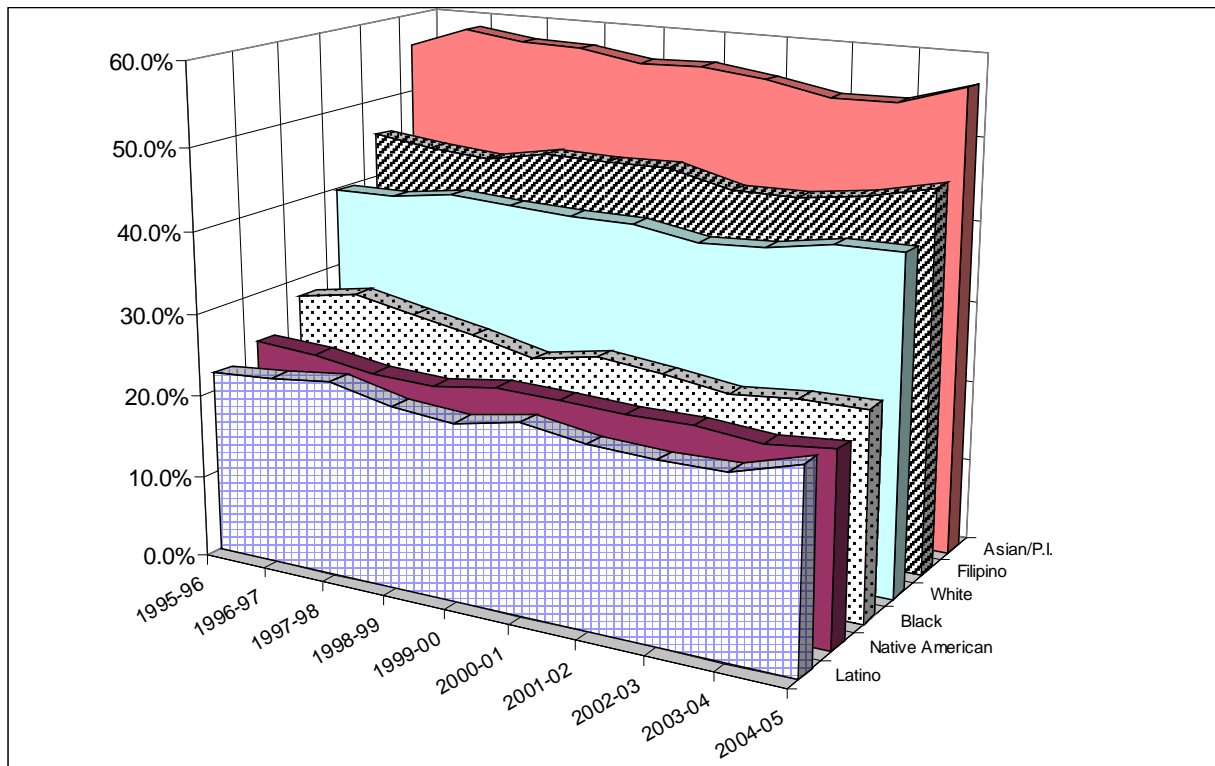
High school completion is one measure of a student’s college eligibility; other measures focus on student readiness for the academic challenges of college (e.g., entrance test scores, grades, courses taken). Nevertheless, high school marks a critical milestone in the academic pipeline. Not only do high schools provide opportunities for social and academic engagement to foster important critical thinking and developmental skills among students, they should also introduce students to rigorous coursework as a foundation for future college studies.

Admissions representatives at the University of California and the California State University review the pattern of courses completed to assess an applicant’s preparedness for college. For example, these A-G courses taken in high school require four years of English,

three years of math, two years of laboratory science, two years of a history/social science, two years of a non-English language, one year of visual performing arts, and one year of college preparatory electives to meet minimal eligibility for UC and CSU campus admission.

Unfortunately, all students in California are not provided the opportunity to take the sequence of courses necessary to complete A-G requirements. More than half of California high schools do not have enough college preparatory courses to accommodate all students for a college-eligible track (Bunche Research Report, 2006b). Majority Black and Latino high schools are least likely to offer such coursework and are most likely to be overcrowded, under-funded and have shortages of qualified teachers and counselors (Bunche Research Report, 2006a; Rogers, Terriquez, Valladares, & Oakes, 2006). Thus, it is not surprising to find that African American completion of A-G coursework in high school remains well below statewide rates for all other racial/ethnic groups. Only 25% of African Americans completed A-G coursework required for UC and CSU admissions in 2004–2005 compared to 41% of Whites, 57% of Asians/Pacific Islanders and 47% of Filipinos (Figure 6 and Table A-4). Over the ten years compared, A-G coursework completion rates were slightly higher for Black versus Latino and Native American students. In 2004-2005 the respective percentages were: Blacks, 25%; Latinos, 24%; and Native Americans, 23%.

Figure 6: “A-G” Completion Rates for California Public High School Graduates by Race/Ethnicity, 1995–2005



Despite persistent disparities in access to and completion of A-G coursework, the number of UC-eligible African Americans doubled from 1996 to 2003 (Bunche Research Report, 2006a, 2006b). However, as Figure 6 shows, their A-G completion rates are not on par with White, Filipino and Asian/Pacific Islander students. In general, African Americans, while enjoying increased high school graduation rates during the last decade, are consistently less likely to complete A-G curriculum requirements for college eligibility. These findings also suggest that African American students, already a minority of college applicants, will be even less competitive for college admissions and more underrepresented in future. Further, when admitted to college, California’s Black students will likely encounter greater academic challenges to persist through college graduation given unequal, substandard high school academic preparation.

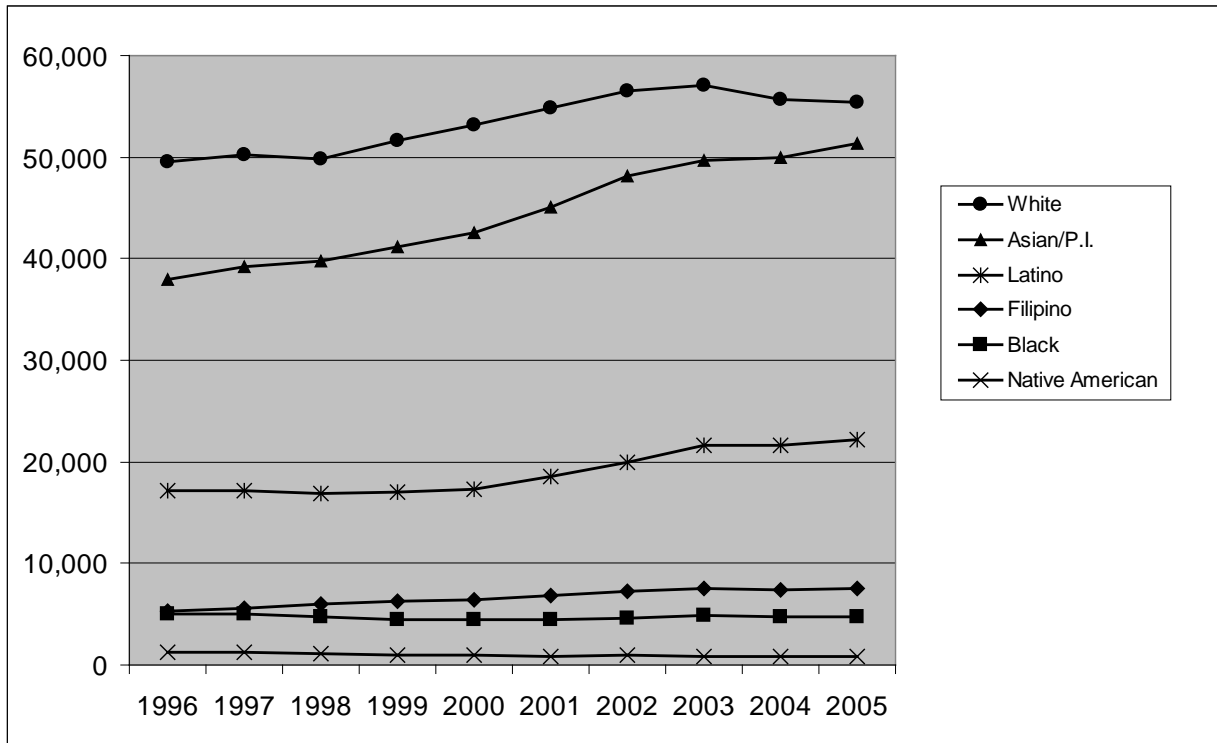
African American College Enrollment Patterns

Total Undergraduate Enrollment

Undergraduate enrollment figures reveal striking declines in African Americans' attendance at the University of California 1996 to 2001 (Figure 7, Table A-5). Over this period, UC experienced a 17% increase in total undergraduate enrollment, but Black enrollment declined 11% from 4,965 in 1996 to 4,441 in 2001. Four years later, Black enrollment at UC was modestly higher (4,772 students in 2005). The growth rate from 2001 to 2005 approximated the overall growth rate of the UC undergraduate population. Notably, the number of Black students enrolled at the University of California has not returned to 1996 levels when affirmative action policies were still in effect. While total UC undergraduate enrollment increased 26% 1996 to 2005, African American UC applicants increased 24% system wide (Bunche Research Report, 2006a, 2006b). Paradoxically, the proportion of Black students in the total student population declined 4% to 3% during this same period.

This dramatic drop in Black undergraduate enrollment at the University of California was pushed by bans on affirmative action imposed by the UC Regents and the state's electorate. On July 20, 1995, the UC Board of Regents approved SP-1, an order banning the use of race, religion, sex, color, ethnicity, or national origin as criteria for admission to the University and/or educational programs. One year later, state voters approved Proposition 209, which eliminated the use of affirmative action in college admissions.

Figure 7: Undergraduate Enrollment by Race/Ethnicity at the University of California, Fall 1996 to Fall 2005

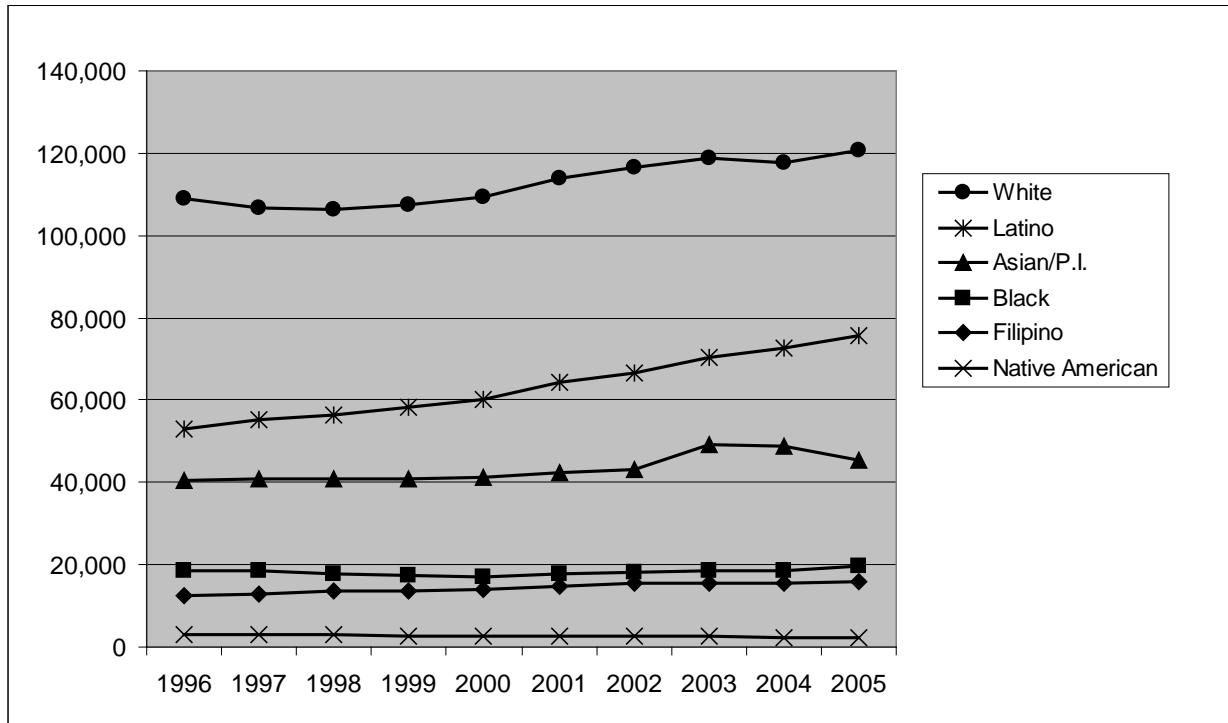


Over this period, there were sizeable gains in total enrollment among all other racial groups except Black and Native American students. Unlike African American total enrollment, the enrollment for Asians/Pacific Islanders rose 35% (37,949 to 51,312), Filipinos 41% (5,290 to 7,482), Latinos 29% (17,228 to 22,163) and Whites 12% (49,531 to 55,347). Native Americans experienced a substantial 30% (1,229 to 861) decline in UC enrollment (Figure 7, Table A-5).

Black student enrollment trends from 1996 to 2005 at the California State University were disappointing also (Figure 8, Table A-6). Although CSU total undergraduate enrollment over this period increased 22%, total Black enrollment only increased 7.5% (18,450 to 19,842). In 2005, Blacks comprised 6% of all undergraduates at CSU compared to Whites (36.4%), Asians/Pacific Islanders (13.6%), Filipinos (4.8%) and Latinos (22.8%). White CSU undergraduates experienced an 11% increase in total undergraduates (109,010 to 120,846) during the same decade. Total enrollment for Asian/Pacific Islander students rose 12% (40,434 to

45,224), and Latino total enrollment rose 43% (52,884 to 75,742). Particularly noteworthy, Native American enrollment at the California State University declined 19% (2,968 to 2,401) between 1996 and 2005.

Figure 8: Undergraduate Enrollment by Race/Ethnicity at the California State University, Fall 1996 to Fall 2005

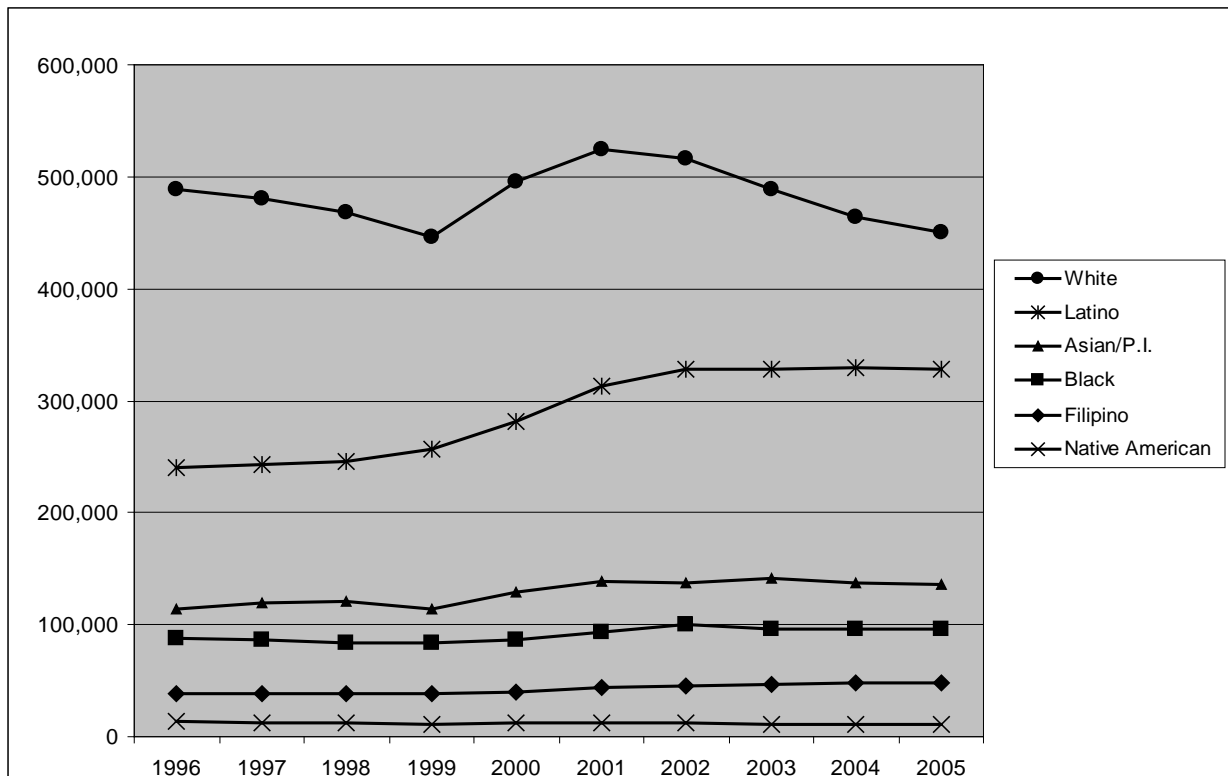


When our attention turns to the California Community College system, the lowest tier in the California Master Plan for Higher Education, we see from 1996 to 2005, Black total enrollment rose 9.7% (88,162 to 96,747), matching the overall growth of 9.6% at these institutions (Figure 9, Table A-7). Asian/Pacific Islander enrollment increased 19% (114,576 to 135,945), only surpassed by the 36% (240,796 to 328,270) growth in Latino enrollment. As was the case at UC and CSU institutions, Native American enrollment declined at Community Colleges. In 1996, 13,198 Native American students enrolled at California Community Colleges compared to 11,083 in 2005, a 16% decrease. In contrast to UC and CSU enrollment patterns,

White students entering California Community Colleges declined from 488,869 in 1996 to 450,271 in 2005, representing an 8% drop.

Between 1996 and 2005, Black California Community College representation remained stagnant. Blacks were 8% of all community college undergraduates after a decline to 7.5% in 2000–2001 (Figure 9, Table A-7). By comparison, White representation dropped from 45% in 1996 to 38% in 2005, whereas Asians/Pacific Islanders and Latinos increased their participation from 10.6% and 22%, respectively, in 1996 to 11.4% and 28%, respectively, in 2005.

Figure 9: Undergraduate (for Credit) Enrollment by Race/Ethnicity, California Community Colleges, Fall 1989 to Fall 1998



The pattern of a downward shift in African American college enrollments across the state’s academic hierarchy—that is, decreased Black enrollment at UC, accompanied by a slower than average growth at CSU and stagnant enrollment at CCC—has been referred to as a “cascade effect.” Advocates for the cascade notion paint a rosy scenario where “water seeks its own

level.” This assumes, absent affirmative action, students are redistributed across UC, CSU and CCC campuses based solely on so-called merit, enrolling where they are best qualified. From another view, these same trends and patterns can be interpreted as the creation of an apartheid system of higher education in California, where UC, the most prestigious higher education system, becomes nearly the exclusive preserve of White and certain subgroups of Asian students, while Black, Latino and other underrepresented students are redistributed to the lowest tiers of this publicly supported postsecondary educational prestige system.

At a time when total undergraduate enrollment increased in the community college sector by 9.6%, White undergraduate enrollment declined 8% (488,869 to 450,273). The total CCC enrollment for Asians/Pacific Islanders grew 19% (114,576 to 135,945). Filipino enrollment rose 25% (38,742 to 48,480), and Latino total enrollment in this sector increased 36% (240,796 to 328,270). Apparently, Whites experienced a “reverse cascade,” redistributing upward across the three prestige tiers of CCC, CSU, and UC.

California’s independent colleges and universities are another important higher education option for African American students (Figure A-10, Table A-8).⁷ From 1996 to 2005, total undergraduate enrollments grew in the independent sector by 22%. However, we see a dramatic 26% increase (6,463 to 8,121) in Black undergraduate enrollment at private four-year institutions, surpassed only by Latino enrollment at a growth rate of 40% (14,122 to 19,731). During this ten-year period, the state’s private institutions also experienced increased Asian/Pacific Islander and Latino enrollments. The total undergraduate enrollment for Asians/Pacific Islanders grew 14% (15,455 to 17,616). White overall enrollment was also up 16% (58,881 to 68,014).

⁷ The independent colleges and universities referenced in this report are members of the AICCU.

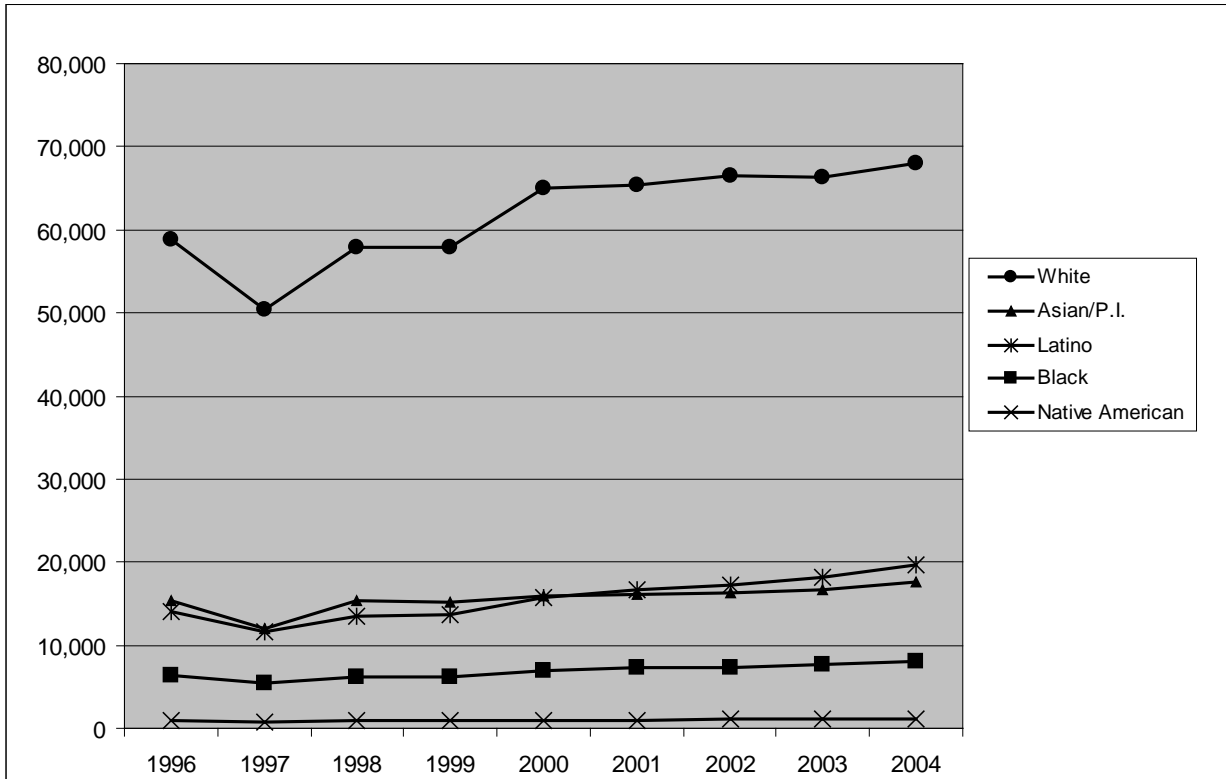
Clearly, one response of African American and Latino students to more negative campus racial climates and declining opportunities in the public university system has been to turn increasingly to private institutions. At the same time, the state's private colleges and universities ratcheted up recruitment targeting Blacks and Latinos. However, the fact remains that private institutions ultimately lack the physical capacity to accommodate fully the statewide demand of African American students for college "seats." Nationally, private institutions (many of which are Historically Black Colleges and Universities [HBCUs]) enroll around 20% of all Black college students (Wilds, 2000). Strikingly, in the state of California for 2004, private institutions—none of which are HBCUs—enrolled 70% more Black students than the entire University of California system (8,121 vs. 4,772). Indeed, many of California's most talented African American high schools graduates are consistently rejected by—or choose not to attend—the University of California's flagship institutions, enrolling instead at the most premier colleges and universities in the country, including Harvard, Michigan, Stanford, Yale, and Princeton (Bunche Research Report, 2006a, 2006b).

First-Time Freshmen Enrollment

The freshmen enrollment data further demonstrate and more accurately illustrate the changes and patterns observed when examining overall trends for total undergraduate enrollment (Tables A-9 to A-12). The data indicate Black UC FTF enrollment declined from a record high of 970 in 1995 to 900 one year later. Between 1996 and 1998, there was a precipitous decline in Black UC first-time freshmen enrollment, a 17% drop from 900 to 749 (Table A-9). In 1998, Blacks comprised just 2.9% of UC FTF compared to 34.4% Whites, 30.1% Asians/Pacific Islanders, 11.5% Latinos and 4.9% Filipinos. During this period, White first-time freshmen enrollment also dropped four percentage points (9,084 to 8,750). Likewise, Latino FTF declined

9% (3,203 to 2,929). Other groups experienced major growth in UC first-time freshmen enrollment: Asians/Pacific Islanders 8% and Filipinos 9%. In actual numbers, Asian/Pacific Islander FTF rose from 7,085 to 7,671, and Filipino FTF increased from 1,145 to 1,252.

Figure 10: Undergraduate Enrollment by Race/Ethnicity, AICCU Institutions, Fall 1996 to Fall 2005



At CSU, there was a 10% decrease (2,357 to 2,123) in Black FTF between 1996 and 1998 (Table A-10). By 1998, Blacks comprised 6.8% of all CSU first-time freshmen (down from 8.1% in 1996) compared to 36.7% Whites, 22.8% Latinos, 14.3% Asians/Pacific Islanders and 6.4% Filipinos. During the same period, there was growth in FTF for Whites (up 10% – 10,462 to 11,504), Latinos (2% – 6,973 to 7,137), Asians/Pacific Islanders (13% – 3,956 to 4,475) and Filipinos (12% – 1,797 to 2,012).

From 1996 to 1998, CCC enrollment of Black FTF declined 9% (9,169 to 8,287) (Table A-11). During this period, Asians/Pacific Islander, White and Latino enrollments were basically

unchanged. In 1998, Blacks comprised 7.2% of all CCC freshmen compared to 42% Whites, 10% Asians/Pacific Islanders, 4% Filipinos and 27% Latinos. Considering the entire period between 1996 and 2005, White FTF enrollment in community colleges dropped 9% (50,355 to 45,940). FTF enrollment among Asians/Pacific Islanders rose 21% (11,215 to 13,568) and 2.5% among Filipinos (4,787 to 4,905). Latino FTF enrollment increased 35% (31,759 to 42,993).

Black FTF enrollment at independent colleges and universities grew 25% (from 272 to 339 freshmen) between 1996 and 2005 (Table A-12). By 2005, Blacks comprised 4.7 % of all freshmen at private colleges and universities compared to 54% Whites, 12% Asians/Pacific Islanders and 19% Latinos. Gains in FTF enrollment in this sector grew marginally, for Whites, 4%, during the ten years (3,780 to 3,921). Latino enrollment, meanwhile, grew 32% (1,023 to 1,352), and Native American enrollment grew 45% (42 to 61). However, Asians/Pacific Islanders experienced a moderate decline of 14% (1,051 to 903).

After affirmative action was abolished in California, African American FTF declined substantially between 1996 and 1999. During this period, African American FTF enrollment dropped 16% at UC, 7% at CSU, and 13% at CCC. Independent institutions, meanwhile, experienced a 26% increase in African American FTF enrollment (272 to 342). From 1999 to 2005, Black FTF enrollment increased 17% at UC, 45% at CSU, and 36% at CCC; their enrollment declined 1% at independent institutions.

From 1996 to 2005, African American FTF enrollment in the UC system declined 1%. While this may seem like a marginal decline, it is quite significant, considering that only **Black and Native American students' numbers declined. All other ethnic/racial groups experienced increases during this 10-year period:** Asians/Pacific Islanders increased 41% (7,085 to 9,972), Filipinos 29% (1,145 to 1,482), Latinos 39% (3,203 to 4,456) and Whites 9% (9,084 to 9,934). Overall, the FTF population at the University of California increased 24%

during this period. By 2005, total White FTF UC enrollment was 11 times the total Black FTF enrollment (9,934 vs. 891).

In Fall 2006, African Americans represented only 3.4% of the total number of students offered admission to the University of California system (Bunche Research Report, 2006a). These numbers were even lower at the system's three most selective campuses: UC Berkeley 3.3%, UCLA 2.0%, and UC San Diego 1.9%. At UCLA, where the lowest actual number of Black freshmen was admitted, only 210 African Americans were included in a pool of 10,487 students offered admission (Bunche Research Report, 2006a).

Community College Enrollment and Transfer Rates

Community colleges fulfill an important, if not irreplaceable, role for higher education in the state of California. In 2004, California Community Colleges enrolled 1,203,955 undergraduate students, nearly double all other sectors combined. In 2004 UC, CSU and independent institutions enrolled 608,048 students at the baccalaureate level. Community colleges are inclusive centers for educational opportunity. Besides offering a wide range of academic and non-academic courses, they fulfill another important function: providing students with the opportunity to transfer to a four-year institution. Figures 11 to 13 (Tables A13 to A15) display each ethnicity's proportion of the entire student population that transferred from CCC to the UC, CSU and independent institutions between 1996 and 2005.

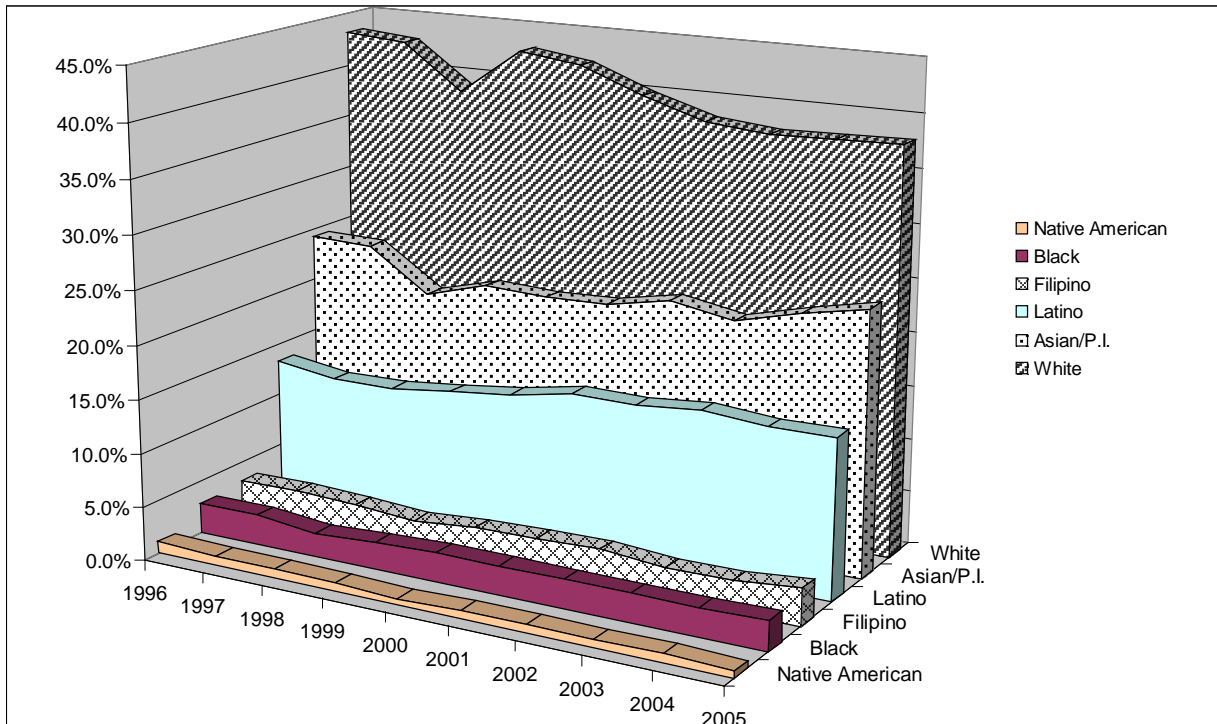
When examining the transfer rates of CCC to UC, there is remarkable overall growth of 36% for all ethnicities except Native Americans, who declined 28% between 1996 and 2005 (Figure 11, Table 13). However, African American transfers remained marginal in total numbers compared to their White and Asian/Pacific Islander peers. In 2005, only 334 Blacks transferred to UC versus 2,962 Asian/Pacific Islanders and 4,553 White students. Latino students also

transferred in higher numbers, 1,787, in 2005, Total UC transfers dropped 6.2% between 1996 and 1998 (8,798 to 8,345). After this decline, transfer rates increased steadily, reaching 11,984 students in 2005, which represents a 36% increase since 1996.

Whites transferred in the highest numbers from community colleges to UC, increasing from 3,801 to 4,553 between 1996 and 2005 (Figure 11, Table 13). Interestingly, and in contrast to transfer patterns at CSU and independent institutions, Asians/Pacific Islanders are the second largest ethnicity transferring from CCC to UC. Asian/Pacific Islander students also experienced a noticeable drop in transfers between 1996 and 1998, reaching a ten-year low of 1,679 students (20% of the total number of transfer students). Between 1998 and 2005, Asian/Pacific Islander transfer students consistently increased, reaching 2,962 (25%) in 2005. Latino students experienced the biggest leap in transfer rates, growing from 1,168 in 1996 to 1,787 in 2005 (53% growth rate). The share of Latino students who transferred from CCC to UC declined from 13.3% in 1996 to 12.5% in 1998. From 2003 to 2005, despite minor fluctuations, Latinos represented 15% of all transfer students.

African American transfer rates from CCC to UC remained the second lowest, just above Native Americans (Figure 11, Table 13). In 1996, only 249 Blacks transferred to California's top tier institutions (UC), representing a 2.8% share of the entire transfer population at UC. These numbers dropped to 181 students in 1998, translating into a Black representation of 2.2%. Black representation in total UC transfers dropped substantially in 1998 and slowly increased to 334 students in 2005, reaching a 2.8% share. This matched exactly the proportion a decade earlier in 1996.

Figure 11: California Community College Transfer to University of California by Race/Ethnicity, Fall 1996 to Fall 2005

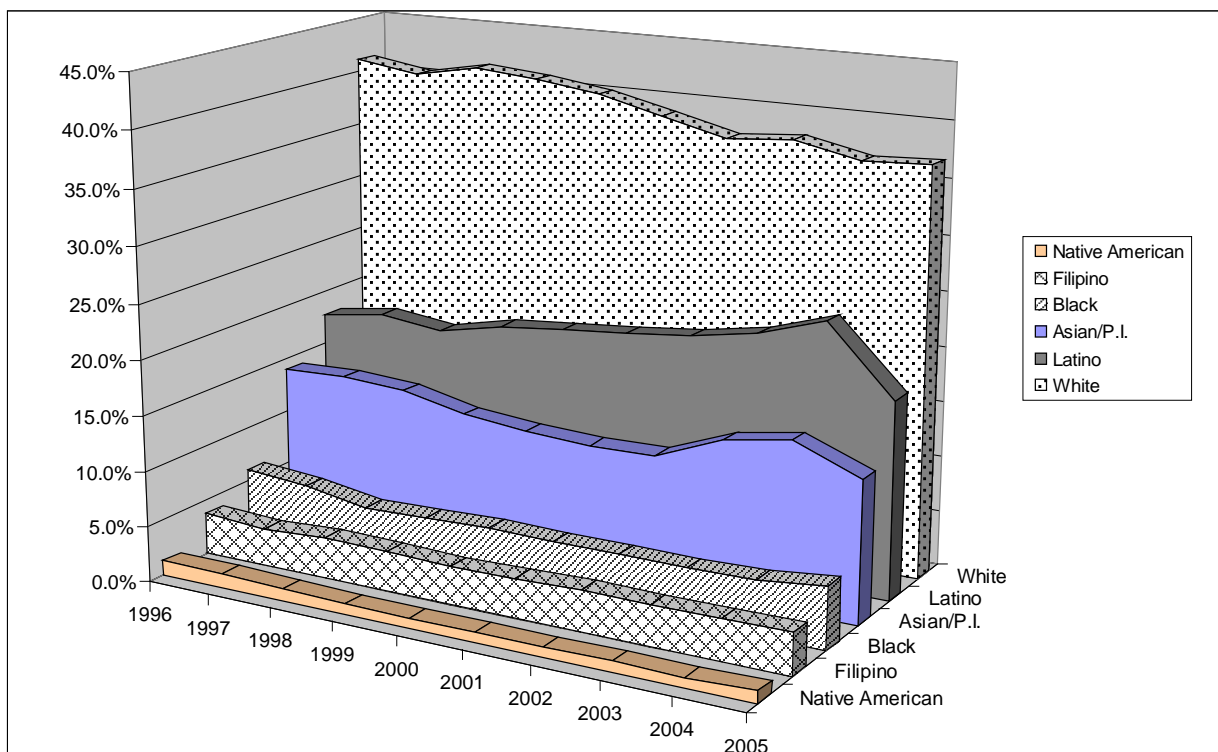


When looking at 2005 California State University transfer rates (Figure 12, Table A-14), three times more students transferred to CSU campuses than to the University of California (11,984 vs. 35,622). Moreover, the total number of CCC-to-CSU transfer students increased by 10% between 1996 and 2005. Latino students showed the biggest gains during this decade, increasing from 5,744 to 8,297—a significant 44% growth rate. In 1996, 18% of all CCC-to-CSU transfer students were Latino, dropping from a ten-year high of 24% in 2004. White transfer rates slightly decreased from 13,288 in 1996 to 13,175 in 2005. Indeed, White students represented the vast majority of students transferring from CCC to CSU. In 1996, their share of the entire transfer population was 41%, decreasing to 37% in 2005.

Black CSU transfer students dropped one-third from 1,970 to 1,328 students between 1996 and 1998 (Figure 12, Table A-14). Their 2005 transfer rates recovered when 1,994

students transferred to CSU institutions. The overall growth rate for Blacks during this decade was marginal, increasing only by 1.2%. However, the proportion of African Americans among total student transfers from CCC to CSU declined from 6.1% to 5.6% between 1996 and 2005. Native American and White transfer students declined during this period by 24% and 0.9%, respectively.

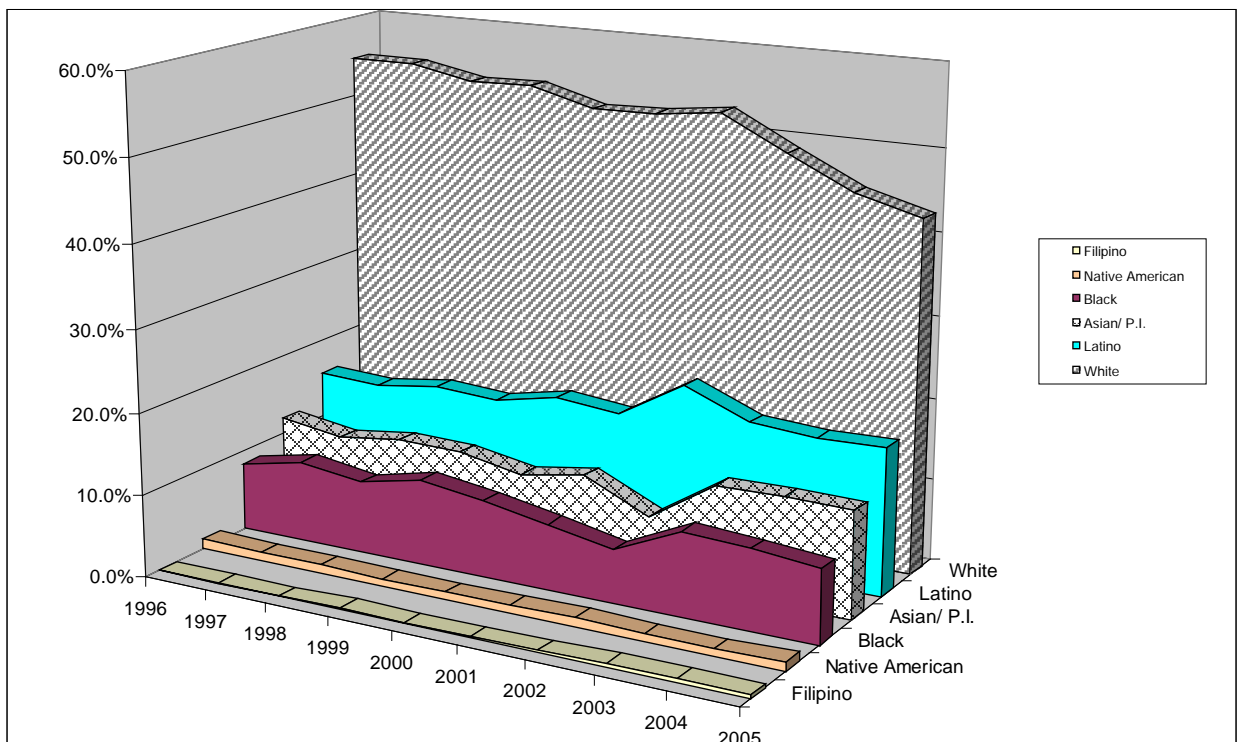
Figure 12: California Community College Transfer to California State University by Race/Ethnicity, Fall 1996 to Fall 2005



In contrast to California’s public higher education system, AICCU institutions saw a notable 18.5% decrease in total CCC transfer students between 1996 and 2005 (Figure 12, Table A-15). White transfer students experienced the largest drop, decreasing 36% (3,074 to 1,958). Despite this substantial decline, White students still represented the majority of CCC transfers to AICCU institutions, outnumbering all other student populations combined. However, their share of all transferring students decreased from 55% in 1996 to 43% in 2005. Latino students represented the second largest racial/ethnic CCC-to-AICCU transfer group, increasing from 880

in 1996 to 1,397 in 2000. However, 770 Latino transfers in 2005 translated into a 12.5% decline during the entire decade. Latinos grew from 16% of the total transfer population in 1996 to 18% in 2005. Similarly, Asian/Pacific Islander transfer students decreased 11% between 1996 and 2005, but due to the overall decrease of transfers to independent institutions, their share was stable during this period (12% to 13%).

Figure 13: California Community College Transfer to AICCU Institutions by Race/Ethnicity, Fall 1996 to Fall 2005



The total number of Black transfer students declined 13% between 1996 and 2005 (Figure 12, Table A-15). In 1996, Black students comprised 8.4% of total transfers from CCC to independent institutions. Black transfer students attending independent institutions increased from 472 to 760 students between 1996 and 2000, an extraordinary growth rate of 60%. However, in 1999, they comprised 10.5% of the total transfer pool and then declined to 9% in 2005.

The data do not support the often discussed notion that Black student transfers from the CCC system to UC and CSU will offset losses caused by the ban on affirmative action. Over the decade, African American community college transfers to UC increased 34% (249 to 334) and transfers to CSU increased 1% (1,970 to 1,994) (Tables A-13 and A-14). From 1996 to 1998, when affirmative action was eliminated in California, the opposite trend was true for Blacks, whose transfer rates from CCC to UC and CSU declined (-11% and -27%, respectively). Black transfers from CCC to UC decreased 11% (249 to 181), while transfers to CSU were down one-third (1,970 to 1,328). Despite overall growth in 2005, Blacks had the lowest transfer rates of any racial group after Native Americans.

Enrollment in Graduate and Professional Programs

African American enrollment in graduate/professional schools parallels patterns at other levels (Figures 13-16, Tables A-16 to A-18). Comparing 1996 to 2005, Black UC enrollment is down 10% (1,310 to 1,177). From 1996 to 2001 alone, Black graduate/professional enrollment dropped 26% (1,310 to 974). Black student UC postgraduate enrollment increased 21 percentage points from 2002 to 2005; nonetheless, Black student enrollment declined overall from 1996 to 2005. In contrast, Black graduate/professional enrollment at CSU increased 16% from 1996 to 2005 (3,374 to 3,923). More strikingly, African American student enrollment in graduate programs at independent institutions leaped 81% (3,786 to 6,854). Taken together, these trends reveal Black graduate/professional students are being “cascaded” or displaced from the generally more prestigious UC system to CSU and independent institutions.

White UC graduate/professional enrollment increased 3.7% from 1996 to 2005 (18,998 to 19,706) but declined 9% at CSU (33,359 to 30,267). In private institutions, White graduate enrollment increased 17% (48,699 to 57,030). Asian/Pacific Islander graduate enrollment

increased in UC (+33%, 5,505 to 7,320), CSU (+35%, 6,061 to 8,166), and independent colleges (+45%, 10,205 to 14,781). Over this period, Latino graduate/professional enrollments also increased across all institutional contexts: UC (+14%, 2,697 to 3,078), CSU (+47%, 8,667 to 12,703) and independent colleges (+112%, 5,931 to 12,548).

Figure 14: Graduate Enrollment by Race/Ethnicity, University of California, Fall 1996 to Fall 2005

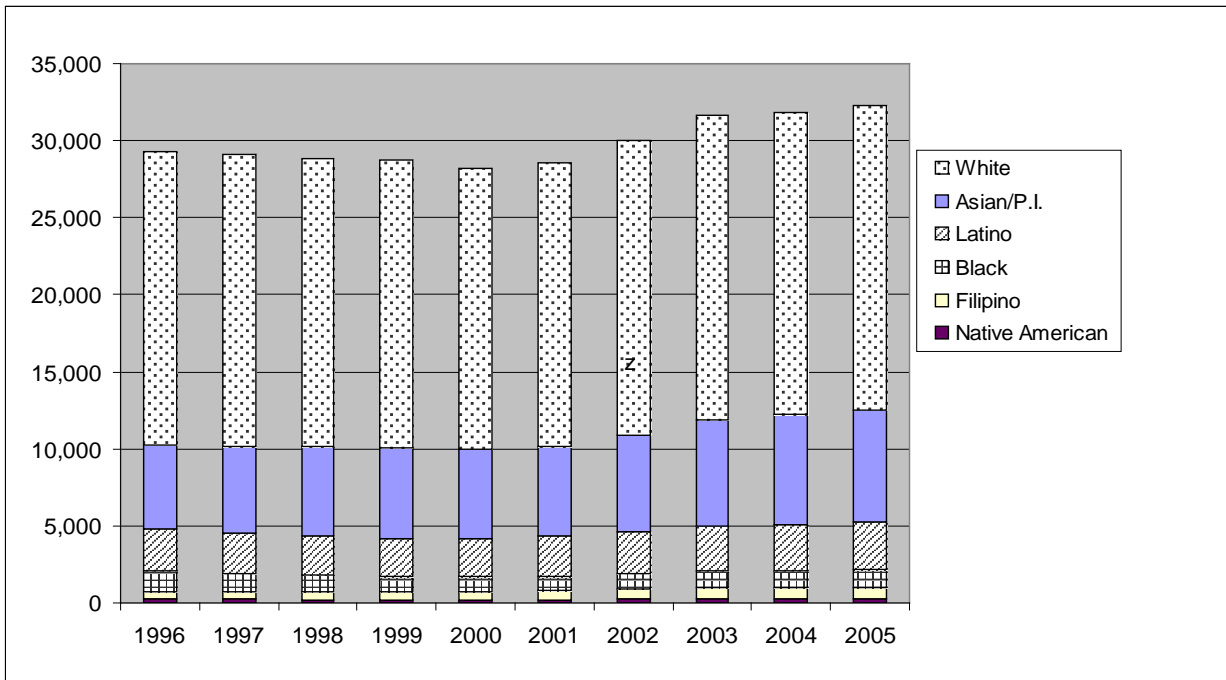


Figure 15: Graduate Enrollment by Race/Ethnicity, California State University, Fall 1996 to Fall 2004

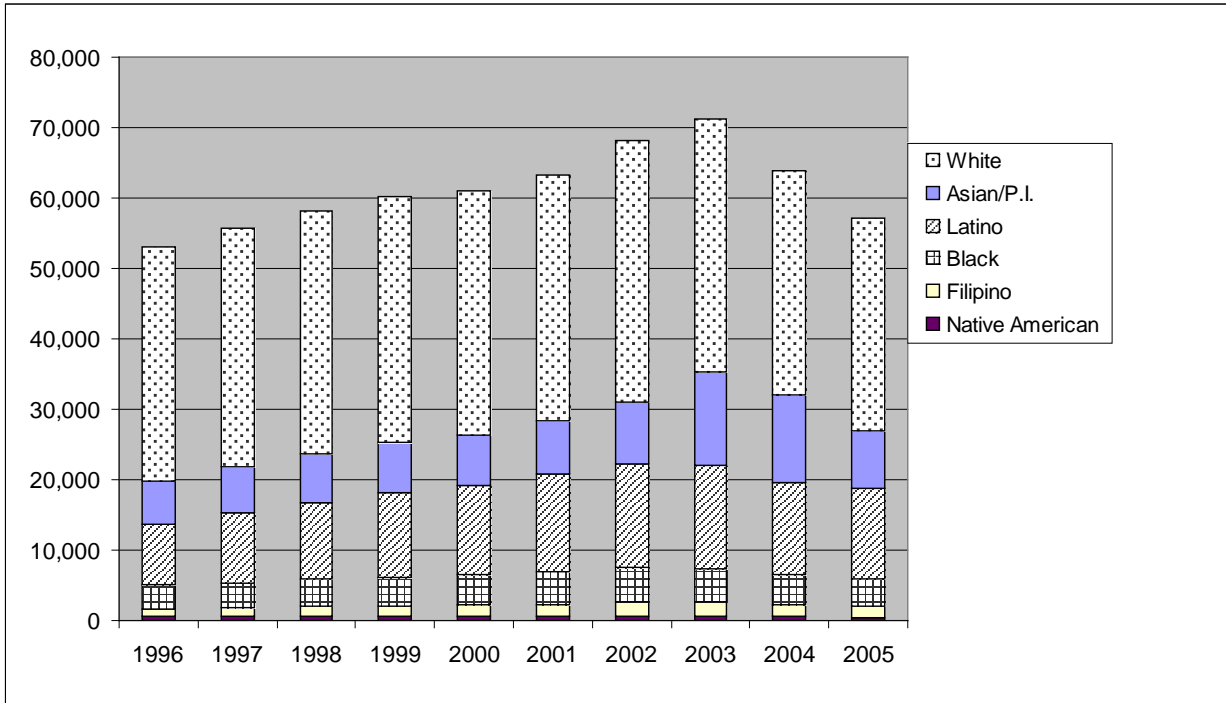
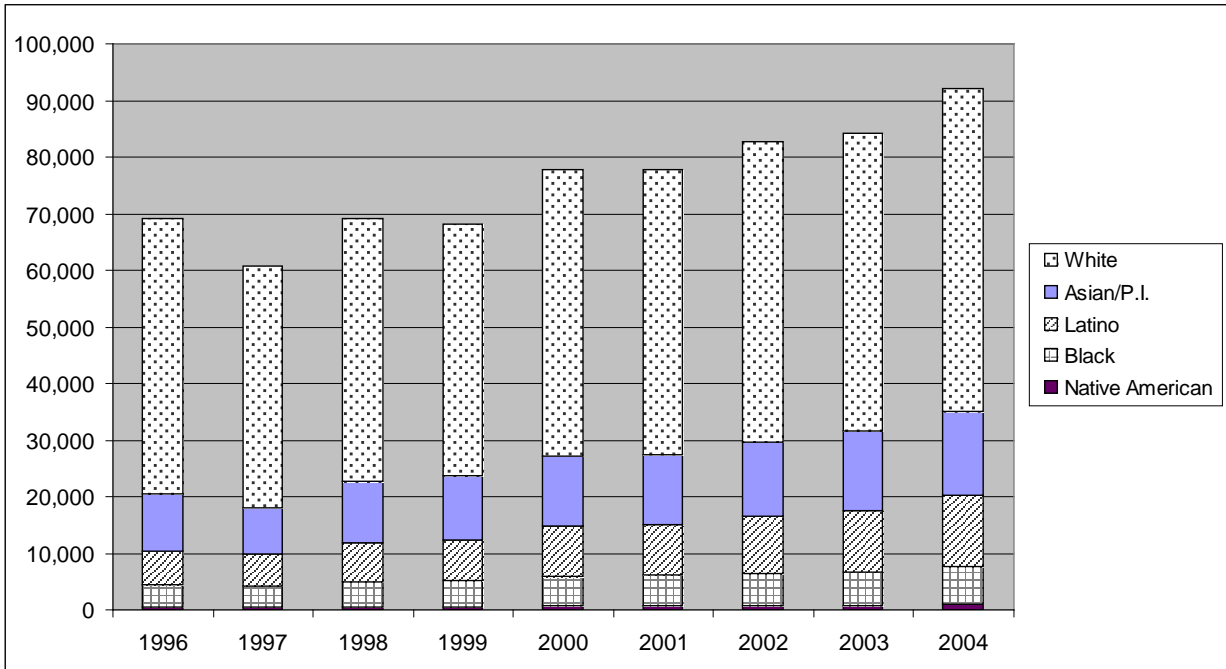


Figure 16: Graduate Enrollment by Race/Ethnicity, Independent Institutions, Fall 1996 to Fall 2004



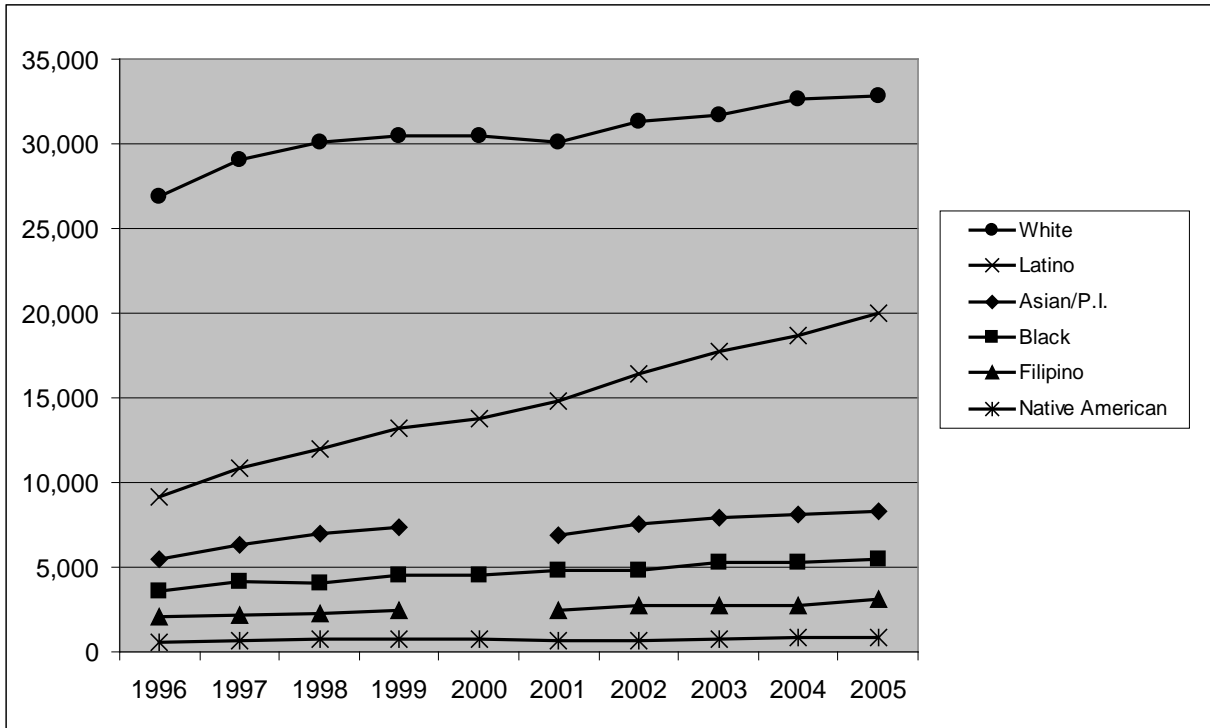
African American Earned Degrees

In many respects, earned degrees are the pot of gold at the end of the college rainbow. Successful graduation opens doors for advanced study and professional employment opportunities. The following section reviews earned degree patterns among African Americans in California from 1996 to 2005 (Figures 17-27, Tables A-19 to A-29).

Associate's Degrees

The number of associate's degrees awarded African Americans increased 53% (3,605 to 5,502) during this ten-year period (Figure 17, Table A-19). All racial/ethnic cohorts except Whites experienced comparable or higher growth. Over these years, Asians/Pacific Islanders earned 51% more associate's degrees, Filipinos earned 54% more and Latino degree conferral increased by 120%. Students who identified as "other" earned an astounding 133% more degrees. In comparison, the 22% increase in associate's degrees awarded to African Americans was a modest improvement. In terms of actual numbers, Whites earned nearly six times more associate's degrees (32,809) than did Blacks (5,502), and Latinos earned roughly four times more (20,032). In 2005, African Americans earned only 7% of all CCC associate's degrees compared to 42% for Whites, 26% for Latinos, 11% for Asians/Pacific Islanders and 4% for Filipinos.

Figure 17: Associate’s Degrees by Race/Ethnicity, California Community Colleges, 1996–2005



* Data for Asian/Pacific Islander and Filipino associate’s degrees were not available for the period between 1999 and 2001.

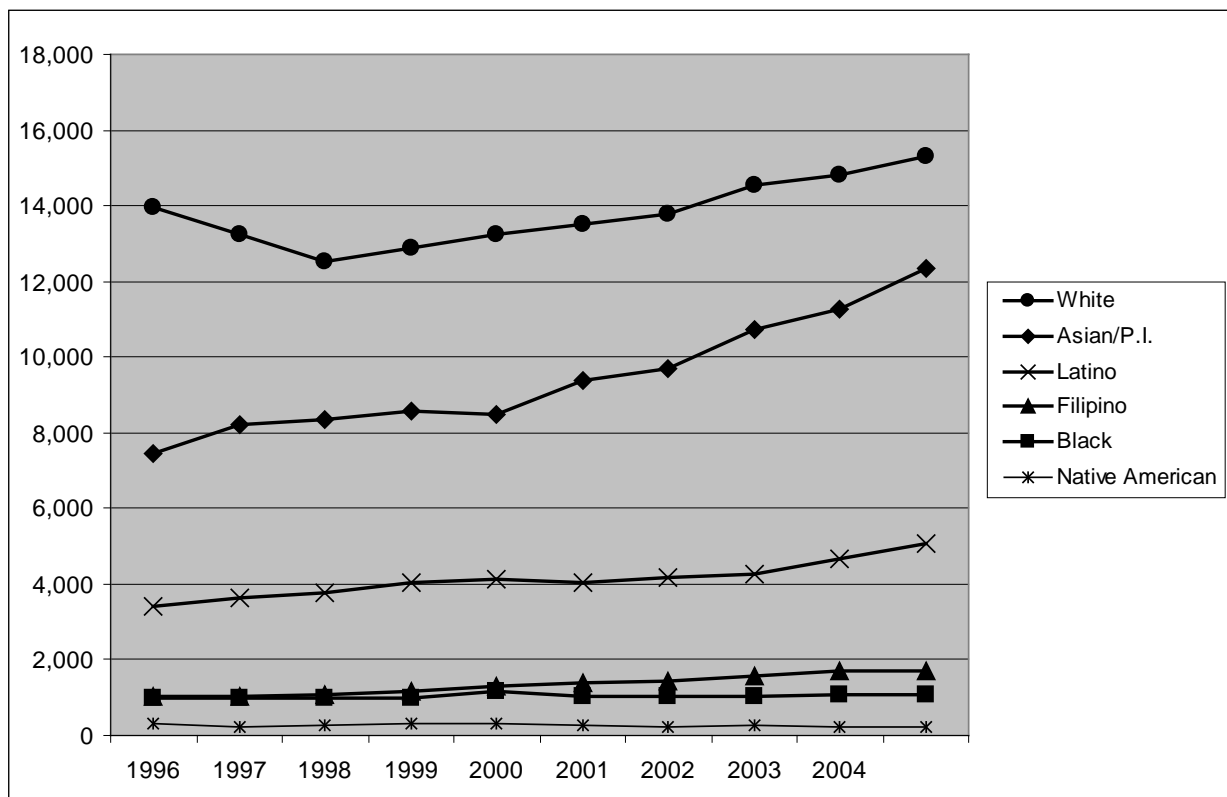
Bachelor’s Degrees

From 1996 to 2005, 10% more African Americans earned UC Bachelor of Arts or Bachelor of Science degrees (993 to 1,098) (Figure 18, Table A-20). From 1996 to 1998, there was a slight decline (993 to 987); from 1999 to 2000, there was a 14.5% increase (1,003 to 1,149), making 2000 the only year when substantially more Blacks earned UC baccalaureates. In 2001, there was a 9% decrease (1,048), with no significant increases thereafter. The number of UC baccalaureates awarded African Americans remained troublingly similar from 2001 to 2005. There was a 2% decline (1,028) in 2002, a 3.5% increase (1,063) in 2004 and a 3% increase (1,098) in 2005.

In contrast, White-earned bachelor’s degrees from UC rose steadily from 1996 to 2005, 9.5% overall (13,957 to 15,289) with a 15% increase between 2000 and 2005 (13,264 to 15,289)

(Figure 18, Table A-20). Earned UC degree totals for Asians/Pacific Islanders, Filipinos, and Latinos each also increased significantly during the decade. For Asians/Pacific Islanders, there was a 66% increase (7,457 to 12,350); Filipinos saw a 60% gain (1,054 to 1,687); and Latino-earned degrees increased 48% (3,407 to 5,056). By 2005, Blacks comprised a mere 2.7% of all baccalaureate recipients at UC compared to 37.4% Whites, 30.2% Asians/Pacific Islanders, 12.4% Latinos and 4.1% Filipinos.

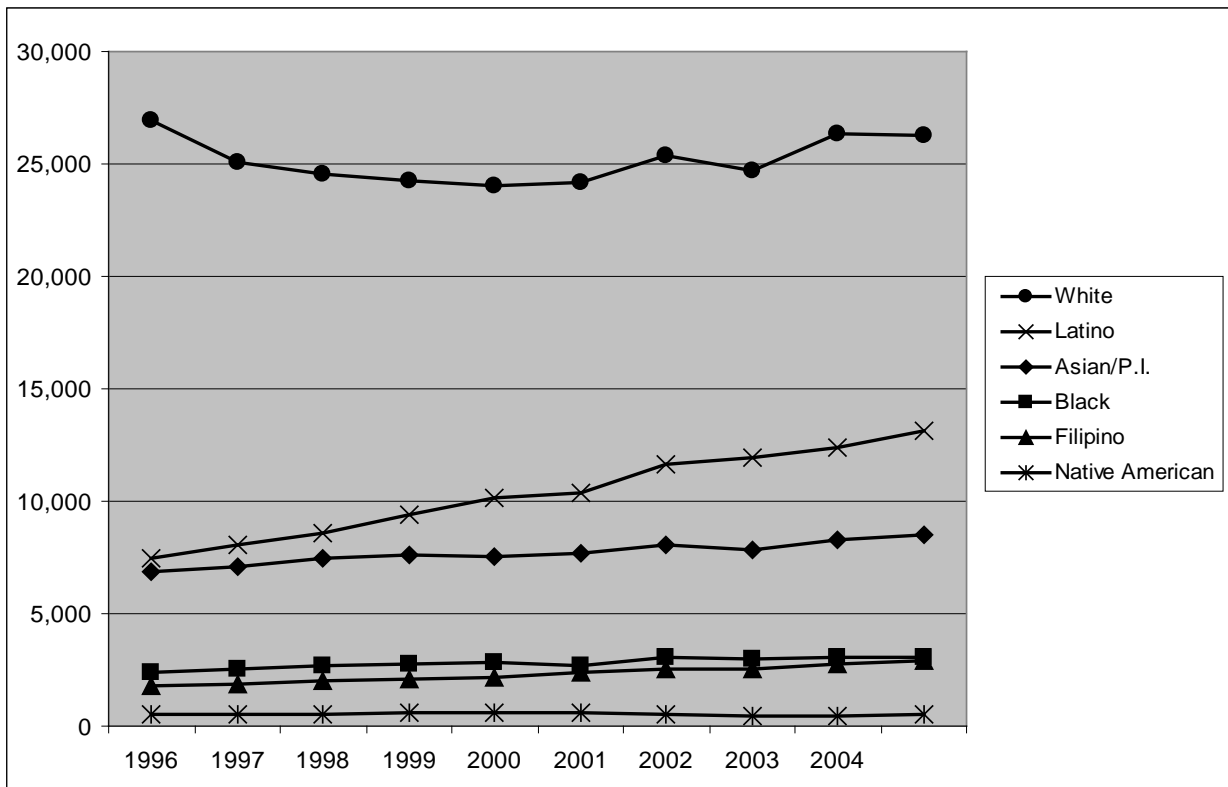
Figure 18: Bachelor’s Degrees by Race/Ethnicity at the University of California, 1996–2005



From 1996 to 2005, African Americans increased total earned CSU bachelor’s degrees by 26% (2,425 to 3,054). Nevertheless, African Americans earned the fewest CSU BA/BS degrees of all major racial/ethnic groups (Figure 19, Table A-21). Whites earned eight times more CSU bachelor’s degrees in 2005 compared to Blacks (26,279 vs. 3,054). Further, there were notable gains in total earned degrees by the other racial/ethnic groups: for Asians/Pacific Islanders, a

24% increase (6,869 to 8,499); for Filipinos, a 65% increase (1,771 to 2,916); and for Latinos, a 77% increase (7,431 to 13,153). In 2005, a slightly larger percentage of African Americans earned undergraduate degrees at CSU than at UC. Blacks represented 4.6% of the total CSU baccalaureate pool compared to 39.4% Whites, 12.7% Asians/Pacific Islanders, 4.4% Filipinos, and 19.7% Latinos. Although the White degree total declined 2.4% (26,935 to 26,279) over the past decade, Whites were the largest single racial/ethnic cohort completing CSU baccalaureates.

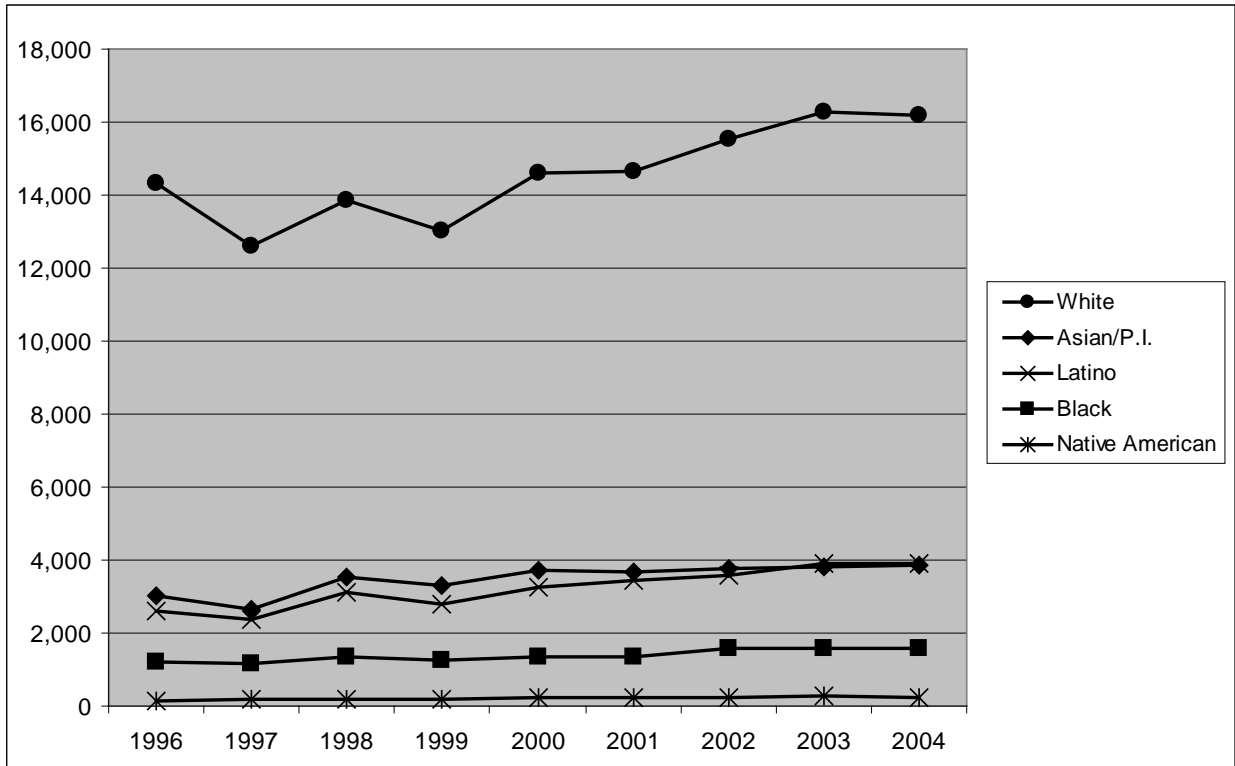
Figure 19: Bachelor’s Degrees by Race/Ethnicity, California State University, 1996–2005



Between 1996 and 2005, the increase in African American bachelor’s degrees earned from independent institutions was significant (Figure 20, Table A-22). Over this period, Black degree production rose 31% (1,207 to 1,579). This percentage gain was only surpassed by Latino students who experienced a 48% increase (2,617 to 3,884) and Native Americans who earned 59% more BA/BS degrees (150 to 238). During the decade, bachelor’s degrees awarded to Whites at private institutions increased 13% (14,318 to 16,187). Blacks received 5.4% of all

baccalaureate degrees awarded by private four-year institutions in 2004 compared to Whites at 55.6%, and both Asians/Pacific Islanders and Latinos at 13.3%. Despite having the lowest increase (13.1%) of all race/ethnic groups during the ten-year period, Whites were the largest cohort of AICCU undergraduate degree recipients.

Figure 20: Bachelor’s Degrees by Race/Ethnicity, AICCU Institutions, 1996–2004

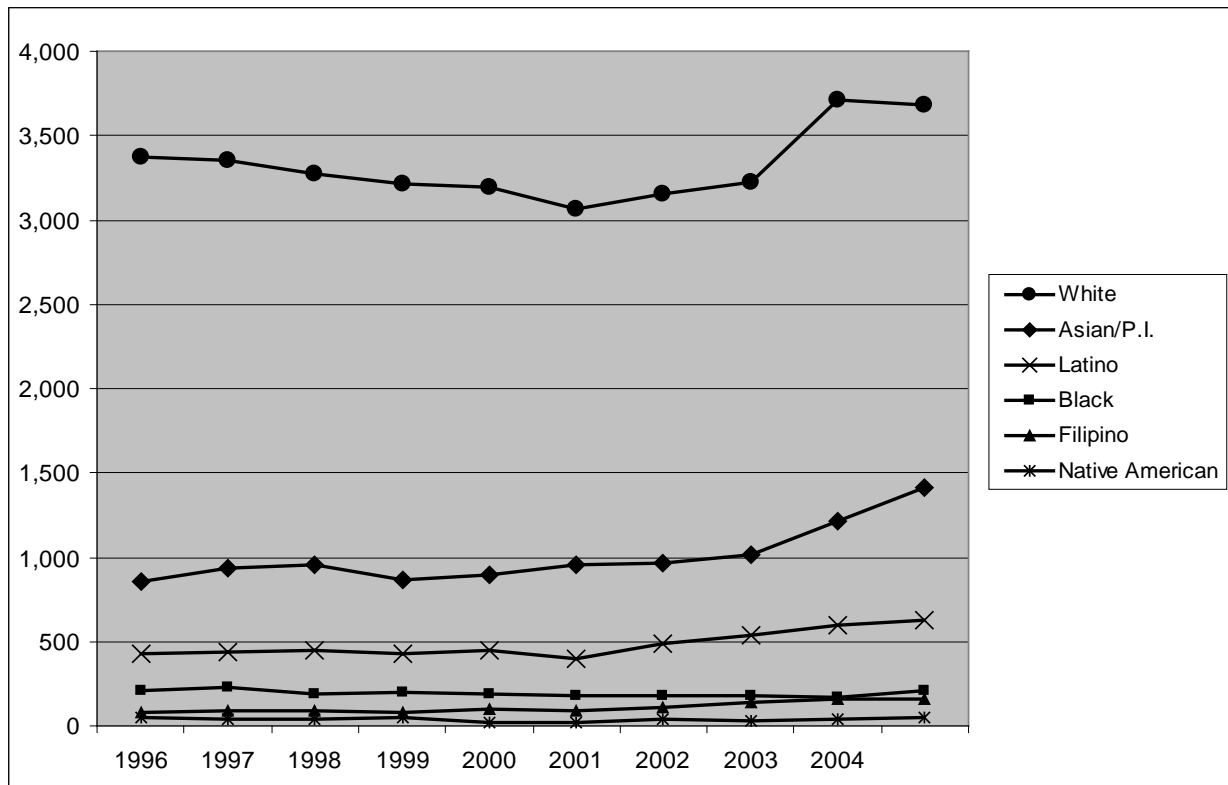


Master’s Degrees

African Americans earned 2% fewer UC Master of Arts or Master of Science degrees in 2005 than they did in 1996 (Figure 21, Table A-23). From 1997 to 1998, the total master’s degrees awarded to Blacks decreased 19% (230 to 186). In 1999, there was an increase of 8% to 201 MA/MS degrees. Nonetheless, from 2000 to 2004, there was continuous decline in UC master’s degrees earned by African Americans. From 2001 to 2002, there were six fewer degrees (184 to 178); in 2002, a decline of three degrees (178 to 175), and in 2003, four fewer

degrees (175 to 169). This five-year constant decrease ended in 2005 when UC master's degrees awarded to African Americans rose 22% (169 to 206).

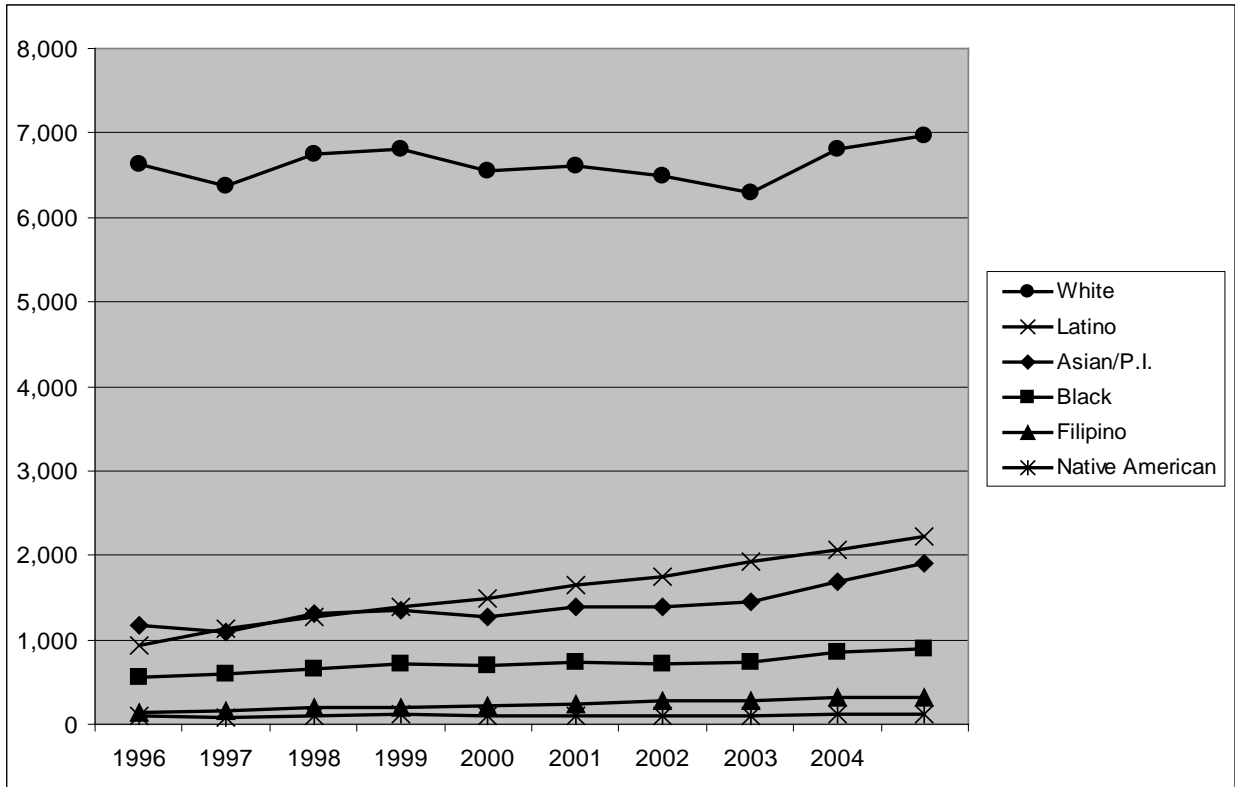
Figure 21: Master's Degrees by Race/Ethnicity, University of California, 1996–2005



By comparison, there were increases in UC MA/MS degrees awarded to Asians/Pacific Islanders (up 67% from 851 to 1,417), Filipinos (up 90% from 83 to 157), Latinos (up 47% from 426 to 625) and Whites (up 9% from 3,375 to 3,680) (Figure 21, Table A-23). Whites represented the majority earning UC master's degrees in 2005, representing nearly twice the **combined** percentage total of MA/MS degrees awarded to Blacks, Latinos, Filipinos and Native Americans. Whites also earned more than twice the number of MA/MS degrees awarded to Asians/Pacific Islanders. In 2005, African Americans comprised only 3.2% of UC master's degree recipients compared to Whites (42.9%), Asians/Pacific Islanders (16.5%), Filipinos (1.8%), and Latinos (7.3%).

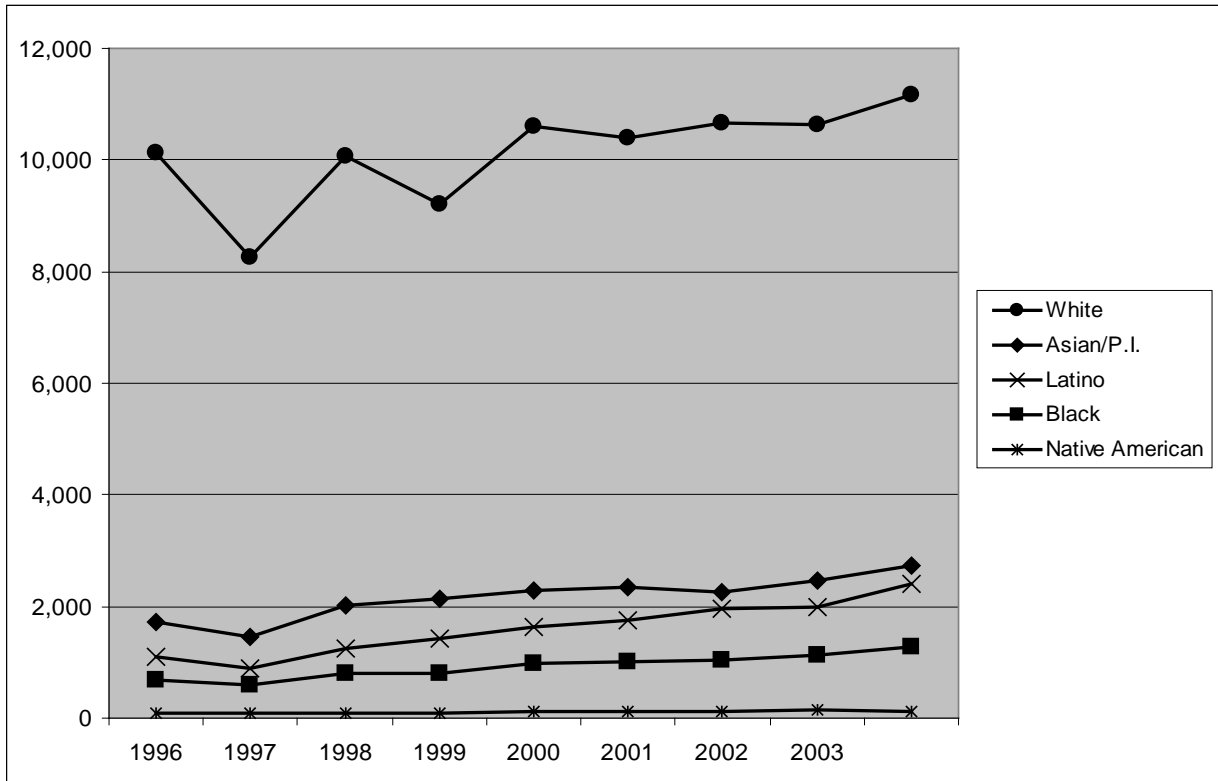
African Americans fared considerably better in the California State University system; over ten years, earned master's degrees increased 62%, from 553 to 894 degrees (Figure 22, Table A-24). There was a 5% gain in master's degrees completed by Whites during the same years (6,628 to 6,973). However, substantial gains were registered by each of the other major

Figure 22: Master's Degrees by Race/Ethnicity, California State University, 1996–2005



non-White racial groups: 65% for Asians/Pacific Islanders (1,162 to 1,910), 120% for Filipinos (147 to 324), and 140% for Latinos (927 to 2,223). By 2005, Blacks comprised only 5.2% of all master's degrees completed at CSU compared to 40.6% Whites, 11.1% Asians/Pacific Islanders, 1.9% Filipinos, and 12.9% Latinos. Again, we see an extreme, extraordinary White advantage: Whites' total earned CSU master's degrees **exceeded the combined total** of MA/MS degrees for Asians/Pacific Islanders, Blacks, Filipinos and Latinos.

Figure 23: Master's Degrees by Race/Ethnicity, AICCU Institutions, 1996–2005



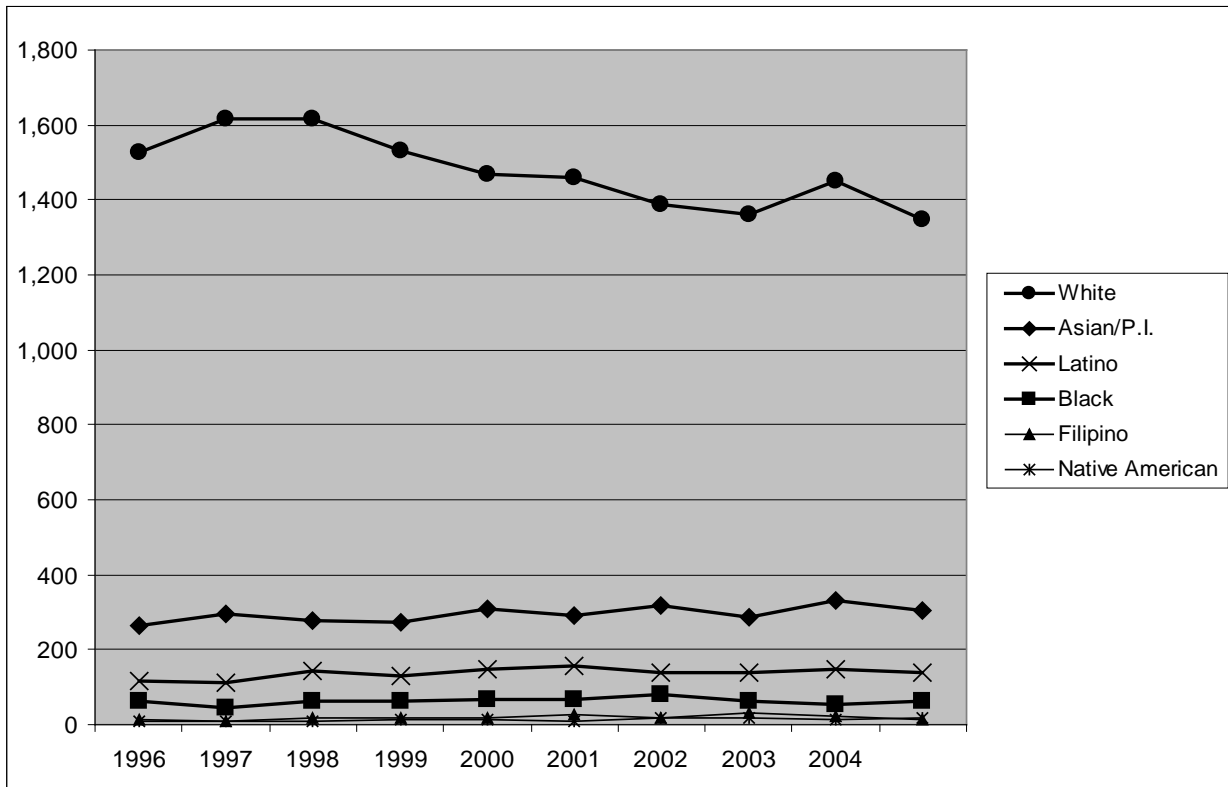
African Americans experienced an impressive gain of 84% in total master's degrees earned from independent institutions, increasing from 697 to 1,282 degrees (Figure 23, Table A-25). From 1996 to 2005, master's degrees earned at private institutions increased 59% for Asians/Pacific Islanders (1,713 to 2,730) and 117% for Latinos (1,105 to 2,398). Earned MA/MS degrees increased for Whites at independent institutions by 10% (10,116 to 11,160). Even though White students experienced only a small increase from 1996 to 2004 in earned MA/MS degrees, they still received nearly double the total number of master's degrees earned from private colleges compared to Asians/Pacific Islanders, Blacks and Latinos **combined** (11,160 vs. 6,410). By 2004, African Americans comprised 5.5% of all MA/MS degrees earned at private four-year institutions compared to Whites (47.8%), Asians/Pacific Islanders (11.7%) and Latinos (10.3%).

Doctoral Degrees

African Americans continued to be painfully underrepresented in the “rarefied air” of UC-earned doctoral degrees (Figure 24, Table A-26). In 1996, 62 Blacks were awarded UC doctorates; ten years later, that number decreased to 61. The number of White doctoral recipients also decreased 11.8% from 1,527 degrees in 1996 to 1,347 degrees in 2005. In contrast, the number of doctorates awarded Asian/Pacific Islander students increased over this period by 14.3% (265 to 303), and the number awarded Filipinos remained the same —14 degrees. Latinos began the period with 116 earned doctorates, and by 2005, the total had only grown to 138 (19%).

In short, despite statistical gains for Latinos and Asians/Pacific Islanders in earned UC doctorates over the period, the actual number of PhD degrees awarded was relatively small. By 2005, Blacks represented only 2% of all UC doctorates compared to Whites (45%), Asians/Pacific Islanders (10%), Filipinos (less than 1%) and Latinos (4.6%). The striking irony is that, even added together, the UC doctorates earned in 1999 by all people of color (516) were less than half the total number of doctorates awarded Whites (1,347). In 1996, Whites earned three times the **total combined** doctorates awarded to Blacks, Asians/Pacific Islanders, Filipinos, Native Americans and Latinos (1,527 vs. 467). Ten years later, in 2005, the White/non-White disparity in earned UC doctoral degrees, measured by **all combined** doctorates awarded to non-Whites versus doctorates awarded to Whites, continued to be an astounding 2.6 to 1.

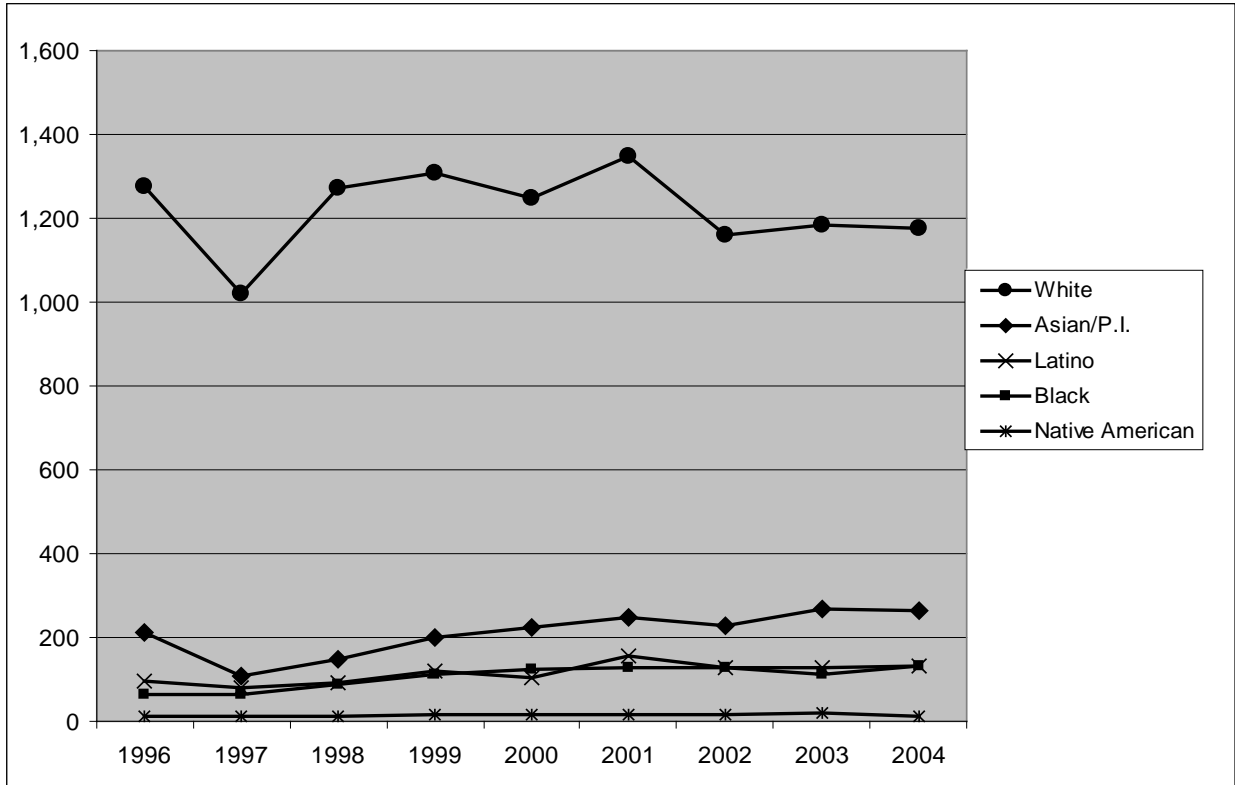
Figure 24: Doctorate Degrees by Race/Ethnicity, University of California, 1996–2005



The picture improved with doctoral degrees granted by independent institutions (Figure 25, Table A-27). Despite having fewer “seats,” these programs granted nearly 115% more doctorates to African Americans in 2005 than did UC (131 vs. 61). During the period 1996 to 2004, doctorates earned by Blacks at private colleges showed a staggering increase, doubling from 66 to 131 degrees. Similarly, doctorates earned by Asians/Pacific Islanders increased 24% (213 to 264) and those earned by Latinos increased 37% (98 to 134). Doctorates Whites earned decreased 8% during this same period but still accounted for the majority of PhD degrees from independent colleges (1,277 to 1,176). Latinos earned half as many doctorates as Asians/Pacific Islanders at independent institutions (134 compared to 264 degrees). In 2004, Blacks represented 5.4% of all doctorates earned at private universities compared to Whites (48%), Asians/Pacific Islanders (11%), and Latinos (5.5%). **Continuing at this rate, it will take more**

than five generations, or over 100 years, for people of color in California to close the doctoral degree “achievement gap” with Whites.

Figure 25: Doctorate Degrees by Race/Ethnicity, AICCU Institutions, 1996–2004

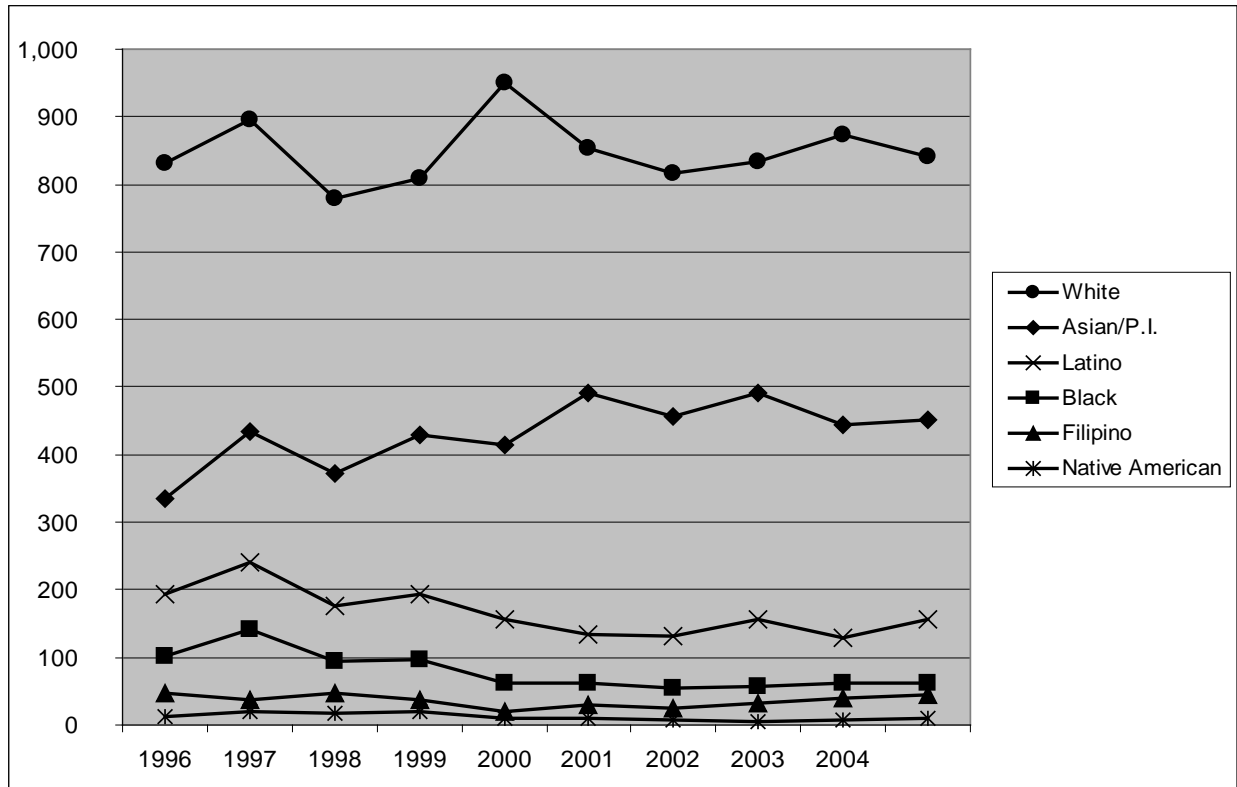


Professional Degrees

In 1996, the University of California awarded 101 professional degrees to African Americans; by 2005, African American professional degrees declined 38% to 63 (Figure 26, Table A-28). By comparison, UC awarded 841 professional degrees to Whites in 2005 compared to 831 in 1996. The number of Asian/Pacific Islander professional degrees increased 35% from 336 in 1996 to 452 in 2005, and degrees awarded to Filipinos declined 4.3% (47 to 45 degrees). Professional degrees awarded to Latinos declined 19% from 193 to 157. In 2005, Blacks comprised 3.3% of all UC first-professional degree recipients compared to Whites (44%),

Asians/Pacific Islanders (24%), Filipinos (2.4%) and Latinos (8.3%). **In a recurring pattern, Whites exceeded the combined total for all non-White groups in UC professional degrees.**

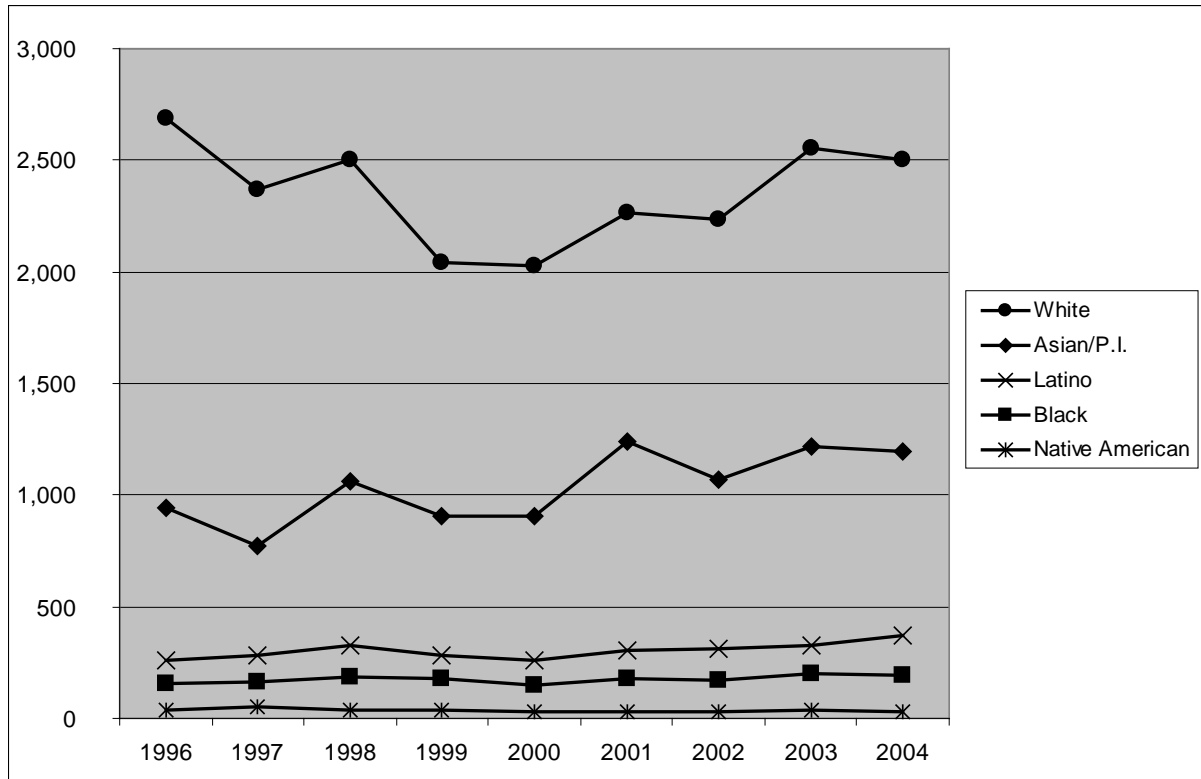
Figure 26: Professional Degrees by Race/Ethnicity, University of California, 1996–2005



The extreme White advantage in earned professional degrees was also apparent when we examined independent institutions (Figure 27, Table A-29). **The number of Whites earning professional degrees at private colleges exceeded the total combined number of professional degrees awarded to Blacks, Asians/Pacific Islanders and Latinos (2,504 vs. 1,768).** In 1996, Blacks earned 157 professional degrees from independent universities; by 2004, this figure increased to 196 degrees (+24.8%). In 2004, Blacks comprised 4.1% (196) of all professional degree recipients at independent colleges compared to 53% Whites (2,504), 25% Asians/Pacific Islanders (1,197), and 8% Latinos (375). While they earned more than Native Americans,

Blacks earned the fewest number of professional degrees of all California's major racial/ethnic groups in this sector.

Figure 27: Professional Degrees by Race/Ethnicity, AICCU Institutions, 1996–2004



African American Instructional Faculty in California Public Education

African Americans are substantially underrepresented among instructional faculty in California's K-16 public educational institutions (Figure 28, Table A-30). Predictably, in light of the racial educational disadvantages revealed to this point, Black faculty presence declines and becomes sparser as one moves up the academic hierarchy. In 1997, the proportion of African American faculty in UC was 2.2%; eight years later, the proportion declined and remained disproportionately low at 1.8%. Over the same period, the proportion of CSU Black faculty did not improve (3.8% to 3.9%). It is clear that the very institutions expected to provide leadership in educational diversity and to supply African American graduates to help expand the Black

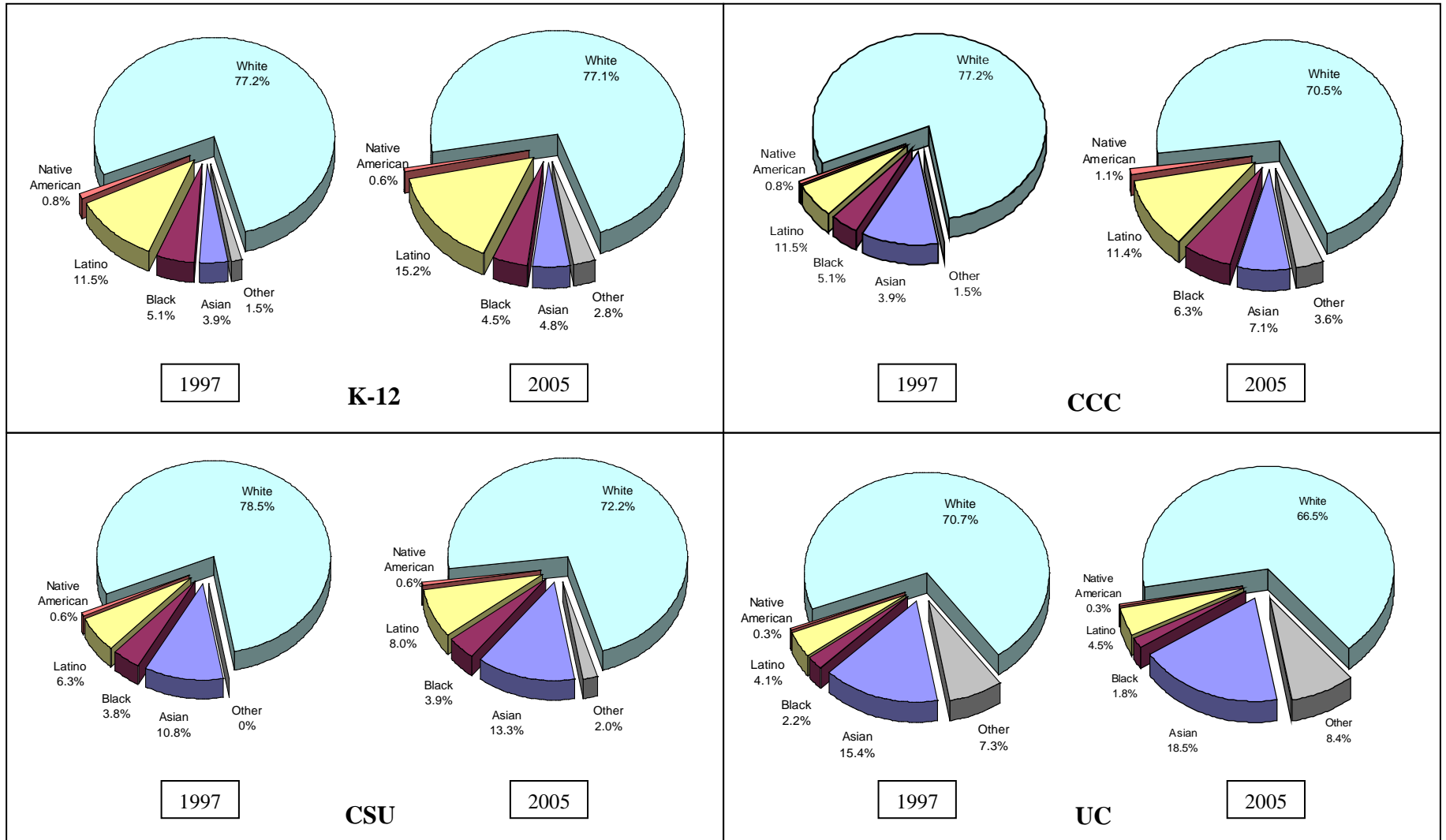
presence in higher education were themselves guilty of stagnation, exclusion and failure to address the problem of chronic Black underrepresentation among faculty.

The percentage of White faculty declined at CSU (78.5% to 72.2%) and UC (70.7% to 66.5%) from 1997 to 2005. Over this same period, there were some gains in representation of Asians and Latinos on UC faculties (15.4% to 18.5% for Asians and 4.1% to 4.5% for Latinos)⁸. At CSU, the proportion of faculty identifying as Asian increased from 10.8% to 13.3%, and the Latino presence among faculty grew 6.3% to 8.0%. However, as was historically true, both the CSU and UC faculties remained largely the exclusive, privileged preserve of Whites. More specifically, in California, college and university professors are overwhelmingly older, White males.

At the K-12 level, there was a decline in the proportion of Black schoolteachers (5.1% to 4.5%). There was also a decline for Whites (77% to 72%). Despite these changes, Whites persisted as the overwhelming majority of teachers in public school systems with increasingly majority student of color enrollments. More specifically, the faces of California's K-12 teachers are overwhelmingly younger, White females. The proportions of Asian and Latino teachers in this sector increased over the decade, growing from 3.9% to 4.8% for Asians and from 11.5% to 15.2% for Latinos. Once more, we see⁹⁹ that Whites maintained disproportionate and stunning advantages, comprising the clear, extreme majority among total faculty across levels and in each sector.

⁸ The data sourced for the faculty section of this report identifies faculty of Asian descent only as "Asians" and does not provide discrete information for Asian/Pacific Islanders, Filipinos or any other Asian-American subgroup.

Figure 28: Full-Time Instructional Faculty in California Public Education by Race/Ethnicity 1997 and 2005



Race, Gender and Success in the Academic Pipeline: The High School Years

Pivotal research, such as *Educating the Majority* (Pearson, Shavlik, & Touchton, 1989) reveals important gender inequities in the academic pipeline leading to higher education. Females comprised 47.3% of high school-aged (15- to 19-year-olds) Californians in 1990 and approximately 49% in 2000 (U.S. Census Bureau, 2001). Our analyses show women were the majority of high school students in California who completed courses required for college admissions, graduated high school and enrolled in higher education. However, there were discernibly different trends for African American females and males compared to their White, Latino and Asian/Pacific Islander peers.

In 2005, the majority of African American students completing A-G courses required for college admission (64%) and the majority graduating high school (54.2%) were female (Figures 29 and 30; Tables A-31 and A-32). African American males (2,430) and females (4,321) comprised only 5.4% of all California students who completed A-G coursework. When disaggregated further by race and gender, we see that Black males and females comprised only 1.9% and 3.4%, respectively, of the total pool (125,068)—the third smallest proportion of UC/CSU-eligible graduates followed by Filipino males and females (1.8% and 2.4%, respectively) and Native American/American Indian males and females (0.2% and 0.3%, respectively). Across the remaining ethnic and gender categories, there were 25,044 White males comprising 20% of the total pool; 32,530 White females (26%); 9,957 Asian/Pacific Islander males (8%); 12,049 Asian/Pacific Islander females (9.6%); 12,238 Latino males (9.8%); and 18,985 Latinas (15.2%). In contrast to their relatively small percentage of total population, White men and women represented the majority of California A-G eligible students in 2005 (46%). However, there were 7,486 fewer White males than females who completed this important hurdle for college admission.

A slightly larger proportion of females also graduated from high school, representing 52% of the total 355,217 graduates in 2005. The breakdown of 2005 high school graduates across race and gender groups was 69,455 White males, translating into 19.6% of the total pool; 71,352 White females (20.1%); 19,270 Asian/Pacific Islander males (5.4%); 19,469 Asian/Pacific Islander females (5.5%); 5,832 Filipino males (1.6%); 5,653 Filipino females (1.6%); 60,827 Latino males (17.1%); 68,844 Latino females (19.4%); 12,266 Black males, (3.5%); 14,534 Black females (4.1%); 1,340 Native American males (0.4%); and 1,610 Native American females (0.5%).

Figure 29: A-G Completion by Race/Ethnicity and Gender, 2005

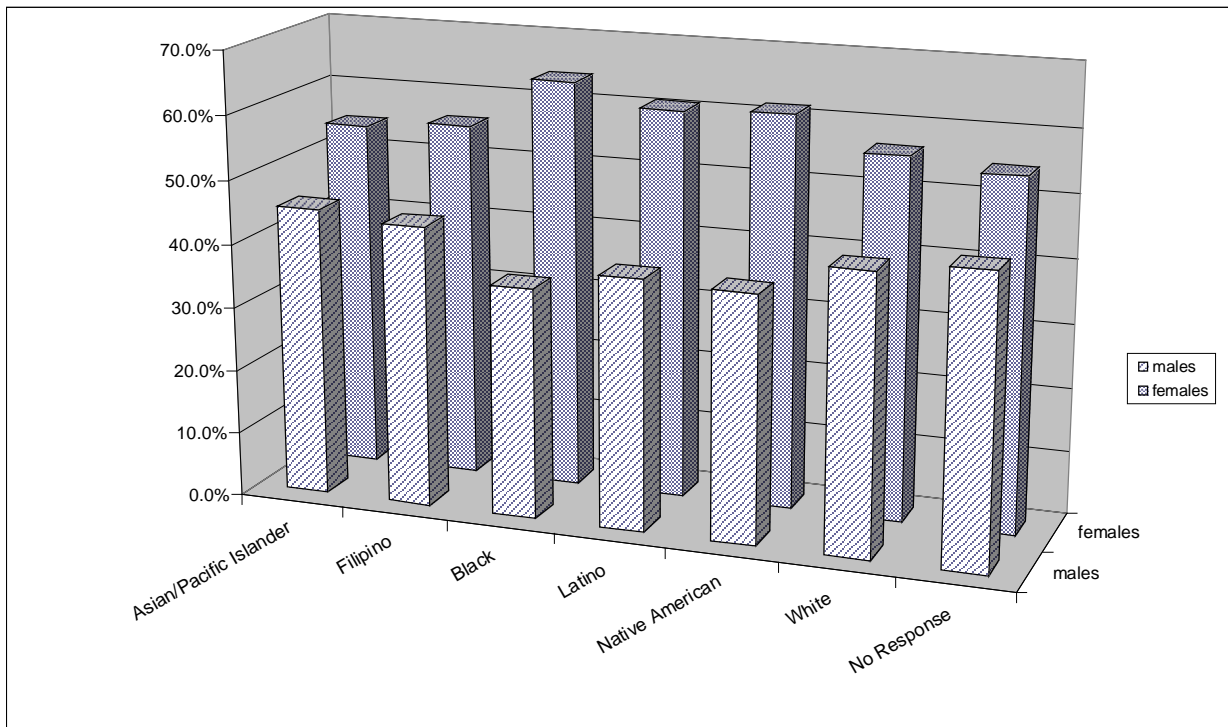
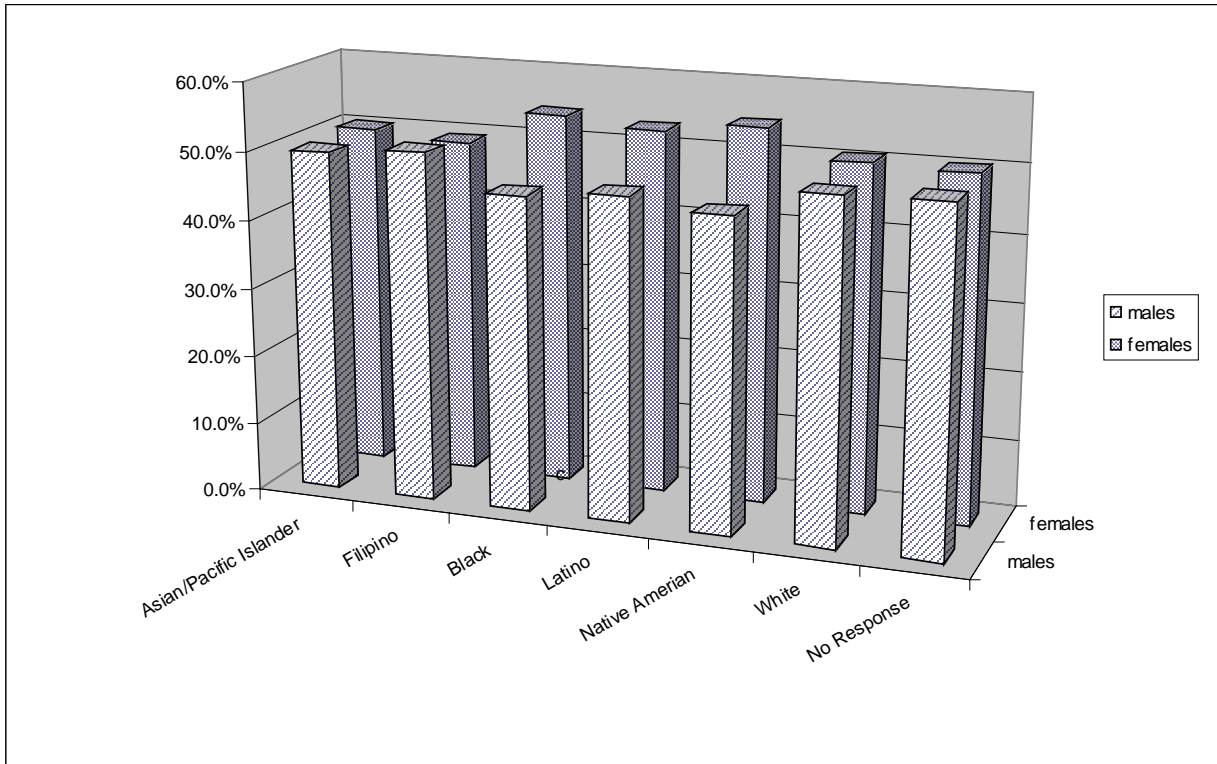


Figure 30: California Public High School Graduates by Race/Ethnicity and Gender, 2005



African Americans comprised 7.5% of high school graduates in 2005, but in a pattern repeated across all ethnic groups, more Black females than Black males graduated from secondary school (Figure 30, A-32). In general, these low findings cause grave concern, especially given the smaller numbers of African Americans, Latinos and Native Americans who graduate high school. The low proportion of graduating seniors who complete A-G courses poses a severe handicap on future academic aspirations and pursuits (e.g., competitiveness in the college admissions pool, college persistence).

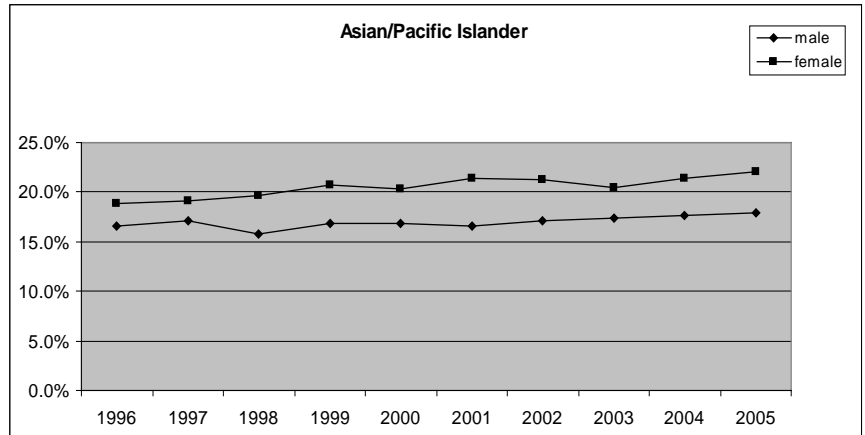
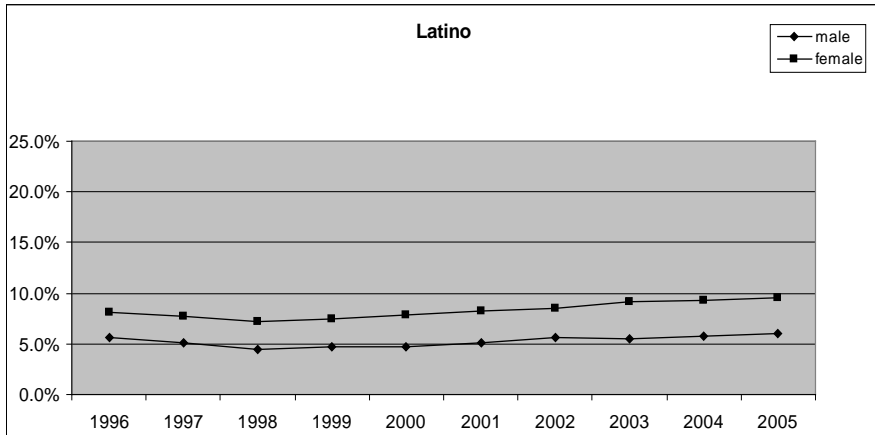
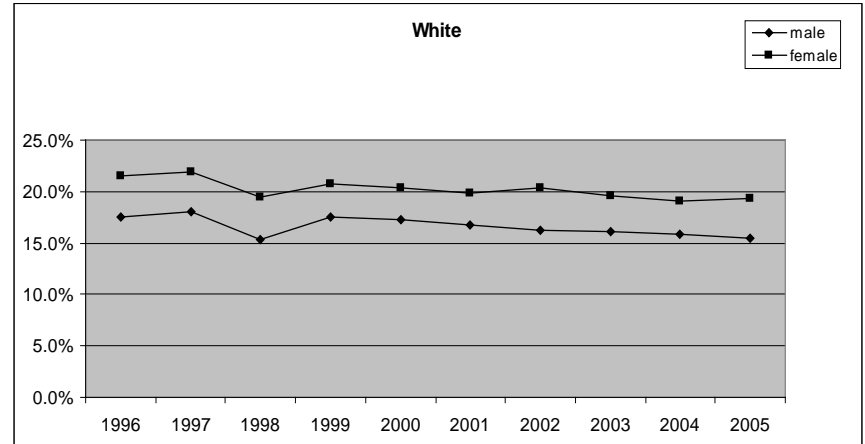
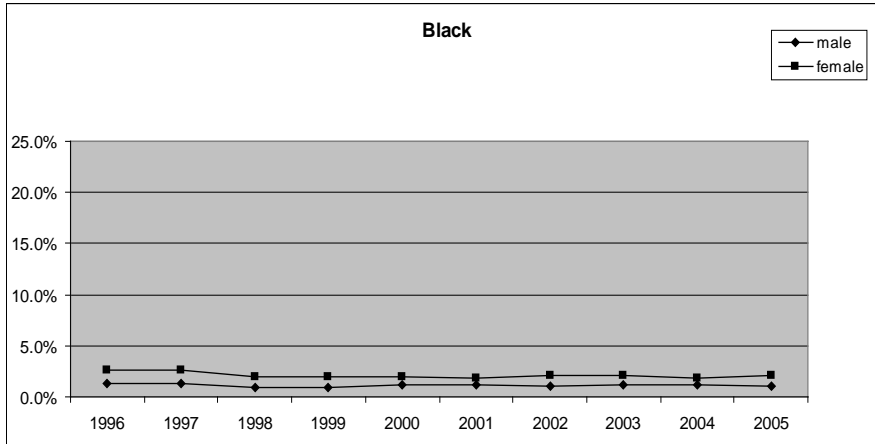
Freshmen Enrollment by Race and Gender

As noted, FTF enrollment for UC, CSU, CCC, and private four-year colleges and universities (AICCU) increased between 1996 and 2005. At UC, male and female Black first-time freshmen enrollment decreased or was stagnant. On the other hand, enrollments increased for both gender groups among Whites, Latinos and Asians/Pacific Islanders (Figure 31, Table A-33). Specifically, 0.7% more Black males (309) and 1.9% fewer Black females (582) enrolled as UC FTF in 2005 compared to ten years earlier. White male FTF enrollment increased 8.2% during these years, with White males (4,416) comprising 15.4% of total enrollment in 2005. White females represented 19.2% of the total FTF enrollment in 2005, growing 10% to 5,518 freshmen. UC enrollment among Asian/Pacific Islander male and female freshmen registered the greatest change during this period: a 34% increase for Asian/Pacific Islander males (5,141) and a 44% change for Asian/Pacific Islander females (6,312). By the end of 2005, Asians/Pacific Islanders were 40% of all UC freshmen: 18% Asian/Pacific Islander males and 22% Asian/Pacific Islander females. Latino male enrollment grew 31%, comprising 6.1% of total FTF enrollment (1,733 students). Latina freshmen enrollment grew 45%, representing 9.6% of all freshmen (2,732 students).

Looking at race and gender differences, we see roughly twice as many Black females versus Black males enrolled as UC FTF in 2005. This gender disparity is significantly larger than for any other race/ethnic category. While the crisis of Black male underrepresentation in college has been discussed widely in media and literature (Harvey & Anderson, 2005; Patton, 1988; Thomas, 1989), finding still another example of its persistence in this new millennium is troubling, given the comparable numbers of college-age Black females and Black males (U.S. Census Bureau, 2001). Our gender comparison data show 25% more White females than White males enrolled as freshmen in 2005, 58% more Latinas than Latinos, and 23% more

Asian/Pacific Islander females than Asian/Pacific Islander males. These patterns are consistent with national trend data showing overall male underrepresentation in U.S. higher education. These national data also show Black men are extremely underrepresented on the nation's campuses compared to Black women and other gender, racial/ethnic or gender/race-ethnic groups (Allen, Jewell, Griffin, & Wolf, 2007; Wilds, 2000).

Figure 31: First-Time Freshmen Enrollment by Race/Ethnicity and Gender, University of California, 1996–2005

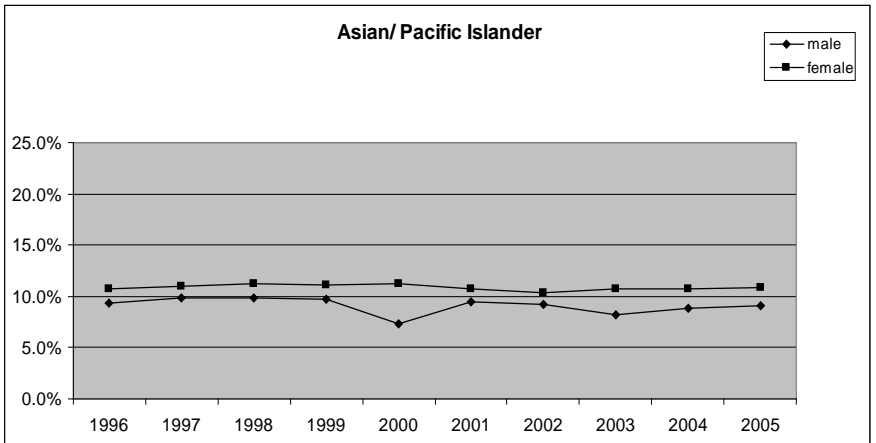
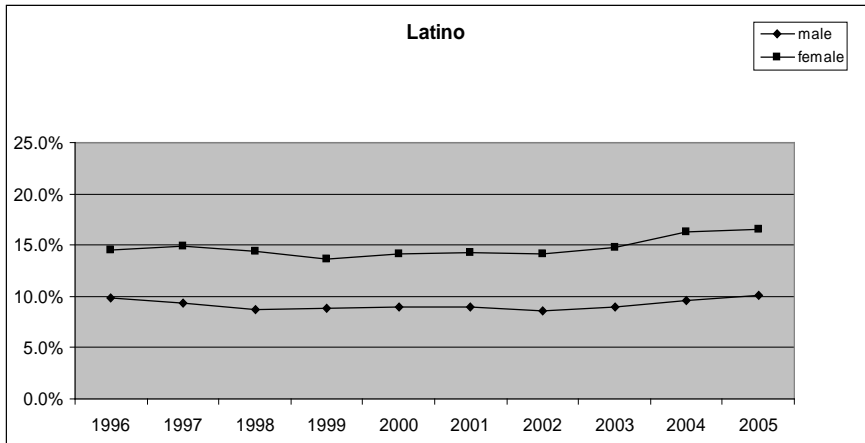
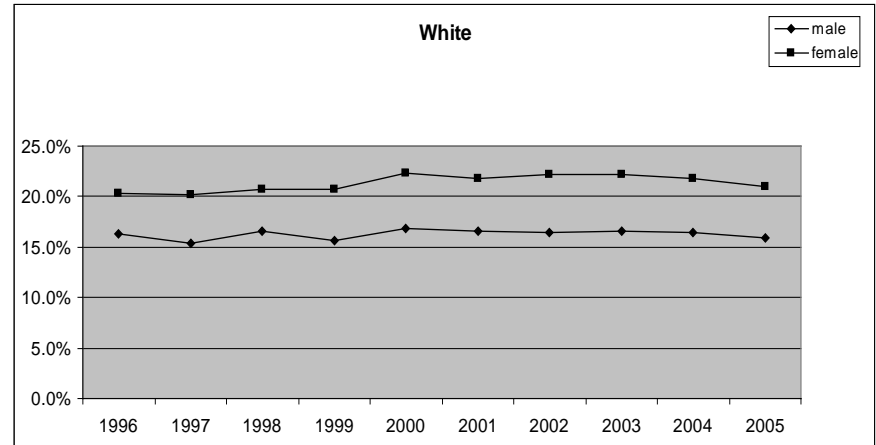
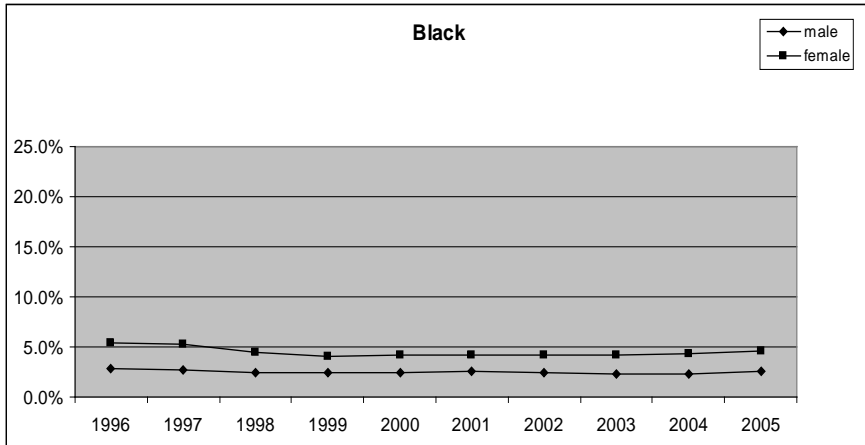


CSU enrollments for African American, White, Latino and Asian/Pacific Islander first-time freshmen increased between 1996 and 2005; however, Native American female enrollment declined (Figure 32, Table A-34). During this period, Black male CSU enrollment grew 37% to 1,133 freshmen, and Black female enrollment grew 33% to 2,028 freshmen. Black males comprised 2.6% of the total 2005 CSU FTF enrollment, and Black females comprised 4.6%.

By contrast, White male CSU FTF enrollment grew more than 50% to 7,020 between 1996 and 2005. In 2005, White males represented 16% of all CSU freshmen. Freshmen enrollment among White females also grew over this period (+60% to 9,262 freshmen), representing 21% of total freshmen for 2005. The CSU enrollment for Asians/Pacific Islanders showed less growth than at UC (a 48% increase for Asian/Pacific Islander males and a 56% increase for Asian/Pacific Islander females). These numbers represented 3,979 Asian/Pacific Islander males and 4,788 Asian/Pacific Islander females, or 9% and 10.9%, respectively, of total CSU freshmen enrollment. Latino males and females had the largest enrollment changes from 1996 to 2005, with Latinos climbing 58% to 4,439 and Latinas rising 76% to 7,298. In 2005, Latinos were 10.1% and Latinas 16.6% of all CSU freshmen.

Women outnumbered men in each race/ethnic group. There were 79% more Black female than Black male freshmen enrolling at CSU by 2005 (2,028 females compared to 1,133 males). There were 32% more White females than White males in the same pool (9,262 vs. 7,020); 20% more Asian/Pacific Islander females than Asian/Pacific Islander males (4,788 vs. 3,979); and 64% more Latinas than Latinos (7,298 vs. 4,439).

Figure 32: First-Time Freshmen Enrollment by Race/Ethnicity and Gender, California State University, 1996–2005



The freshmen enrollment at CCC showed the most balanced gender patterns among African Americans (Figure 33, Table A-35). Specifically, Black male enrollment grew 19% between 1996 and 2005 to 5,435 freshmen, and Black female enrollment rose 17% to 5,348. Black males and Black females each comprised 4.2% of total CCC freshmen in 2005.

Compared to CCC's 12% overall growth between 1996 and 2005, enrollment decreased 5% for White male freshmen (to 23,771) and decreased 13% for White female freshmen (to 21,964). Asian/Pacific Islander and Latino males and females also showed positive enrollment gains during this period: 9,906 Asian/Pacific Islander males (19%); 8,501 Asian/Pacific Islander females (11%); 20,247 Latino males (40%); and 22,584 Latino females (31%). In 2005, White males and White females comprised the largest percentage of CCC FTF, 18.5% and 17.1%, respectively, compared to 7.7% for Asian/Pacific Islander males, 6.6% for Asian/Pacific Islander females, 15.7% for Latino males, and 17.5% for Latinas.

There were only 1.6% more Black females than Black males enrolled as CCC first-time freshmen in 2005. By contrast, there was an 8.2% difference between White female and White male freshmen, approximately 16.5% more Asian/Pacific Islander males than Asian/Pacific Islander females, and 11.5% more Latinas than Latinos.

At private colleges and universities in 2005, African American males comprised 1.4% and African American females were 3.3% of the total FTF pool (Figure 34, Table A-36). For Black male freshmen, a 4% decline between 1996 and 2005 translated to only 102 Black males enrolled as FTF by 2005. Black females showed a substantially higher growth rate during the period: with a 43% increase, Black female FTF enrolled at AICCU rose to 237 by 2005.

Figure 33: First-Time Freshmen Enrollment by Race/Ethnicity and Gender, California Community Colleges, 1996–2005

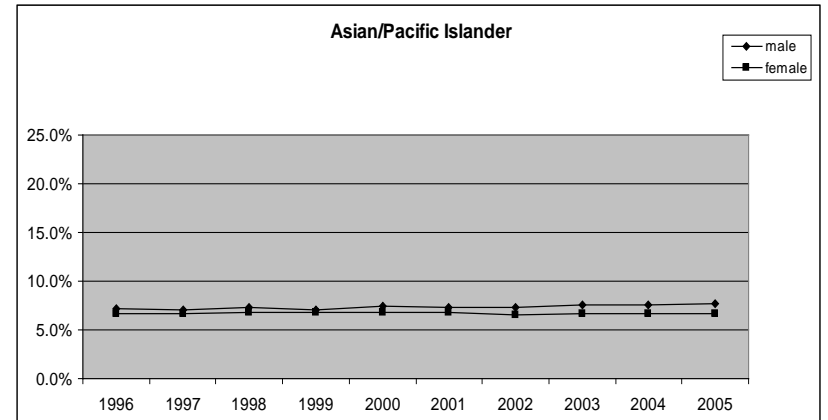
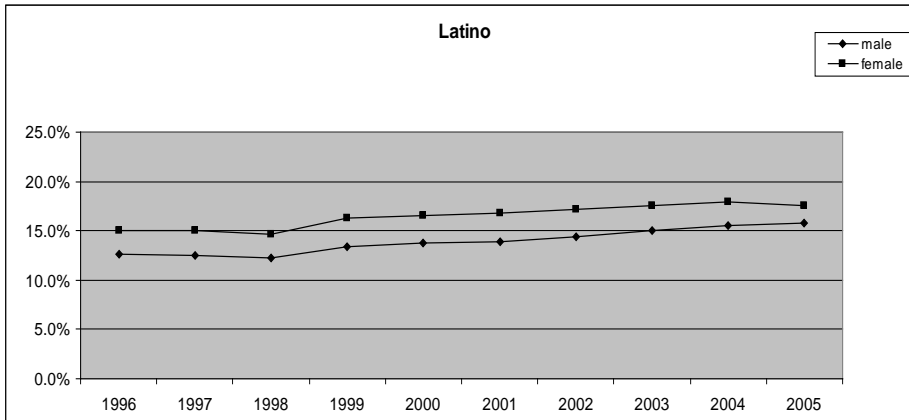
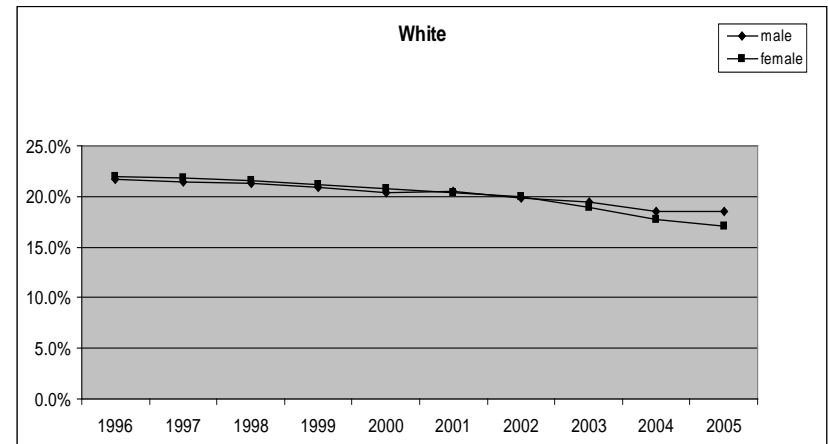
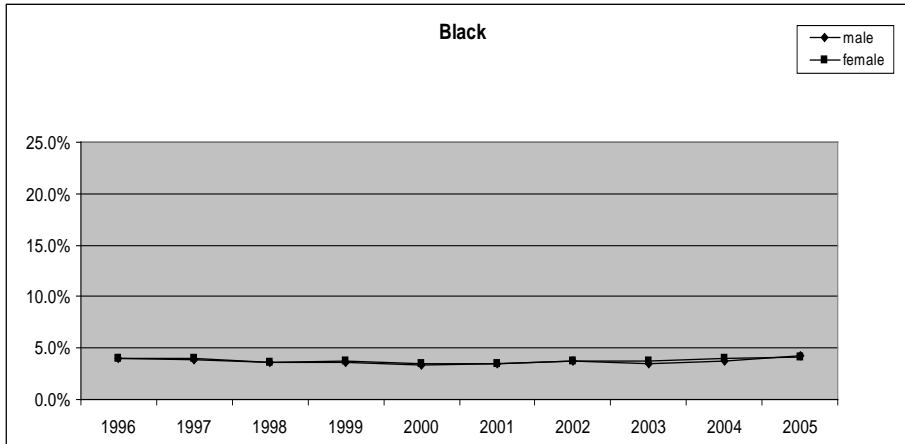
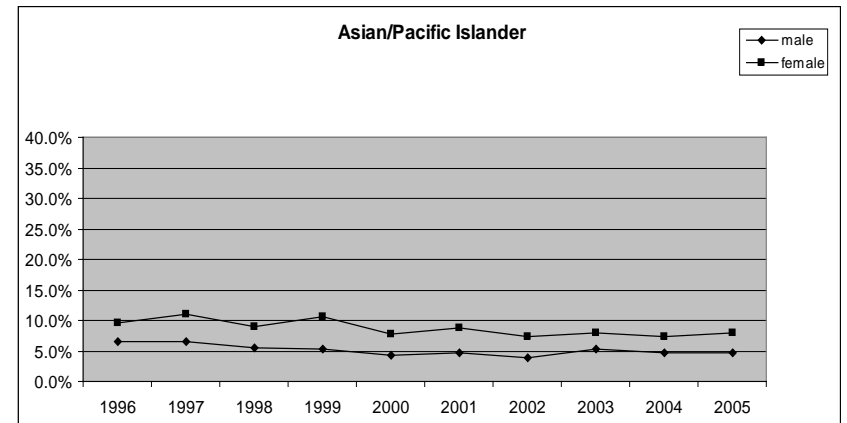
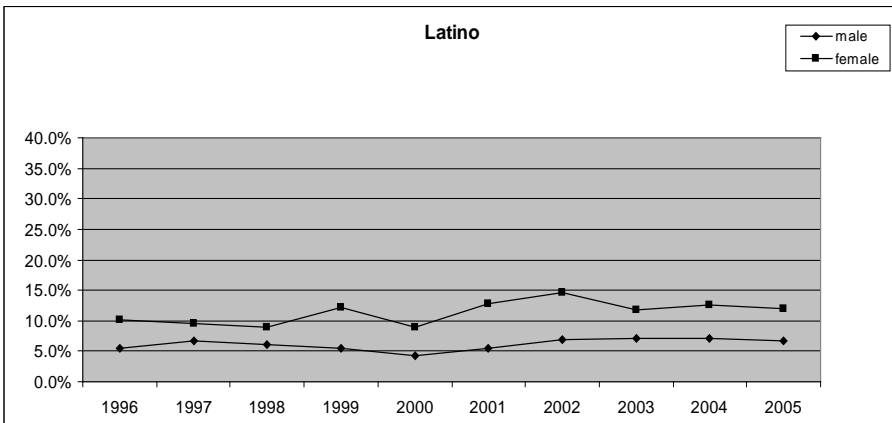
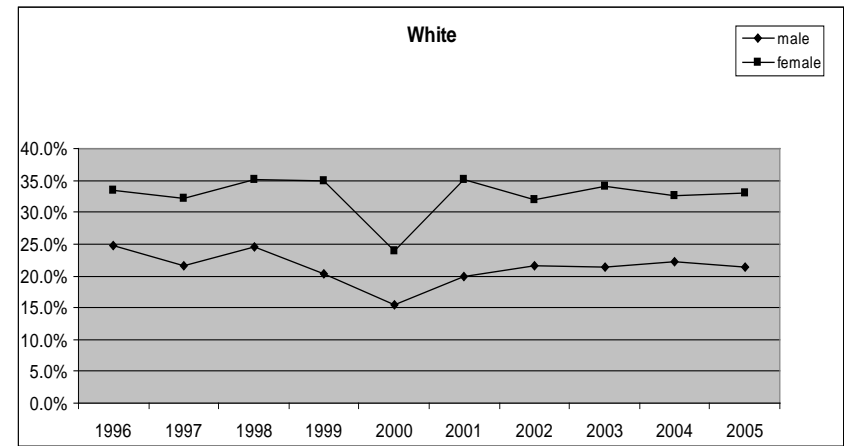
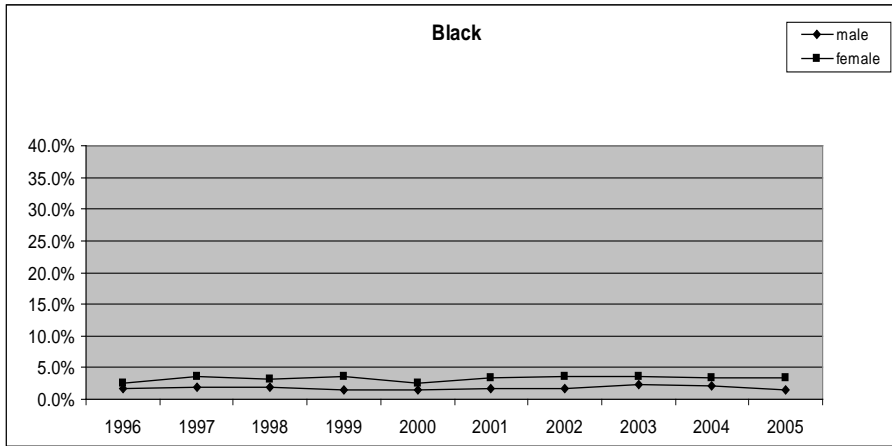


Figure 34: First-Time Freshmen Enrollment by Race/Ethnicity and Gender, AICCU Institutions, 1996–2005



Private college FTF enrollment among White males dropped 3.8% during this period to 1,544, whereas White females increased by 9.3% to 2,377. White males and females represented 21.4% and 32.9%, respectively, of the 2005 total freshmen enrollment in California's private colleges and universities. Freshmen enrollment declined 22% for Asian/Pacific Islander males (332) between 1996 and 2005 and also declined 9% for Asian/Pacific Islander females (571). Asian/Pacific Islander males and females comprised 4.6% and 7.9%, respectively, of total private college/university FTF enrollment. Enrollments grew at substantial rates during this period for Latinos (+35%) and Latinas (+31%). These gains translated to 487 Latinos comprising 6.8% and 865 Latinas comprising 12% of total AICCU freshmen enrollment in 2005.

The gender gap in Black FTF enrollment was constant with double the Black female freshmen every year from 1996 to 2005. In 2005, Black females outnumbered Black males by more than 2 to 1. By comparison, in 2005, White females outnumbered their male counterparts 1.5 to 1, and Asian/Pacific Islander females outnumbered Asian/Pacific Islander males 1.7 to 1. The gap between Latina and Latino FTF enrollment at private institutions was 1.7 to 1. Overall, our data reveal in California higher education, the greatest disparities among freshmen by race and gender can be found at private colleges and universities.

Total Undergraduate Enrollment by Race and Gender

In terms of total undergraduate enrollment, all California institutions recorded high growth rates from 1996 to 2005. However, UC recorded the greatest growth between 1996 and 2005 of all higher education sectors (Figure 35, Table A-37). In 2005, enrollment among all undergraduates rose 25% at UC, 21% at CSU, 12% at CCC, and just over 24% at the private institutions.

Between 1996 and 2000, Black male UC enrollment declined 14.5% from 1,926 to 1,646. Between 2000 and 2005, the UC Black male student population grew modestly to 1,814 but was 6% below the 1996 total. Black female UC enrollment declined 7% from 3,039 in 1996 to 2,825 in 2000. As with Black males, Black females' numbers grew modestly from 2,751 in 2001 to 2,958 in 2005—still below 1996 levels. In 2005, Black males and females comprised 1.2% and 1.9%, respectively, of the total UC undergraduate population, down from 1.6% and 2.5% in 1996.

Unlike Black students, White male and female UC undergraduate enrollment grew between 1996 and 2005. Total enrollment in 2005 increased for White males (8.5% to 26,137) and for White females (14.8% to 29,207 White females). With these gains, White males comprised 17% and White females 19% of all UC undergraduates. Like Whites, UC undergraduate enrollment of Asian/Pacific Islander males grew (29% to 27,493). The number of Asian/Pacific Islander females increased by 43% to 31,294. Undergraduate enrollment rose for Latinos by 22% to 9,046 and for Latinas by 34% to 13,117. By 2005, the undergraduate student body at UC was 18% Asian/Pacific Islander male, 20% Asian/Pacific Islander female; 5.8% Latino, 8.5% Latina; and 1.2% Black male and 1.9% Black female, earning the unique designation as a “majority–minority” flagship public university.

At CSU, White undergraduate enrollment also grew during this decade, 7.7% for White males and 13% for White females (Figure 36, Table A-38). In 2005, White males were 17% of the total CSU undergraduate enrollment (52,923 students), and White females were 21% (67,923). Undergraduate enrollment grew for Asians/Pacific Islanders (+11% for Asian/Pacific Islander males and +20% for Asian/Pacific Islander females). By 2005, there were 28,670 Asian/Pacific Islander male undergraduates at CSU (9% of the total student body) and 32,589 Asian/Pacific Islander female undergraduates (10%). In 2005, Latinos represented 9% of the CSU student body; their numbers increased 28% between 1996 and 2005 to 29,030 students. Latina enrollment during this period increased a remarkable 54% to 46,712 students. By 2005, Latinas represented 15% of all CSU undergraduates.

Undergraduate enrollment at California Community Colleges grew 12% from 1996 to 2005. In the same period, there was a 13% increase for Black males and a 7% increase for Black females (Figure 37, Table A-39). In 2005, there were 39,077 Black males enrolled in CCC (3.4% of total) and 57,194 Black females (4.9%). Enrollment among White CCC students declined during the ten-year period. White male enrollment at CCC decreased 0.8%, while White female enrollment fell 13%. In 2005, White males comprised 18% (203,609 students) of all CCC undergraduates and White females were 21% (245,100 students). Enrollment increased 14% for Asian/Pacific Islander males and 26% for Asian/Pacific Islander females during the decade. In 2005, 7.3% of all CCC undergraduates were Asian/Pacific Islander males (85,177 students) and 8.5% were Asian/Pacific Islander females (98,444 students). Enrollment grew most sharply for Latino males (34%, or 141,272 students) as well as for Latinas (37%, or 185,944 students). In 2005, Latino males were 12%, and Latinas represented 16%, of all CCC undergraduates.

Figure 35: Total Undergraduate Enrollment by Race/Ethnicity and Gender, University of California, 1996–2005

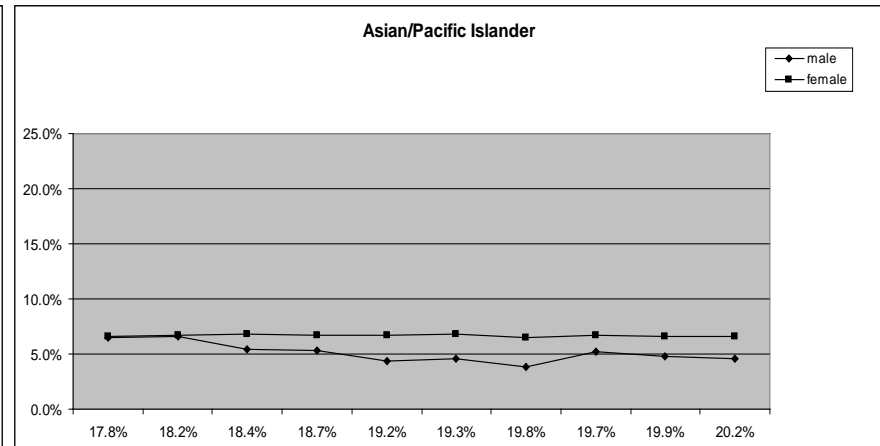
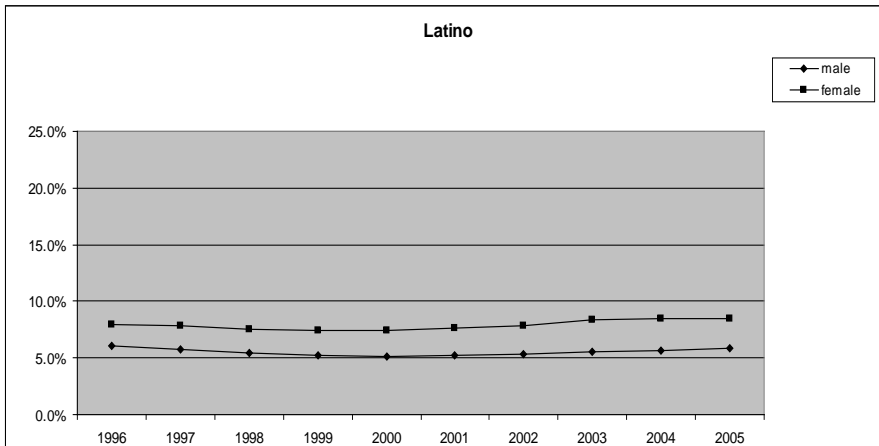
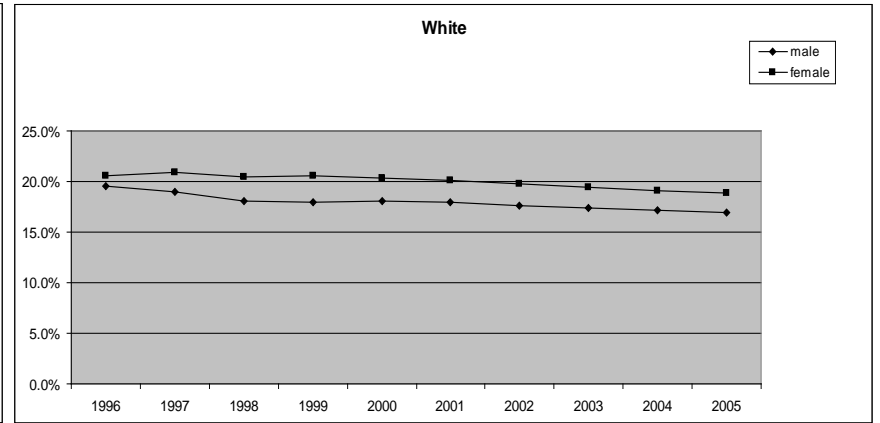
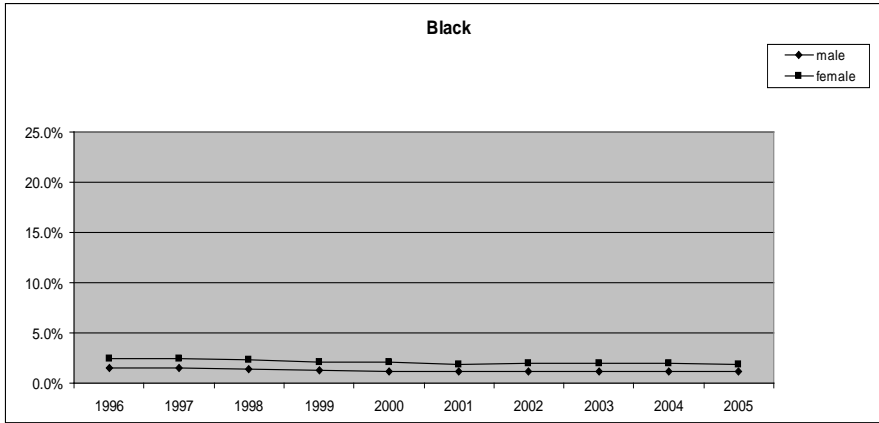


Figure 36: Total Undergraduate Enrollment by Race/Ethnicity and Gender, California State University, 1996–2005

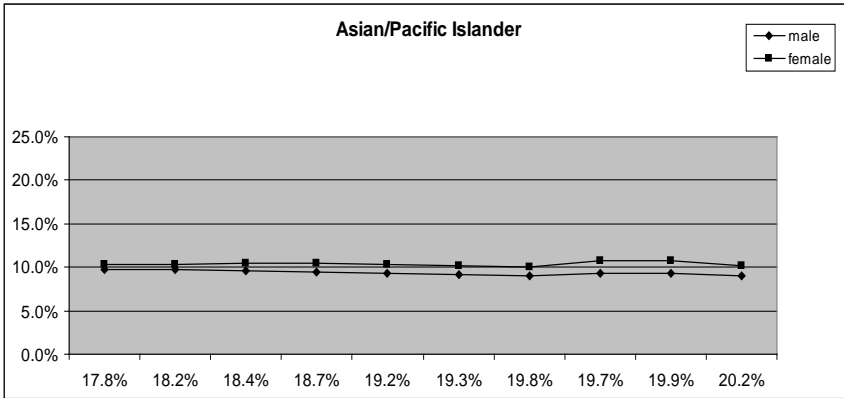
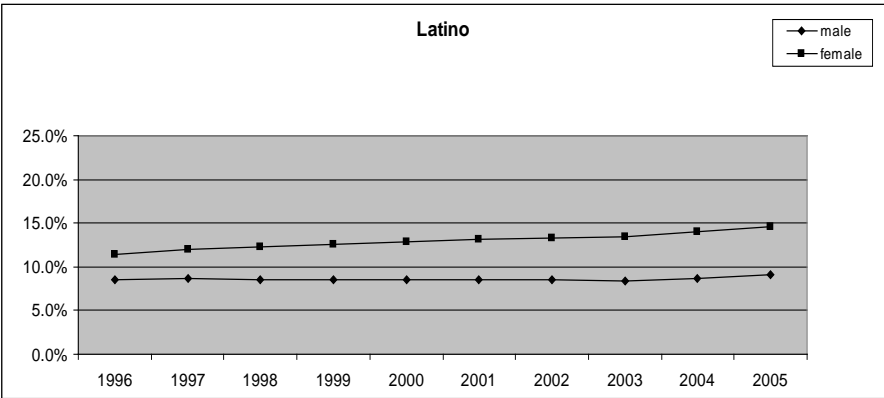
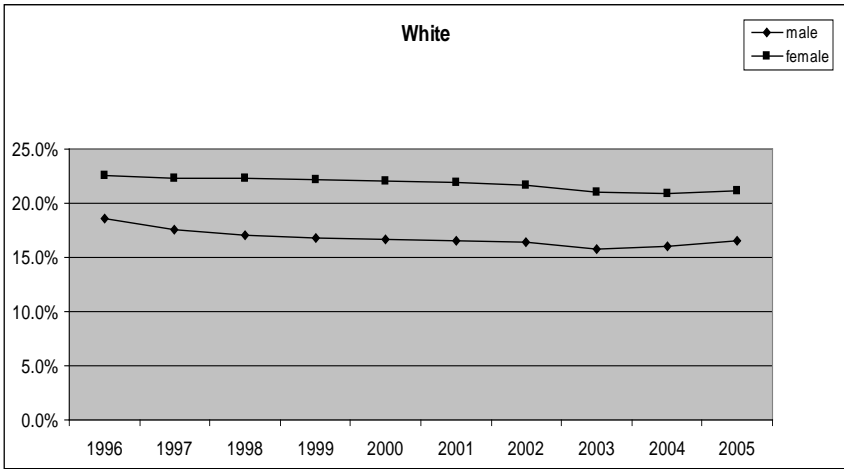
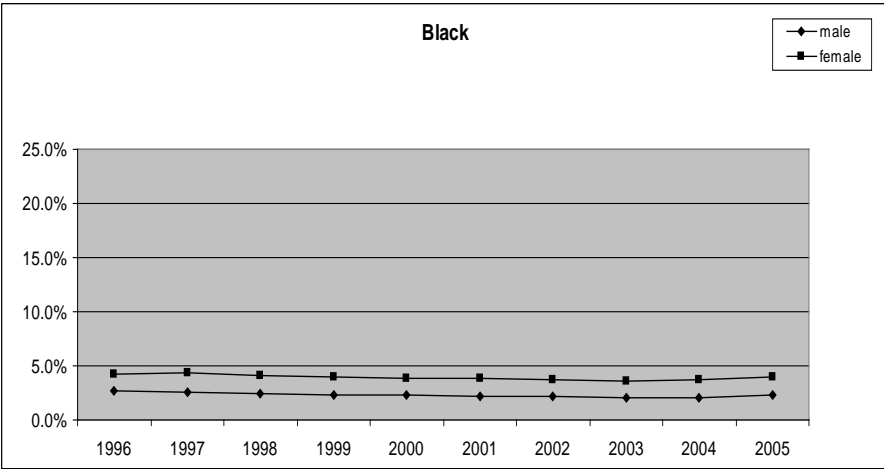


Figure 37: Total Undergraduate Enrollment by Race/Ethnicity and Gender, California Community Colleges, 1996–2005

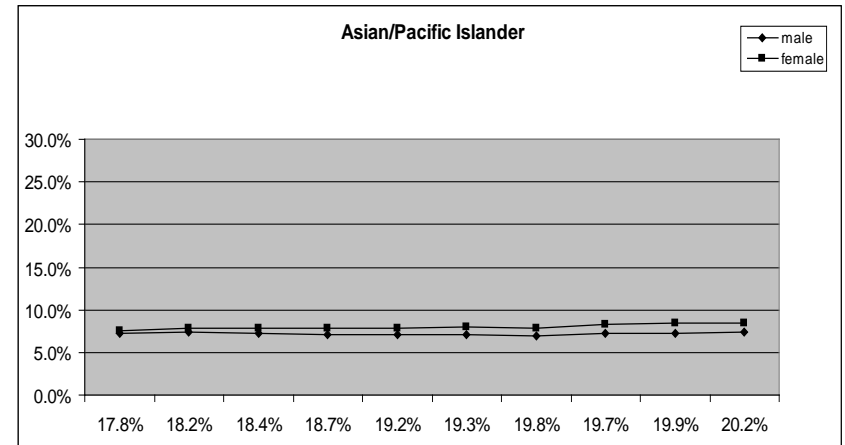
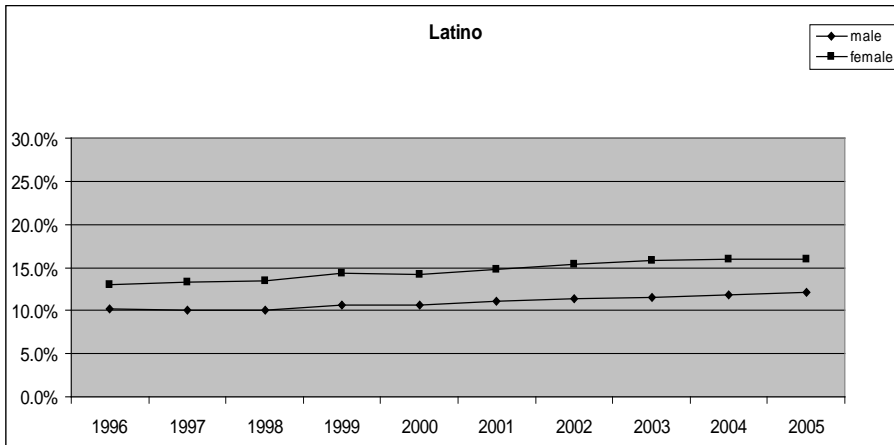
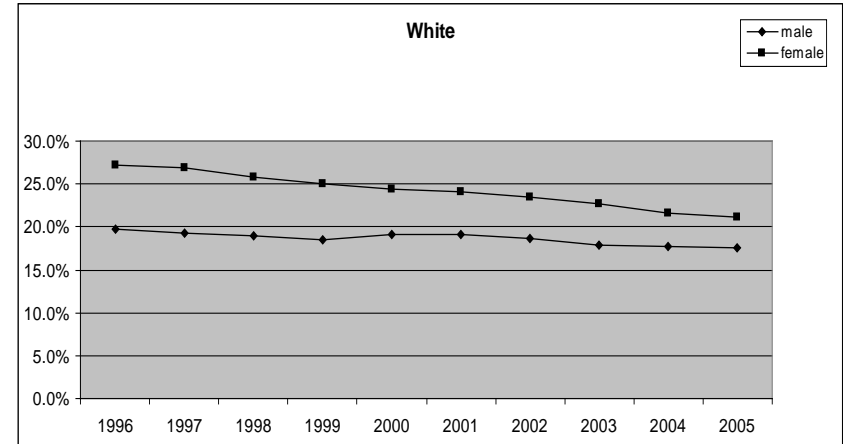
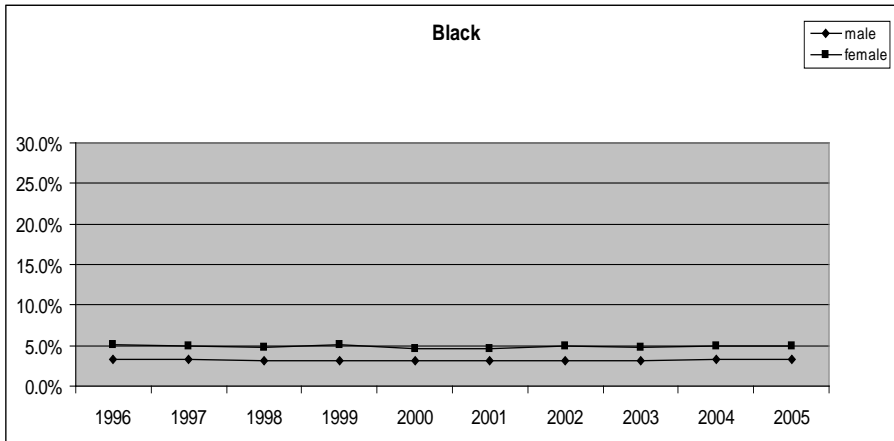
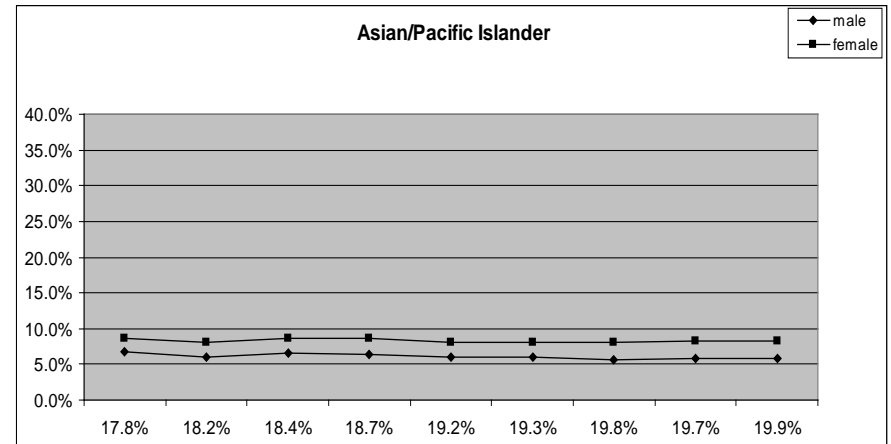
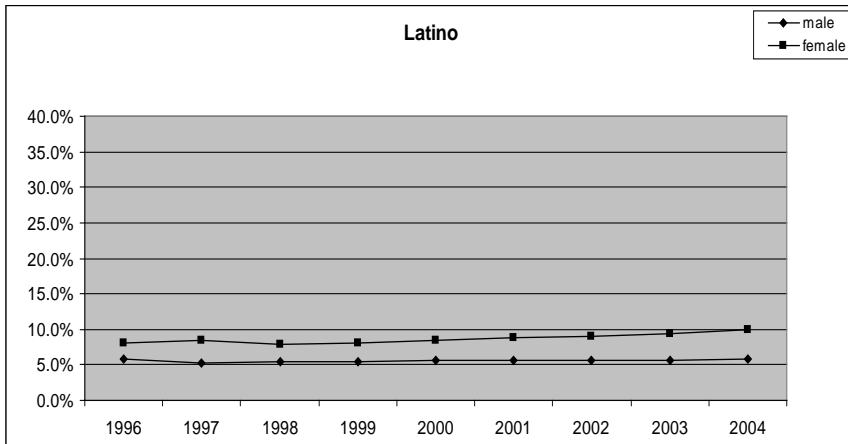
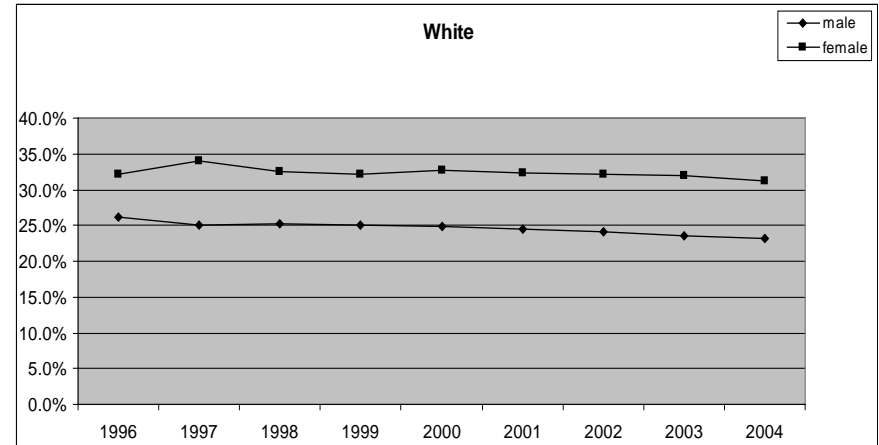
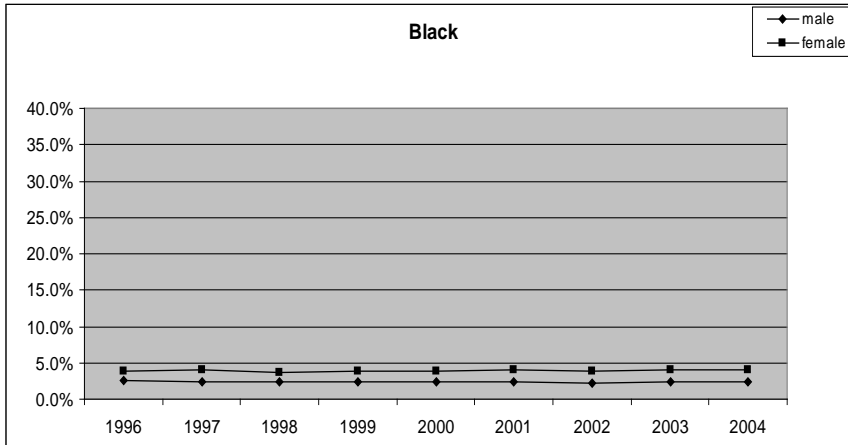


Figure 38: Total Undergraduate Enrollment by Race/Ethnicity and Gender, AICCU Institutions, 1996–2004



At private four-year institutions, African American males numbered 3,007 students or 2.4% of the total undergraduate population in 2004 (Figure 38, Table A-40). African American females represented 5,114 students or 4.1%, reflecting 18% and 31% respective increases from 1996 to 2004. Total White male enrollment in private four-year colleges increased 10% to 28,952, or 23% of the total 2004 undergraduate population. Enrollment for White females rose 20% to 39,062 students in 2004 (31% of total). Asian/Pacific Islander and Latino student enrollments in private colleges also increased over the period. Asian/Pacific Islander male enrollment rose 9% to 7,321 students (5.8% of total), and enrollment for Asian/Pacific Islander females grew 18% to 10,295 students (8.2% of total). Latino enrollments increased 24% during the period to 7,318 students in 2004, or 5.8% of the total private college undergraduate student population. Enrollment for Latinas increased 51% to 12,413 students in the same period. Even with this astounding growth, Latinas only comprised 10% of all undergraduates enrolled in private institutions.

These data reveal African American females continued their significant lead over African American males in high school course preparation for college, high school graduation rates, and college enrollment. However, fewer Black females and males entered UC and private institutions as first-time freshmen or were enrolled as undergraduates relative to the other racial/gender student groups. From 1996 to 2005, of the four largest ethnic groups (Asians/Pacific Islanders, Blacks, Latinos and Whites), Black students, specifically Black females, experienced the only decline in FTF enrollment at UC. The private institutions had increased enrollment for Black students; however, this growth owed mostly to increased numbers of Black female students, while the number of Black males students declined. There was also substantial growth for Black males and females at CSU and at CCC during this period.

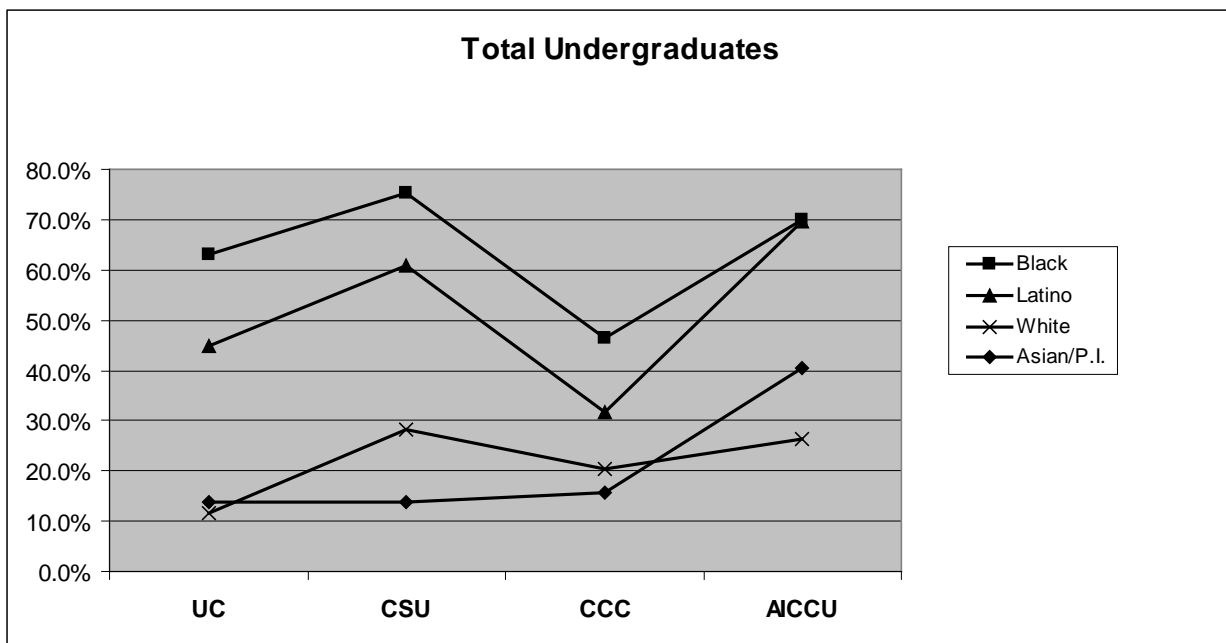
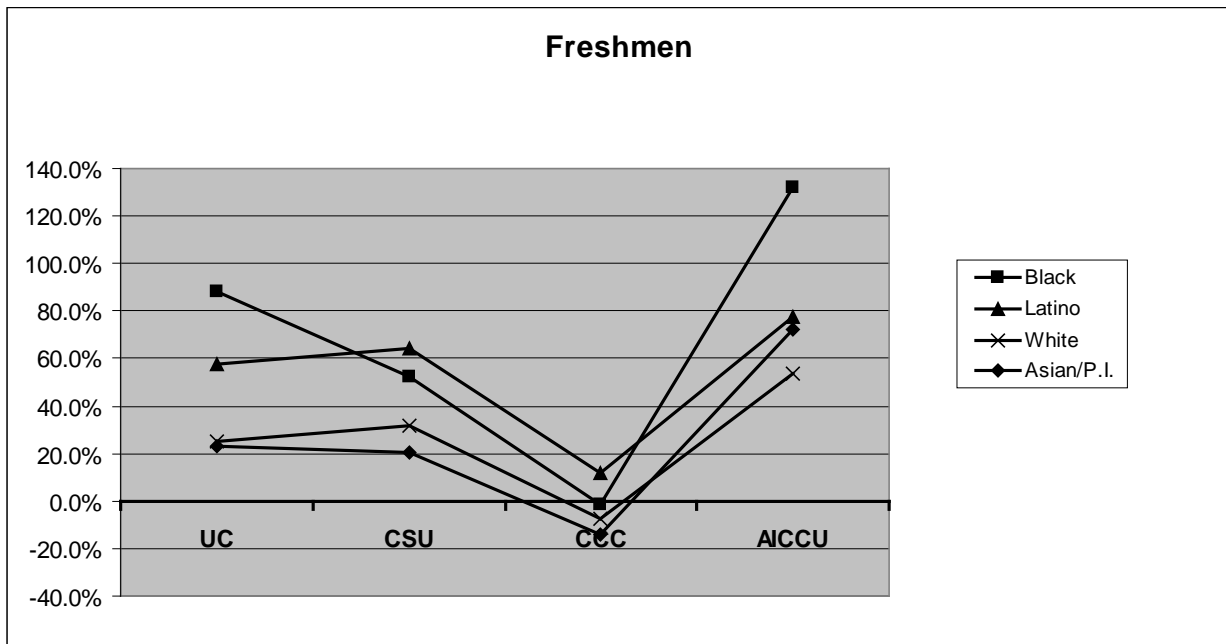
The CCC and CSU systems were the higher education sectors where Black freshmen enrolled in the largest numbers and represented the largest proportion of all Black enrolled freshmen.

During the same period, while the UC system experienced substantial growth in its overall undergraduate population, African American students and Native American students were the only racial groups who experienced declines in overall undergraduate enrollment at UC. This exacerbated the fact that Blacks already represented the smallest percentage of undergraduates from the four major racial/ethnic groups. While African American male and female UC enrollments declined, male and female enrollments experienced modest gains at CSU and CCC, and substantial gains at private institutions. However, the CCC system continued to have the largest proportion Black undergraduate enrollment of any sector in California's higher education system (79.6%). Gains in Black undergraduate enrollment occurred at private colleges and universities (+17.5% for Black males and +31% for Black females).

Extreme gender disparities were persistent reminders of how college enrollment among Black females has eclipsed Black males (Figure 39, Table A-41). Although males and females were nearly equal proportions in the African American college-age population, extreme gender gaps were evident at private institutions (2.32 females to males among first-time freshmen (FTF) and 1.70 females to males among total undergraduates) and at UC (1.88 Black female to male freshmen and 1.63 Black female to male undergraduates). The data also show gender gaps were greatest in the private school sector for African Americans, Latinos and Asians/Pacific Islanders. Whites exhibited roughly equal gender ratios at UC, CSU, and private institutions. Gender disparities were most extreme for African Americans compared to all racial/ethnic groups in UC and private institutions. These institutions clearly must develop and expand strategies to attract and retain more students from underserved populations to higher education opportunities. These

strategies must be designed to motivate, encourage and equip *both* males and females from underrepresented groups to see/pursue higher education as valid, viable life options.

Figure 39: Gender Gaps in First-Time Freshmen and Undergraduate Enrollment by Race/Ethnicity Group and Sector, 2004



Dreams Deferred: Summary and Implications

The state of California is a major player on the national and world stages. As a key U.S. gateway to Latin America and the Pacific Rim, a thriving media capital, a global financial center and home to one in eight Americans, California deserves special attention. This is especially true in the area of higher education, where the California Master Plan for public higher education provided a model emulated by states across the nation. Therefore, it is reasonable—indeed imperative—to ask, “How has public higher education in California weathered the challenges of shifting demographic and economic tides at the beginning of a new millennium?”

In particular this report asks, “How have African Americans fared in the California system of higher education?” For obvious historical reasons, African Americans have been at the center of debates and efforts to broaden educational opportunities in the United States. The empirical record shows dramatic gains for African Americans in educational access and achievement since slavery and Jim Crow segregation (Allen & Jewell, 1995; Allen, Jewell, & Griffin, & Wolf, 2007). However, under closer examination, the same record reveals persistent racial inequality in educational opportunities and achievement across the nation.

Our examination of the status of African Americans in California higher education opens dialogue on broader themes related to educational equity, student access and achievement (Carroll & Allen, 2000). Demographic shifts that produced an increasingly diverse population of high school graduates by race and ethnicity have *not* been accompanied by substantive, structural changes in how the K-16 system addresses the educational needs of students with diverse socio-cultural backgrounds and academic abilities (California Educational Opportunity Report, 2007). California continues to lose far too many students out of the academic river or pipeline leading from K-12 to higher education. Moreover, Black, Latino, Native American, male, immigrant

and poor students are overrepresented among those whose dreams for a better life are dashed upon the shores of lost opportunity.⁹

The size and growth of California's African American population pale in comparison to the much larger numbers for the Asian/Pacific Islander, Chicano/Latino and White communities. Nonetheless, today African Americans comprise nearly 7% of the state's population, or more than 2 million residents. Statistics show Black student academic performance, college enrollment, and degree completion rates are at best status quo and far too often are in serious decline (Allen, Spencer, & O'Connor, 2002). This reveals the overwhelming failure of California's Master Plan for Higher Education (and various other strategies) to address and improve educational disparities at the college level for African Americans, a substantial segment of the state's population.

In secondary school, African American students trailed their race/ethnic peers on many key indicators of academic achievement. Representing 7.5% of the students graduating from public high schools in the state, Blacks have persistently lower levels of college preparation in terms of A-G coursework, lower standardized test scores and lower grade point averages. Research reported elsewhere also reveals California's African American students are systematically disadvantaged during the K-12 years in terms of academic curriculum, teacher resources, physical plant, educational funding and community resources (Allen, Bonous-Hammarth, & Teranishi, 2002; Allen & Jewell, 1995; Allen et al., 2007; Bunche Research Report, 2004; Carroll & Allen, 2000). Without aggressive, effective interventions, these findings suggest that African American students will continue to represent a small, shrinking and increasingly underprepared group in the queue for competitive college admission.

⁹ This is true for certain Asian subgroup populations as well, but because the data could not be disaggregated, we were unable to shed light on their experiences. For more on this topic see "Asian Americans and Pacific Islanders, Facts, Not fiction: Setting the Record Straight." National Commission on Asian American and Pacific Islander Research in Education, and The College Board, 2008

California is renowned for its Master Plan, a multi-tiered system of higher education designed to ensure broad student access to advanced educational opportunities. Comprising UC, CSU, CCC and independent institutions, this system enrolls nearly 2 million undergraduates annually. Trend information from 1996 through 2004 show major increases overall in undergraduate enrollment at independent institutions (+24%). From 1996 to 2005, there were similar gains for all students at UC (+25%), CSU (+21%), and at CCC (+12%). While Black UC undergraduate enrollment declined during this period (-4%), Black enrollment increased at CSU (+7.5%), CCC (+9.7%), and independent institutions (+26%) (Tables A-5 to A-8). In short, African Americans were being systematically pushed out of the prestigious UC system and redistributed to lower tier colleges and universities.

In 2005, California's African American undergraduates were 8.1% of students who attended CCC, followed by CSU (5.8%) and UC (3%). A larger proportion of Black undergraduates attended independent colleges (6.5%) than were enrolled in UC. By contrast, White students were the majority of total undergraduates attending private colleges (54%) and the largest plurality of all undergraduates enrolled at UC (36%), CSU (37%), and CCC (39%).

The graduate/professional school findings of this report show a disturbing trend toward further decline of African American students in enrollment and degree completion. Black graduate/professional enrollment dropped precipitously at UC, a premier training institution for researchers and professionals who assume elite leadership positions in California, the nation, and the world. Since the 1995 Regental decisions and the 1996 passage of statewide Proposition 209,—both of which attacked and dismantled affirmative action in admissions—a chilling, unfriendly climate has confronted Black and Brown students on campuses in the state (Bunche Research Report, 2006a, 2006b). The rising African American graduate enrollments at CSU and independent institutions confirm that Black students are being displaced from the generally more

prestigious UC institutions into lower-ranked colleges or universities. Generally, these institutions lack comparable reputation, capacity and resources, and are less likely to provide the most competitive research and professional training opportunities. In general, data on enrollment and degree completion across California's graduate/professional institutions show African Americans comprise a small and diminishing population compared to Asians/Pacific Islanders, Chicanos/Latinos and Whites. Black postgraduate enrollment at UC has dropped most severely. To a small extent, these losses have been partially compensated by private institutions, where Black student gains in enrollment and degree completion have been phenomenal.

African Americans have lagged behind in the number of earned associate's, bachelor's, master's and doctoral/professional degrees compared with other racial/ethnic groups. Limited gains among Blacks in UC undergraduate degree attainment argue for closer examination of the retention strategies and practices employed by UC campuses to facilitate academic progress for minority students.

This pattern of small and declining doctoral and professional degree completion among African Americans portends additional problems with the academic pipeline in the future, since fewer Black instructional staff and professionals will enter and help expand workforce productivity. In 2004, California's independent colleges and universities awarded twice as many doctorates and three times more professional degrees to African Americans than did the state's premier research institution, the University of California. Private and public universities award 20 times fewer doctoral and professional degrees to African Americans than were awarded to students from other racial/ethnic groups. These findings suggest Black students currently engaged in graduate studies are not necessarily getting the best training opportunities or the strongest credentials to be sufficiently competitive for future teaching, research, and other professional opportunities. In addition, the disparate academic facilities, resources and

opportunities Black students often experience early in the educational pipeline guarantee limited future representation of Black professionals in workplace settings—academia, government, business and industry—that both champion and rely on multiculturalism and diversity

A major question concerning the status of African Americans is “How do we improve Black student access and success at critical points along the academic pipeline?” History shows us that African Americans are disproportionately excluded or underserved by California’s higher education system. At the same time, Blacks continue to be overrepresented among the state’s poor and incarcerated populations. The affirmative action policies previously so successful in improving the representation of Blacks and other underrepresented students in California are now either dismantled or greatly restricted. The stunning declines of African American student enrollment post SP-1 and Proposition 209 signal the reversal of the substantial progress Blacks made in California higher education after the Civil Rights Movement and hard-fought court battles for access and equity (Jewell, 2000; Martin, Karabel, & Jaquez, 2003; Orfield, 2001).

It is a cruel irony—and testament to the changing contours of race and inequity in American society—that African Americans, who were at the forefront of the successful struggle to open America’s colleges and universities to broader, more diverse participation, now face exclusion from California’s—and the nation’s most prestigious institutions (Bunche Research Report, 2006a, 2006b; Byrd-Chichester, 2000). Although White women and Asian Americans have been the nation’s main beneficiaries of affirmative action policies, the discourse of the “anti-affirmative action” movement continues to focus primarily on Blacks and Latinos (Teranishi, Allen, & Solórzano, 2004). Moreover, there is continued silence about other commonly practiced forms of affirmative action in higher education, left unchallenged and unchanged by the anti-affirmative action movement (e.g., legacies, discretionary admits, Veteran’s preferences, special-talent admits) (Martin, Karabel, & Jaquez, 2003). Most striking

of all is the extreme dominance of Whites, rooted in this society's history of White supremacy, which remains largely unchanged and essentially uncontested (Almaguer, 1994; Feagin, 2000, 2006). The extreme racial advantages accruing to White men—and increasingly to White females—in California's system of higher education persist even as the state's racial demography undergoes profound changes.

The overall dominance of Whites, and the increasingly Asian and White face of the University of California, parallels the continued overrepresentation of economically affluent, privileged students on the nation's most prestigious public campuses. Meanwhile, enrollment and graduation of economically disadvantaged students—of any race or gender—continues to decline precipitously at UC. Racial, social, economic and educational apartheid in California higher education is yet another cruel irony, given the original purpose of publicly supported higher education in U.S. democracy was to expand college access and open real opportunities for higher education and occupational success to African Americans, the nation's poor, and other previously excluded groups (Jewell, 2000). Instead, we increasingly see in California a pattern where the poor subsidize higher education for the rich. Poor parents work hard to pay taxes to support colleges and universities that poor, Black and Latino children have little hope of ever attending. What has been missing from affirmative action debates concerning California higher education and emerging patterns of racial and class apartheid in the state's most prestigious institutions are questions about how this all relates to historic and contemporary patterns of race, class, privilege and inequality in the state (Jewell, 2000; Bunche Research Report, 2006a, 2006b). Many question whether equitable opportunity to succeed will ever be available for all racial, ethnic, gender and class groups in this state. More specifically, the chronic, persistent underrepresentation of African Americans in California higher education continues to vex and

plague the state, providing evidence of the failed promise of true democracy and equality for all citizens.

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore—
And then run?
Does it stink like rotten meat?
Or crust and sugar over—
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

Langston Hughes¹⁰

¹⁰ “Harlem[2]” by Langston Hughes.

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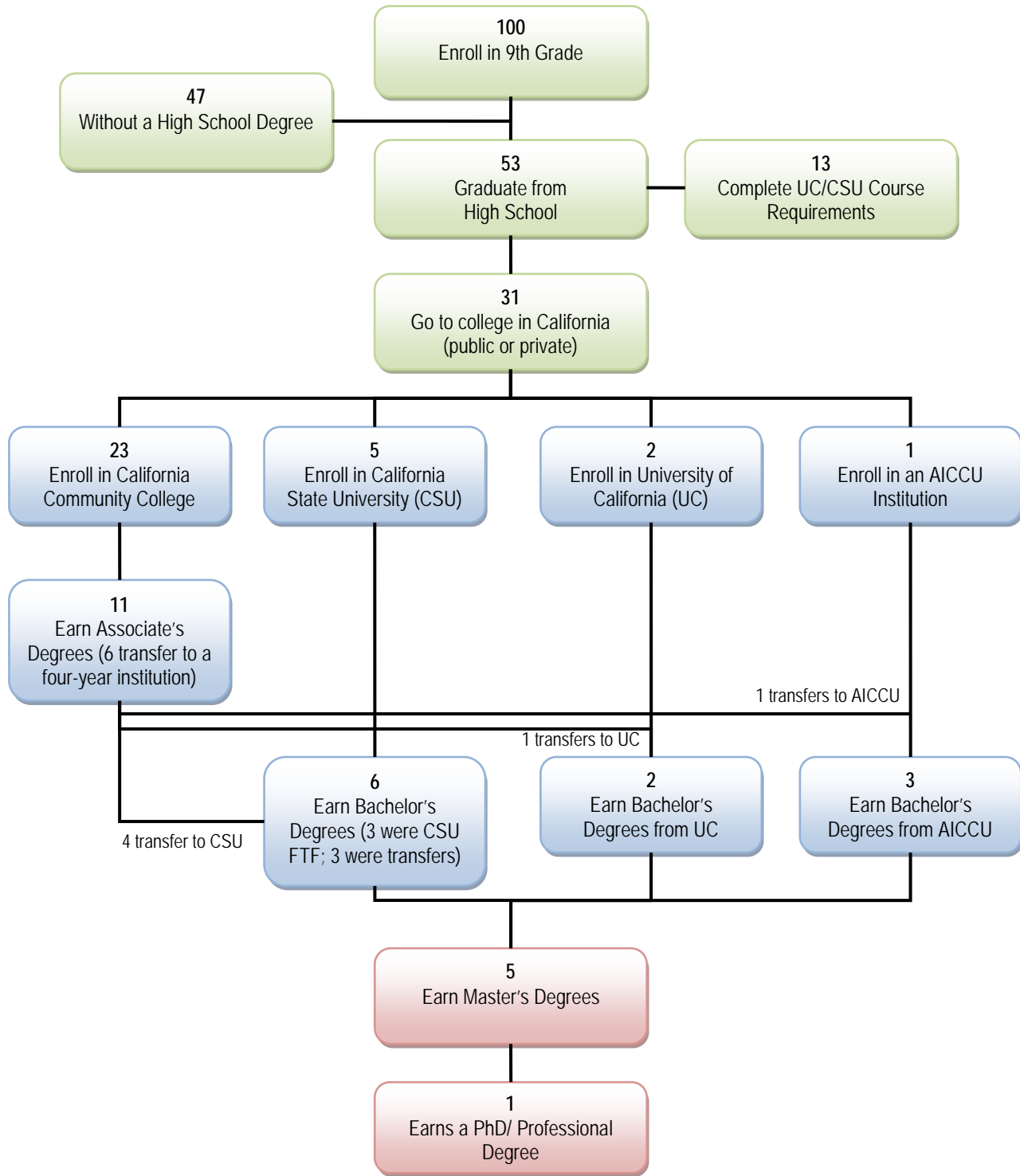
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Appendix¹¹

Figure A-1: African American Educational Pipeline in California, 2004



¹¹ Some numbers might not add up to 100 percent due to rounding issues (to a full digit).

Figure A-2: Latino Educational Pipeline in California, 2004

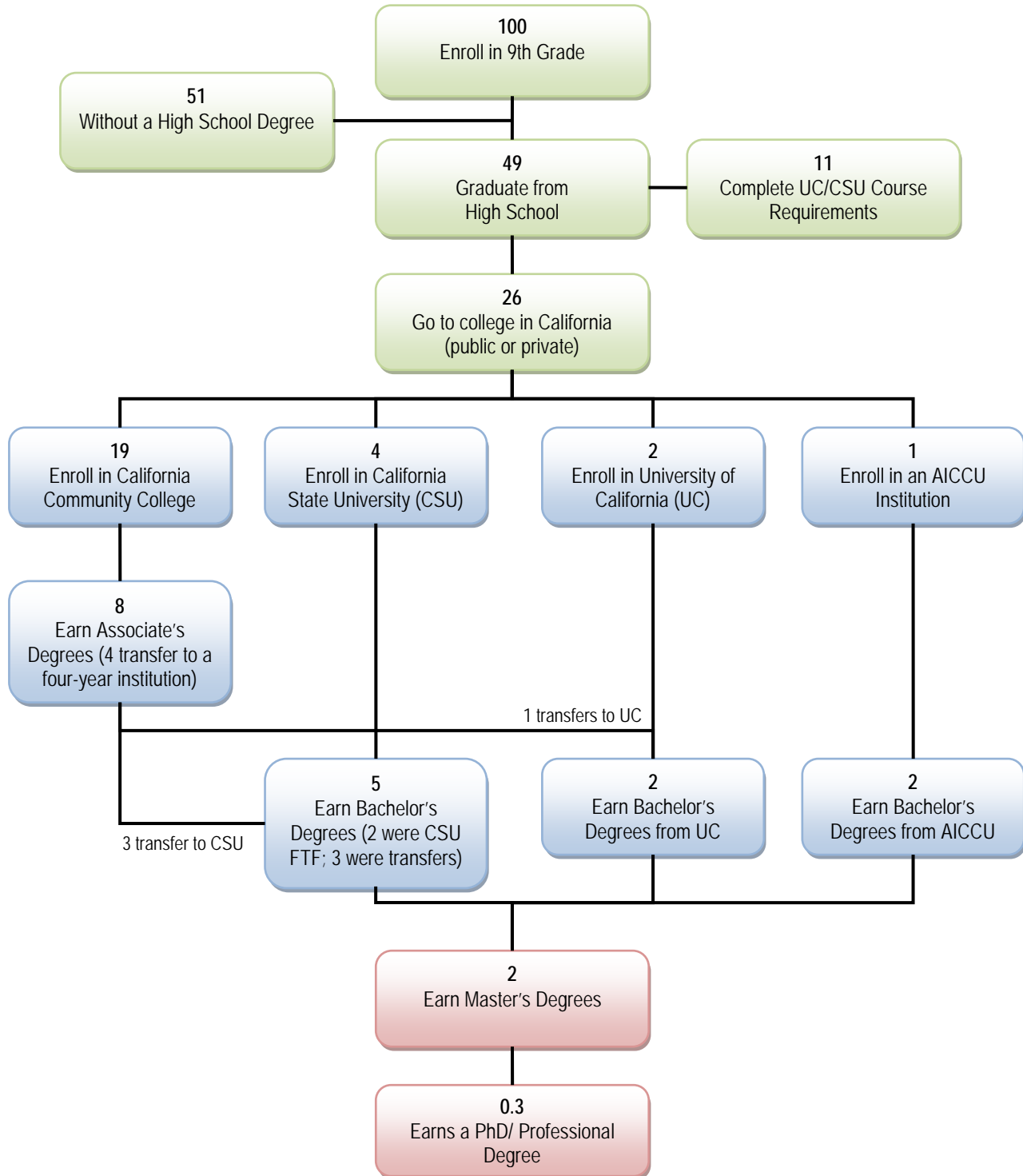


Figure A-3: Filipino Educational Pipeline in California, 2004

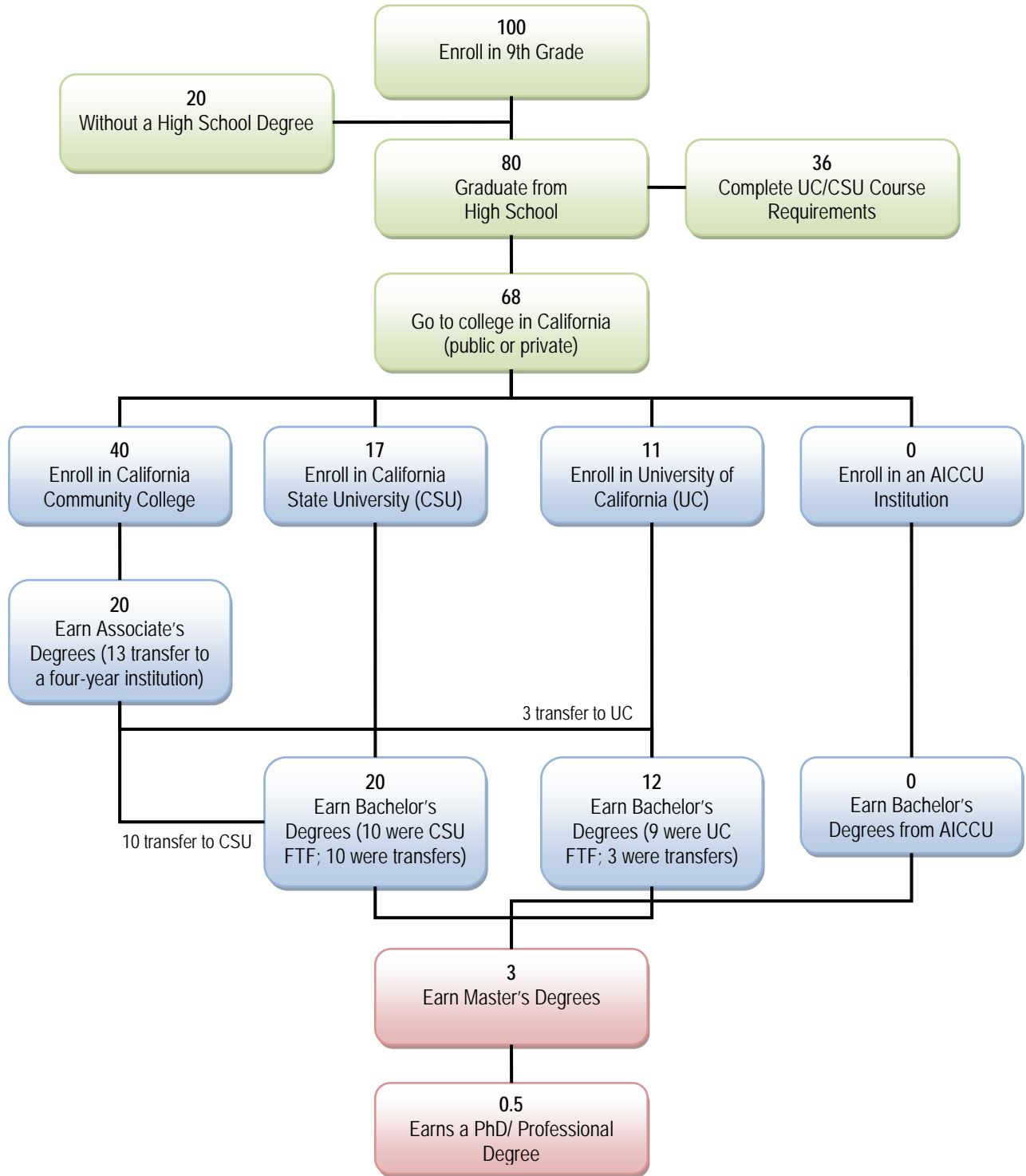


Figure A-4: Asian/ Pacific Islander Educational Pipeline in California, 2004

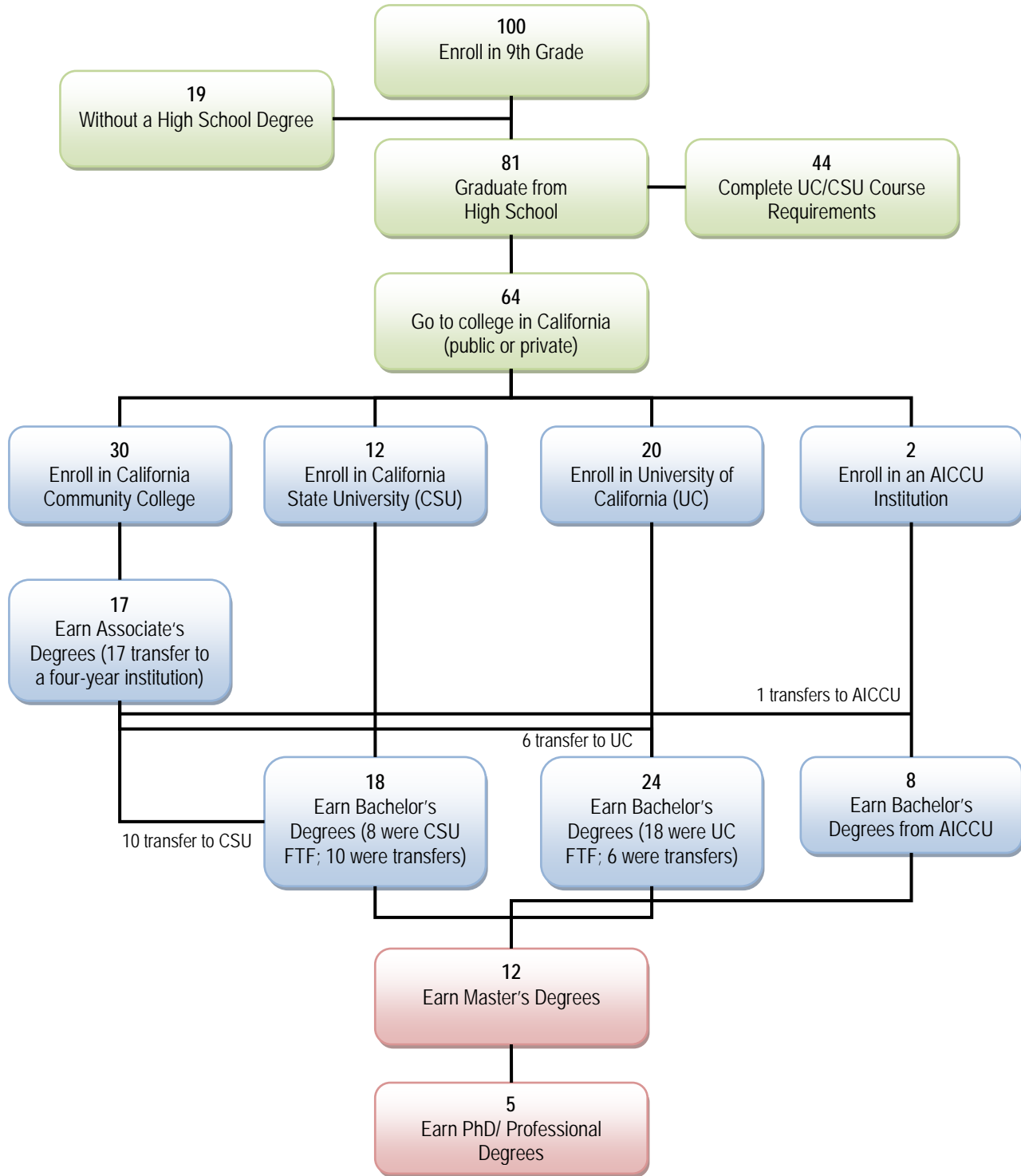


Figure A-5: White Educational Pipeline in California, 2004

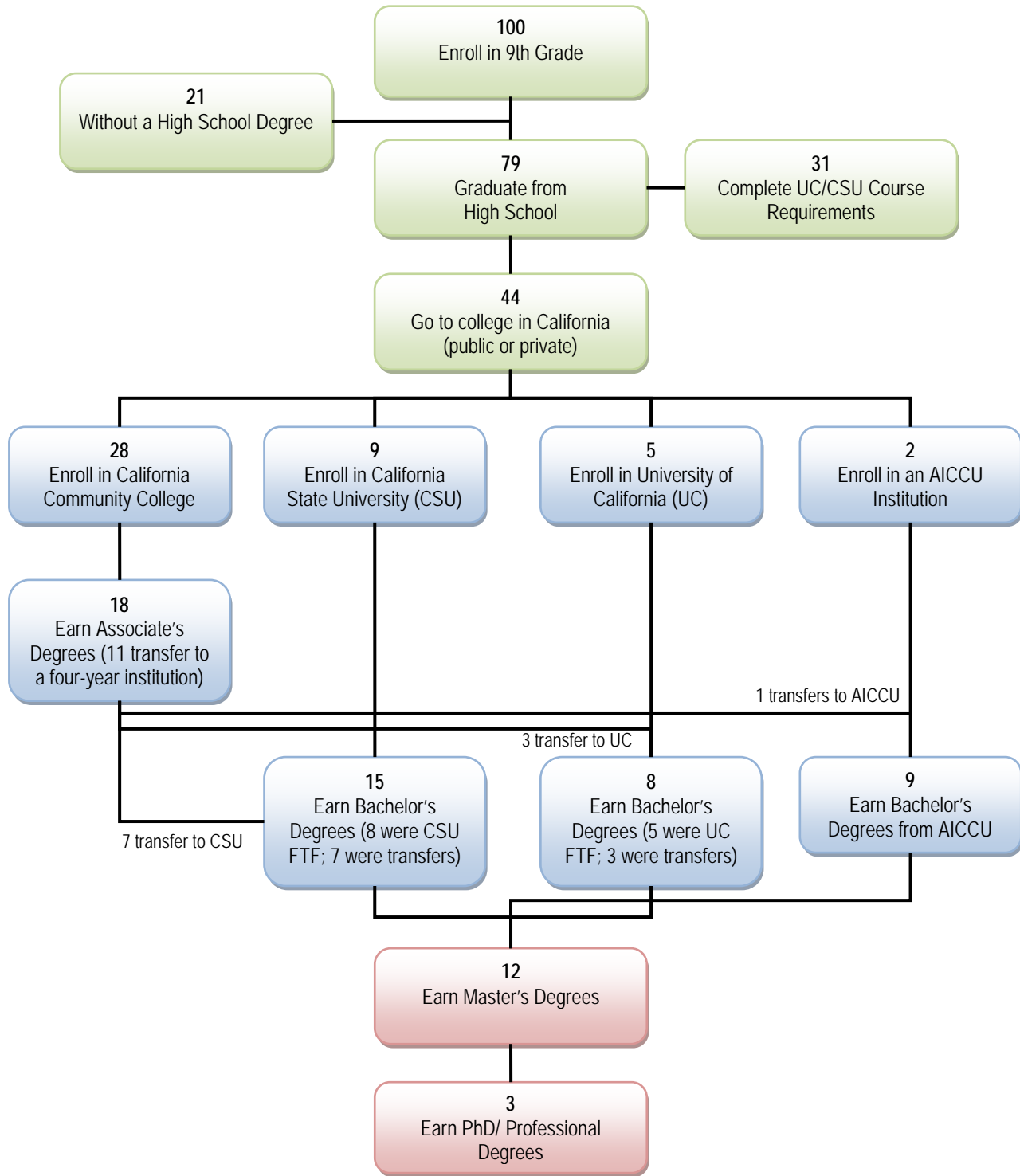


Figure A-6: The Association of Independent California Colleges & Universities
Index of Member Institutions

1	Alliant International University	38	Notre Dame de Namur University
2	American Academy of Dramatic Arts West	39	Occidental College
3	Art Center College of Design	40	Otis College of Art and Design
4	Azusa Pacific University	41	Pacific Graduate School of Psychology
5	Biola University	42	Pacific Oaks College
6	California Baptist University	43	Pacific Union College
7	California College of the Arts	44	Patten University
8	California Institute of Technology	45	Pepperdine University
9	California Institute of the Arts	46	Phillips Graduate Institute
10	California Lutheran University	47	Pitzer College
11	Chapman University	48	Point Loma Nazarene University
12	Charles R. Drew University of Medicine and Science	49	Pomona College
13	Claremont Graduate University	50	Saint Mary's College of California
14	Claremont McKenna College	51	Samuel Merritt College
15	Cogswell Polytechnical College	52	San Diego Christian College
16	Concordia University of California	53	San Francisco Conservatory of Music
17	Dominican University of California	54	Santa Clara University
18	Fielding Graduate University	55	Saybrook Graduate School and Research Center
19	Fresno Pacific University	56	Scripps College
20	Golden Gate University	57	Simpson University
21	Harvey Mudd College	58	Soka University of America
22	Holy Names University	59	Southern California University of Health Sciences
23	Hope International University	60	Stanford University
24	Humphreys College	61	Thomas Aquinas College
25	John F. Kennedy University	62	University of Judaism
26	Keck Graduate Institute	63	University of La Verne
27	La Sierra University	64	University of Redlands
28	Laguna College of Art and Design	65	University of San Diego
29	Loma Linda University	66	University of San Francisco
30	Loyola Marymount University	67	University of Southern California
31	Marymount College - CA	68	University of the Pacific
32	Master's College, The	69	Vanguard University of Southern California
33	Menlo College	70	Western University of Health Sciences
34	Mills College	71	Westmont College
35	Mount St. Mary's College	72	Whittier College
36	National University	73	William Jessup University
37	New College of California	74	Woodbury University

**Table A-1: Racial/Ethnic Composition of California by Selected Groups,
1970, 1980, 1990, 1997, 2000, 2010, and 2020**

California								United States
<u>Year</u>	<u>1970</u>	<u>1980</u>	<u>1990</u>	<u>1997</u>	<u>2000</u>	<u>2010*</u>	<u>2020*</u>	<u>2005</u>
Asian/P.	3.3%	5.3%	9.2%	10.9%	11.4%	12.4%	13.0%	4.3%
I.	6.9%	7.5%	7.0%	7.0%	6.5%	5.8%	5.4%	12.1%
Blac	12.1%	19.4%	26.0%	29.3%	32.4%	37.1%	41.4%	14.5%
k	77.3%	67.1%	57.2%	52.2%	47.3%	42.0%	37.4%	74.7%
Lati								
no								
Whi								
te								
<u>Year</u>	<u>1970</u>	<u>1980</u>	<u>1990</u>	<u>1997</u>	<u>2000</u>	<u>2010*</u>	<u>2020*</u>	
Asian/P.		1,257,4	2,735,5	3,698,20	6,433,7	10,131,	16,565,	
I.	671,210	08	84	7	91	997	788	
Blac	1,379,5	1,794,0	2,097,1	2,241,87	2,218,2	2,287,1	2,390,4	
k	37	51	55	6	81	90	59	
Lati	2,423,6	4,615,7	7,745,2	9,964,56	11,057,	14,512,	18,261,	
no	10	11	46	2	467	817	267	
Whi	15,480,	15,950,	17,066,	16,218,3	16,134,	16,438,	16,508,	
te	856	120	004	71	334	784	783	

Data Source: U.S. Census Bureau, US Census 1990, 2000, ; California Department of Finance, Demographic Research Unit, 2008

*

Projections

Table A-2: Educational Pipeline Outcomes by Race/Ethnicity in California, 2004

	Elementary Students	9th Grade Enrollment	High School ¹ Graduates	A-G Completers	Attend ² College	Enroll in a Community College ³	Enroll in a UC			Enroll in a CSU			Enroll in an AICCU			UC BA/BS			CSU BA/BS			AICCU BA/BS		Graduate ⁷ with a BA/BS
							FTF	Transfers	Total ⁴	FTF	Transfers	Total ⁴	FTF	Transfers	Total ⁴	FTF ⁵	Transfers ⁶	Total	FTF ⁵	Transfers ⁶	Total	Total *	Total *	
Latino	234,375	247,506	121,418	26,327	62,698	46,934	4,108	1,734	5,842	10,374	8,325	18,699	1,282	870	2,152	3,001	1,662	4,663	5,114	7,311	12,425	3,884	20,972	
Black	30,753	47,631	25,267	6,344	14,717	10,909	818	305	1,123	2,639	1,716	4,355	351	474	825	763	300	1,063	1,420	1,635	3,055	1,579	5,697	
Filipino	10,691	14,011	11,247	5,040	9,485	5,663	1,475	335	1,810	2,339	1,267	3,606	8	26	34	1,328	356	1,684	1,381	1,372	2,753	0	4,437	
Asian/P.I.	35,660	46,353	37,523	20,411	29,751	14,243	9,215	2,745	11,960	5,516	5,288	10,804	777	645	1,422	8,153	3,117	11,270	3,798	4,479	8,277	3,881	23,428	
White	126,586	178,736	141,575	55,963	79,411	50,917	9,550	4,423	13,973	15,368	12,699	28,067	3,576	2,203	5,779	10,184	4,609	14,793	11,446	14,913	26,359	16,187	57,339	

	UC MA/MS		CSU MA/MS		AICCU MA/MS		Graduate with MA/MS		UC Ph.D		AICCU Ph.D		UC Prof. Degree		AICCU Prof. Deg		Graduate with Ph.D or Prof. Degree	
	Total	Total	Total*	Total*	Total	Total*	Total	Total*	Total	Total*	Total	Total*	Total	Total*	Total	Total*	Total	Total*
Latino	600	2,057	2,398	5,055	150	134	128	375	787									
Black	169	846	1,282	2,297	53	131	61	196	441									
Filipino	162	315	0	477	23	0	40	0	63									
Asian/P.I.	1,217	1,680	2,730	5,627	333	264	445	1,197	2,239									
White	3,709	6,815	11,160	21,684	1,451	1,176	874	2,504	6,005									

Note: ¹ Includes graduates from California public high schools only.

² Includes first-time freshmen students 19 years old and under who entered a California public college or university or AICCU campus from a California high.

³ Includes first-time students 19 years old and under from California high schools.

⁴ Includes first-time freshmen and Fall-term transfers.

⁵ Reflects the number of degrees conferred by students who were first-time freshmen (not transfers).

⁶ Reflects the number of degrees conferred by students who were transfers (not first-time freshmen).

⁷ Includes undergraduate degree attainment from a CSU, UC, and AICCU campuses only.

Note: *AICCU institutions do not provide selected totals for Filipinos. Filipinos are included in Asian/Pacific Islander ethnic category.

Note: 2004 A-G completers in table are only students deriving from public high schools.

Note: Transfers are only students that transferred from a community college.

Note: Asian/Pacific Islander includes Asian Americans and Pacific Islanders.

Data Source: California Postsecondary Education Commission, 2007

Data Source: California Department of Education, Data Quest, 2007

Table A-3: California Public High School Graduates by Race/Ethnicity, 1995-2005

Full Year	Total Public H.S. Graduates	Race/Ethnicity						Total A - G Completers**
		Asian/Pacific Islander	Black	Filipino	Latino	Native American	White	
1995-96	259,071	29,039	19,436	8,395	78,619	2,290	121,292	91,698
1996-97	269,071	30,420	20,742	9,034	82,015	2,364	124,496	96,879
1997-98*	282,897	33,148	21,165	9,563	87,742	2,513	128,405	103,421
1998-99*	299,221	34,483	22,065	9,548	95,438	2,665	134,229	106,441
1999-00*	309,866	35,897	22,536	9,602	100,637	2,655	137,578	107,926
2000-01*	316,124	36,729	22,474	10,229	103,795	2,734	139,228	112,469
2001-02*	325,895	37,895	23,451	10,311	109,038	3,036	140,421	112,934
2002-03*	341,078	37,748	24,846	10,978	116,720	3,120	144,660	114,194
2003-04*	343,481	37,523	25,267	11,247	121,418	3,040	141,575	115,680
2004-05*	355,217	38,739	26,800	11,485	129,671	2,950	140,807	124,982
Percent Change	37.1%	33.4%	37.9%	36.8%	64.9%	28.8%	16.1%	36.3%

Full Year	Total Public H.S. Graduates	Race/Ethnicity						Total A - G Completers**
		Asian/Pacific Islander	Black	Filipino	Latino	Native American	White	
1995-96	259,071	11.2%	7.5%	3.2%	30.3%	0.9%	46.8%	35.4%
1996-97	269,071	11.3%	7.7%	3.4%	30.5%	0.9%	46.3%	36.0%
1997-98*	282,897	11.7%	7.5%	3.4%	31.0%	0.9%	45.4%	36.6%
1998-99*	299,221	11.5%	7.4%	3.2%	31.9%	0.9%	44.9%	35.6%
1999-00*	309,866	11.6%	7.3%	3.1%	32.5%	0.9%	44.4%	34.8%
2000-01*	316,124	11.6%	7.1%	3.2%	32.8%	0.9%	44.0%	35.6%
2001-02*	325,895	11.6%	7.2%	3.2%	33.5%	0.9%	43.1%	34.7%
2002-03*	341,078	11.1%	7.3%	3.2%	34.2%	0.9%	42.4%	33.5%
2003-04*	343,481	10.9%	7.4%	3.3%	35.3%	0.9%	41.2%	33.7%
2004-05*	355,217	10.9%	7.5%	3.2%	36.5%	0.8%	39.6%	35.2%
Percent Change	37.1%	33.4%	37.9%	36.8%	64.9%	28.8%	16.1%	36.3%

Note:* Table does not include Non-Resident Alien (NRA) and No Reponse (NR) student data, but (NR) student data is included in (1997-2004) high school graduate totals.

Note:** A-G completers are students deriving from public high schools only.

Note: Table includes students with unknown gender.

Data Source: California Postsecondary Education Commission, 2007

Table A-4: "A-G" Completion Rates in Relation to California Public High School Graduates by Ethnicity, 1995-2005

Year	Statewide Rate	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Total, Declared Ethnicity
1995-96	35.4%	56.0%	27.9%	45.5%	22.3%	24.0%	39.7%	35.4%
1996-97	36.0%	58.6%	29.1%	44.6%	22.9%	23.6%	39.9%	36.0%
1997-98	36.6%	57.7%	27.8%	44.0%	23.8%	22.5%	41.0%	36.6%
1998-99	35.6%	57.5%	26.3%	45.4%	22.1%	22.3%	40.6%	35.6%
1999-00	34.8%	56.3%	24.7%	45.4%	21.5%	23.4%	40.2%	34.9%
							40.6%	
2000-01	35.6%	56.6%	26.1%	45.5%	22.9%	23.1%	40.3%	35.5%
2001-02	34.7%	55.6%	25.3%	43.6%	21.8%	22.8%	39.0%	34.2%
2002-03	33.5%	54.1%	24.3%	43.7%	21.5%	23.0%	39.5%	33.8%
2003-04	33.7%	54.4%	25.1%	44.8%	21.7%	22.3%	40.9%	34.3%
2004-05	35.2%	56.8%	25.2%	46.6%	24.0%	23.1%	41.0%	35.3%

Data Source: California Postsecondary Education Commission, 2007

Table A-5: Undergraduate Enrollment by Ethnicity at the University of California, Fall 1996 - Fall 2005

Fall Term	Total Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Non- Resident Alien	No Response
1996	126,048	37,949	4,965	5,290	17,228	1,229	2,201	49,531	118,393	2,632	5,023
1997	128,689	39,257	4,988	5,644	17,131	1,195	2,482	50,240	120,937	2,800	4,952
1998	132,189	39,813	4,749	5,962	16,905	1,149	2,588	49,879	121,045	2,726	8,418
1999	136,548	41,124	4,527	6,222	16,970	1,042	2,725	51,572	124,182	2,702	9,664
2000	140,816	42,518	4,471	6,458	17,324	918	2,818	53,117	127,624	2,904	10,288
2001	147,571	45,014	4,441	6,805	18,555	906	2,943	54,853	133,517	3,049	11,005
2002	154,541	48,130	4,622	7,271	19,986	935	3,010	56,473	140,427	3,374	10,740
2003	159,044	49,612	4,842	7,506	21,579	903	3,047	57,065	144,554	3,718	10,772
2004	158,052	50,001	4,773	7,360	21,693	905	3,125	55,692	143,549	4,039	10,464
2005	158,730	51,312	4,772	7,482	22,163	861	3,118	55,347	145,055	3,824	9,851
Percent Change	25.9%	35.2%	-3.9%	41.4%	28.6%	-29.9%	41.7%	11.7%	22.5%	45.3%	96.1%

Fall Term	Total Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Non- Resident Alien	No Response
1996	126,048	30.1%	3.9%	4.2%	13.7%	1.0%	1.7%	39.3%	93.9%	2.1%	4.0%
1997	128,689	30.5%	3.9%	4.4%	13.3%	0.9%	1.9%	39.0%	94.0%	2.2%	3.8%
1998	132,189	30.1%	3.6%	4.5%	12.8%	0.9%	2.0%	37.7%	91.6%	2.1%	6.4%
1999	136,548	30.1%	3.3%	4.6%	12.4%	0.8%	2.0%	37.8%	90.9%	2.0%	7.1%
2000	140,816	30.2%	3.2%	4.6%	12.3%	0.7%	2.0%	37.7%	90.6%	2.1%	7.3%
2001	147,571	30.5%	3.0%	4.6%	12.6%	0.6%	2.0%	37.2%	90.5%	2.1%	7.5%
2002	154,541	31.1%	3.0%	4.7%	12.9%	0.6%	1.9%	36.5%	90.9%	2.2%	6.9%
2003	159,044	31.2%	3.0%	4.7%	13.6%	0.6%	1.9%	35.9%	90.9%	2.3%	6.8%
2004	158,052	31.6%	3.0%	4.7%	13.7%	0.6%	2.0%	35.2%	90.8%	2.6%	6.6%
2005	158,730	32.3%	3.0%	4.7%	14.0%	0.5%	2.0%	34.9%	91.4%	2.4%	6.2%
Percent Change	25.9%	35.2%	-3.9%	41.4%	28.6%	-29.9%	41.7%	11.7%	22.5%	45.3%	96.1%

Data Source: California Postsecondary Education Commission, 2007

**Table A-6: Undergraduate Enrollment by Ethnicity at the California State University,
Fall 1996 - Fall 2005**

Fall Term	Total Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Non- Resident Alien	No Response
1996	272,642	40,434	18,450	12,542	52,884	2,968	7,767	109,010	244,055	7,859	20,728
1997	276,054	40,874	18,391	13,019	55,155	2,991	8,191	106,885	245,506	8,183	22,365
1998	278,605	40,714	17,663	13,460	56,431	2,879	8,529	106,444	246,120	8,352	24,133
1999	284,592	40,901	17,444	13,764	58,151	2,704	9,329	107,402	249,695	9,044	25,853
2000	291,460	41,262	17,127	14,135	60,156	2,531	9,994	109,287	254,492	9,858	27,110
2001	306,920	42,509	17,833	14,923	64,346	2,503	10,963	113,895	266,972	10,628	29,320
2002	318,401	43,138	18,193	15,363	66,546	2,476	11,360	116,621	273,697	12,334	32,370
2003	322,024	49,249	18,505	15,520	70,254	2,497	9,935	118,696	284,656	0*	37,368
2004	319,026	48,871	18,558	15,469	72,554	2,384	9,059	117,536	284,431	0*	34,595
2005	331,563	45,224	19,842	16,035	75,742	2,401	8,691	120,846	288,781	11,097	31,685
Percent Change	21.6%	11.8%	7.5%	27.9%	43.2%	-19.1%	11.9%	10.9%	18.3%	41.2%	52.9%

Fall Term	Total Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Non- Resident Alien	No Response
1996	272,642	14.8%	6.8%	4.6%	19.4%	1.1%	2.8%	40.0%	89.5%	2.9%	7.6%
1997	276,054	14.8%	6.7%	4.7%	20.0%	1.1%	3.0%	38.7%	88.9%	3.0%	8.1%
1998	278,605	14.6%	6.3%	4.8%	20.3%	1.0%	3.1%	38.2%	88.3%	3.0%	8.7%
1999	284,592	14.4%	6.1%	4.8%	20.4%	1.0%	3.3%	37.7%	87.7%	3.2%	9.1%
2000	291,460	14.2%	5.9%	4.8%	20.6%	0.9%	3.4%	37.5%	87.3%	3.4%	9.3%
2001	306,920	13.9%	5.8%	4.9%	21.0%	0.8%	3.6%	37.1%	87.0%	3.5%	9.6%
2002	318,401	13.5%	5.7%	4.8%	20.9%	0.8%	3.6%	36.6%	86.0%	3.9%	10.2%
2003	322,024	15.3%	5.7%	4.8%	21.8%	0.8%	3.1%	36.9%	88.4%	0*	11.6%
2004	319,026	15.3%	5.8%	4.8%	22.7%	0.7%	2.8%	36.8%	89.2%	0*	10.8%
2005	331,563	13.6%	6.0%	4.8%	22.8%	0.7%	2.6%	36.4%	87.1%	3.3%	9.6%
Percent Change	21.6%	11.8%	7.5%	27.9%	43.2%	-19.1%	11.9%	10.9%	18.3%	41.2%	52.9%

Note: *Excludes data for Non-Resident Aliens in 2003 and 2004.

Data Source: California Postsecondary Education Commission, 2007

Table A-7: Undergraduate (for Credit) Enrollment by Ethnicity at California Community Colleges, Fall 1996 - Fall 2005

Fall Term	Total Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Non- Resident Alien	No Response
1996	1,083,921	114,576	88,162	38,742	240,796	13,198	18,175	488,869	1,002,518	43,518	37,885
1997	1,059,629	119,727	86,034	38,054	242,732	12,601	19,147	480,570	998,865	16,983	43,781
1998	1,065,772	120,253	83,529	38,496	246,444	12,210	20,193	467,578	988,703	18,247	58,822
1999	1,043,405	114,190	84,334	38,200	256,375	11,580	20,671	446,220	971,570	17,602	54,233
2000	1,158,627	129,253	86,805	40,337	281,859	12,501	23,211	496,025	1,069,991	19,902	68,734
2001	1,233,435	138,114	92,739	43,725	312,722	12,943	25,161	524,082	1,149,486	21,245	62,704
2002	1,245,352	136,866	99,545	45,658	327,470	12,184	25,731	516,829	1,164,283	18,858	62,211
2003	1,229,762	142,079	95,580	47,076	328,768	11,670	24,831	489,207	1,139,211	19,369	71,182
2004	1,203,955	137,544	96,510	48,323	329,337	11,385	24,558	464,253	1,111,910	17,332	74,713
2005	1,187,539	135,945	96,747	48,480	328,270	11,083	24,462	450,273	1,095,260	16,648	75,631
Percent Change	9.6%	18.7%	9.7%	25.1%	36.3%	-16.0%	34.6%	-7.9%	9.3%	-61.7%	99.6%

Fall Term	Total Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Non- Resident Alien	No Response
1996	1,083,921	10.6%	8.1%	3.6%	22.2%	1.2%	1.7%	45.1%	92.5%	4.0%	3.5%
1997	1,059,629	11.3%	8.1%	3.6%	22.9%	1.2%	1.8%	45.4%	94.3%	1.6%	4.1%
1998	1,065,772	11.3%	7.8%	3.6%	23.1%	1.1%	1.9%	43.9%	92.8%	1.7%	5.5%
1999	1,043,405	10.9%	8.1%	3.7%	24.6%	1.1%	2.0%	42.8%	93.1%	1.7%	5.2%
2000	1,158,627	11.2%	7.5%	3.5%	24.3%	1.1%	2.0%	42.8%	92.3%	1.7%	5.9%
2001	1,233,435	11.2%	7.5%	3.5%	25.4%	1.0%	2.0%	42.5%	93.2%	1.7%	5.1%
2002	1,245,352	11.0%	8.0%	3.7%	26.3%	1.0%	2.1%	41.5%	93.5%	1.5%	5.0%
2003	1,229,762	11.6%	7.8%	3.8%	26.7%	0.9%	2.0%	39.8%	92.6%	1.6%	5.8%
2004	1,203,955	11.4%	8.0%	4.0%	27.4%	0.9%	2.0%	38.6%	92.4%	1.4%	6.2%
2005	1,187,539	11.4%	8.1%	4.1%	27.6%	0.9%	2.1%	37.9%	92.2%	1.4%	6.4%
Percent Change	9.6%	18.7%	9.7%	25.1%	36.3%	-16.0%	34.6%	-7.9%	9.3%	-61.7%	99.6%

Note: Table includes students enrolled in Instructional Television (ITV) transferrable courses.

Note: Table includes freshmen, sophomores, underclassified undergraduates, AA/AS recipients, and BA/BS recipients returning to college.

Data Source: California Postsecondary Education Commission, 2007

**Table A-8: Undergraduate Enrollment by Ethnicity at AICCU Institutions,
Fall 1996 - Fall 2004**

Fall Term	Total Students	Asian/ Pacific Islander	Black	Latino	Native American	White	Total, Declared Ethnicity	Non- Resident Alien	No Response
1996	107,739	15,455	6,463	14,122	916	58,881	95,837	6,891	5,011
1997	90,295	11,958	5,484	11,698	789	50,489	80,418	4,926	4,951
1998	106,019	15,390	6,113	13,452	954	57,839	93,748	5,899	6,372
1999	106,470	15,157	6,274	13,757	873	57,885	93,946	5,430	7,094
2000	118,473	15,937	6,903	15,794	1,019	65,014	104,667	5,638	8,168
2001	120,349	16,126	7,258	16,657	1,011	65,367	106,419	5,388	8,542
2002	123,533	16,207	7,227	17,160	1,082	66,460	108,136	5,326	10,071
2003	124,931	16,673	7,688	18,086	1,113	66,363	109,923	5,381	9,627
2004	130,970	17,616	8,121	19,731	1,114	68,014	114,596	5,556	10,818
Percent Change	21.6%	14.0%	25.7%	39.7%	21.6%	15.5%	19.6%	-19.4%	115.9%

Fall Term	Total Students	Asian/ Pacific Islander	Black	Latino	Native American	White	Total, Declared Ethnicity	Non- Resident Alien	No Response
1996	107,739	14.3%	6.0%	13.1%	0.9%	54.7%	89.0%	6.4%	4.7%
1997	90,295	13.2%	6.1%	13.0%	0.9%	55.9%	89.1%	5.5%	5.5%
1998	106,019	14.5%	5.8%	12.7%	0.9%	54.6%	88.4%	5.6%	6.0%
1999	106,470	14.2%	5.9%	12.9%	0.8%	54.4%	88.2%	5.1%	6.7%
2000	118,473	13.5%	5.8%	13.3%	0.9%	54.9%	88.3%	4.8%	6.9%
2001	120,349	13.4%	6.0%	13.8%	0.8%	54.3%	88.4%	4.5%	7.1%
2002	123,533	13.1%	5.9%	13.9%	0.9%	53.8%	87.5%	4.3%	8.2%
2003	124,931	13.3%	6.2%	14.5%	0.9%	53.1%	88.0%	4.3%	7.7%
2004	130,970	13.5%	6.2%	15.1%	0.9%	51.9%	87.5%	4.2%	8.3%
Percent Change	21.6%	14.0%	25.7%	39.7%	21.6%	15.5%	19.6%	-19.4%	115.9%

Note: Table only includes data reported by the Association of Independent California Colleges and Universities.

Data Source: California Postsecondary Education Commission, 2007

Table A-9: California Community College Transfers by Ethnicity to the University of California, Fall 1996 - Fall 2005

Fall Term	Total Transfer Students	Asian/Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Non-Resident Alien	No Response
1996	8,798	2,128	249	282	1,168	99	166	3,801	7,893	469	436
1997	8,638	2,077	241	284	1,078	80	225	3,690	7,675	520	443
1998	8,345	1,679	181	246	1,044	78	183	3,220	6,631	483	1,231
1999	8,696	1,893	221	226	1,143	70	219	3,735	7,507	518	671
2000	9,233	1,987	253	280	1,279	53	236	3,893	7,981	592	660
2001	9,882	2,150	266	314	1,472	75	233	3,946	8,456	641	785
2002	10,298	2,353	277	345	1,531	81	262	3,925	8,774	792	732
2003	11,180	2,449	296	322	1,716	85	296	4,201	9,365	979	836
2004	11,696	2,745	305	335	1,734	98	366	4,423	10,006	953	737
2005	11,984	2,962	334	411	1,787	71	354	4,553	10,472	835	677
Percent Change	36.2%	39.2%	34.1%	45.7%	53.0%	-28.3%	113.3%	19.8%	32.7%	78.0%	55.3%

Fall Term	Total Transfer Students	Asian/Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Non-Resident Alien	No Response
1996	8,798	24.2%	2.8%	3.2%	13.3%	1.1%	1.9%	43.2%	89.7%	5.3%	5.0%
1997	8,638	24.0%	2.8%	3.3%	12.5%	0.9%	2.6%	42.7%	88.9%	6.0%	5.1%
1998	8,345	20.1%	2.2%	2.9%	12.5%	0.9%	2.2%	38.6%	79.5%	5.8%	14.8%
1999	9,233	21.8%	2.5%	2.6%	13.1%	0.8%	2.5%	43.0%	86.3%	6.0%	7.7%
2000	9,233	21.5%	2.7%	3.0%	13.9%	0.6%	2.6%	42.2%	86.4%	6.4%	7.1%
2001	9,882	21.8%	2.7%	3.2%	14.9%	0.8%	2.4%	39.9%	85.6%	6.5%	7.9%
2002	10,298	22.8%	2.7%	3.4%	14.9%	0.8%	2.5%	38.1%	85.2%	7.7%	7.1%
2003	11,180	21.9%	2.6%	2.9%	15.3%	0.8%	2.6%	37.6%	83.8%	8.8%	7.5%
2004	11,696	23.5%	2.6%	2.9%	14.8%	0.8%	3.1%	37.8%	85.6%	8.1%	6.3%
2005	11,984	24.7%	2.8%	3.4%	14.9%	0.6%	3.0%	38.0%	87.4%	5.8%	5.6%
Percent Change	36.2%	39.2%	34.1%	45.7%	53.0%	-28.3%	113.3%	19.8%	32.7%	78.0%	55.3%

Data Source: California Postsecondary Education Commission, 2007

**Table A-10: First-Time Freshmen by Race/Ethnicity at the California State University,
Fall 1996 - Fall 2005**

Fall Term	Total First-Time Freshmen	Asian/Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Non-Resident Alien	No Response
1996	29,000	3,965	2,357	1,797	6,973	270	870	10,462	26,694	453	1,853
1997	29,822	4,267	2,342	1,883	7,111	289	900	10,429	27,221	470	2,131
1998	31,352	4,475	2,123	2,012	7,137	244	975	11,504	28,470	486	2,396
1999	34,319	4,992	2,187	2,026	7,582	258	1,246	12,297	30,588	545	3,186
2000	36,091	5,337	2,305	2,054	8,011	256	1,274	13,586	32,823	547	2,721
2001	38,937	5,498	2,579	2,264	8,888	237	1,358	14,683	35,507	584	2,846
2002	39,575	5,371	2,589	2,190	8,845	287	1,318	14,957	35,557	865	3,153
2003	39,728	5,271	2,574	2,242	9,427	271	1,057	15,391	36,233	0*	3,495
2004	40,164	5,516	2,639	2,339	10,374	254	925	15,368	37,415	0*	2,749
2005	44,833	6,055	3,161	2,712	11,737	289	1,156	16,282	41,392	806	2,635
Percent Change	54.6%	52.7%	34.1%	50.9%	68.3%	7.0%	32.9%	55.6%	55.1%	77.9%	42.2%

Fall Term	Total First-Time Freshmen	Asian/Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Non-Resident Alien	No Response
1996	29,000	13.7%	8.1%	6.2%	24.0%	0.9%	3.0%	36.1%	92.0%	1.6%	6.4%
1997	29,822	14.3%	7.9%	6.3%	23.8%	1.0%	3.0%	35.0%	91.3%	1.6%	7.1%
1998	31,352	14.3%	6.8%	6.4%	22.8%	0.8%	3.1%	36.7%	90.8%	1.6%	7.6%
1999	34,319	14.5%	6.4%	5.9%	22.1%	0.8%	3.6%	35.8%	89.1%	1.6%	9.3%
2000	36,091	14.8%	6.4%	5.7%	22.2%	0.7%	3.5%	37.6%	90.9%	1.5%	7.5%
2001	38,937	14.1%	6.6%	5.8%	22.8%	0.6%	3.5%	37.7%	91.2%	1.5%	7.3%
2002	39,575	13.6%	6.5%	5.5%	22.3%	0.7%	3.3%	37.8%	89.8%	2.2%	8.0%
2003	39,728	13.3%	6.5%	5.6%	23.7%	0.7%	2.7%	38.7%	91.2%	0*	8.8%
2004	40,164	13.7%	6.6%	5.8%	25.8%	0.6%	2.3%	38.3%	93.2%	0*	6.8%
2005	44,833	13.5%	7.1%	6.0%	26.2%	0.6%	2.6%	36.3%	92.3%	1.8%	5.9%
Percent Change	54.6%	52.7%	34.1%	50.9%	68.3%	7.0%	32.9%	55.6%	55.1%	77.9%	42.2%

Note: *Excludes data for Non-Resident Aliens in 2003 and 2004.

Note: Table includes students that attended out of state high schools and unrecognized schools in college database (i.e. new schools, miscoded schools, and schools out of local region).

Data Source: California Postsecondary Education Commission, 2007

**Table A-11: First-Time Freshmen by Race/Ethnicity at California Community Colleges,
Fall 1996 - Fall 2005**

Fall Term	Total First-Time Freshmen	Asian/Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Non-Resident Alien	No Response
1996	119,415	11,215	9,169	4,787	31,759	1,429	2,388	50,355	111,102	3,634	4,679
1997	112,776	10,821	8,633	4,391	30,557	1,286	2,399	48,173	106,260	1,508	5,008
1998	115,340	11,494	8,287	4,530	30,555	1,194	2,634	48,724	107,418	1,587	6,335
1999	110,207	10,914	7,977	4,170	32,236	1,094	2,401	45,688	104,480	1,371	4,356
2000	122,107	12,628	8,261	4,344	36,369	1,096	2,642	49,540	114,880	1,606	5,621
2001	128,434	13,037	8,845	4,872	38,613	1,103	2,803	51,734	121,007	1,912	5,515
2002	133,048	13,190	9,819	4,993	41,530	1,104	2,711	52,338	125,685	1,449	5,914
2003	132,712	13,546	9,525	5,195	42,753	1,053	2,642	50,265	124,979	1,212	6,521
2004	141,956	14,243	10,909	5,663	46,934	1,196	2,754	50,917	132,616	1,268	8,072
2005	131,097	13,568	10,833	4,905	42,993	1,134	2,635	45,940	122,008	1,374	7,715
Percent Change	9.8%	21.0%	18.1%	2.5%	35.4%	-20.6%	10.3%	-8.8%	9.8%	-62.2%	64.9%

Fall Term	Total First-Time Freshmen	Asian/Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Non-Resident Alien	No Response
1996	119,415	9.4%	7.7%	4.0%	26.6%	1.2%	2.0%	42.2%	93.0%	3.0%	3.9%
1997	112,776	9.6%	7.7%	3.9%	27.1%	1.1%	2.1%	42.7%	94.2%	1.3%	4.4%
1998	115,340	10.0%	7.2%	3.9%	26.5%	1.0%	2.3%	42.2%	93.1%	1.4%	5.5%
1999	110,207	9.9%	7.2%	3.8%	29.3%	1.0%	2.2%	41.5%	94.8%	1.2%	4.0%
2000	122,107	10.3%	6.8%	3.6%	29.8%	0.9%	2.2%	40.6%	94.1%	1.3%	4.6%
2001	128,434	10.2%	6.9%	3.8%	30.1%	0.9%	2.2%	40.3%	94.2%	1.5%	4.3%
2002	133,048	9.9%	7.4%	3.8%	31.2%	0.8%	2.0%	39.3%	94.5%	1.1%	4.4%
2003	132,712	10.2%	7.2%	3.9%	32.2%	0.8%	2.0%	37.9%	94.2%	0.9%	4.9%
2004	141,956	10.0%	7.7%	4.0%	33.1%	0.8%	1.9%	35.9%	93.4%	0.9%	5.7%
2005	131,097	10.3%	8.3%	3.7%	32.8%	0.9%	2.0%	35.0%	93.1%	1.0%	5.9%
Percent Change	9.8%	21.0%	18.1%	2.5%	35.4%	-20.6%	10.3%	-8.8%	9.8%	-62.2%	64.9%

Note: Table includes students that attended out of state high schools and unrecognized schools in college database (i.e. new schools, miscoded schools, and schools out of local region).

Data Source: California Postsecondary Education Commission, 2007

Table A-12: First-Time Freshmen by Ethnicity at the University of California, Fall 1996 - Fall 2005

Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Non- Resident Alien	No Response
1996	23,523	7,085	900	1,145	3,203	239	467	9,084	22,123	303	1,097
1997	24,251	7,496	936	1,191	3,085	190	477	9,570	22,945	298	1,008
1998	25,463	7,671	749	1,252	2,929	173	391	8,750	21,915	313	3,235
1999	26,547	8,507	760	1,340	3,204	137	510	10,042	24,500	308	1,739
2000	27,558	8,761	856	1,377	3,438	161	515	10,234	25,342	325	1,891
2001	29,177	9,404	861	1,528	3,847	171	539	10,572	26,922	352	1,903
2002	30,007	9,774	937	1,611	4,177	165	460	10,831	27,955	343	1,709
2003	30,294	9,739	990	1,549	4,376	139	492	10,687	27,972	390	1,932
2004	27,873	9,215	818	1,475	4,108	138	485	9,550	25,789	454	1,630
2005	29,060	9,972	891	1,482	4,465	141	520	9,934	27,405	313	3,235
Percent Change	23.5%	40.7%	-1.0%	29.4%	39.4%	-41.0%	11.3%	9.4%	23.9%	3.3%	194.9%

Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Non- Resident Alien	No Response
1996	23,523	30.1%	3.8%	4.9%	13.6%	1.0%	2.0%	38.6%	94.0%	1.3%	4.7%
1997	24,251	30.9%	3.9%	4.9%	12.7%	0.8%	2.0%	39.5%	94.6%	1.2%	4.2%
1998	25,463	30.1%	2.9%	4.9%	11.5%	0.7%	1.5%	34.4%	86.1%	1.2%	12.7%
1999	26,547	32.0%	2.9%	5.0%	12.1%	0.5%	1.9%	37.8%	92.3%	1.2%	6.6%
2000	27,558	31.8%	3.1%	5.0%	12.5%	0.6%	1.9%	37.1%	92.0%	1.2%	6.9%
2001	29,177	32.2%	3.0%	5.2%	13.2%	0.6%	1.8%	36.2%	92.3%	1.2%	6.5%
2002	30,007	32.6%	3.1%	5.4%	13.9%	0.5%	1.5%	36.1%	93.2%	1.1%	5.7%
2003	30,294	32.1%	3.3%	5.1%	14.4%	0.5%	1.6%	35.3%	92.3%	1.3%	6.4%
2004	27,873	33.1%	2.9%	5.3%	14.7%	0.5%	1.7%	34.3%	92.5%	1.6%	5.8%
2005	29,060	34.3%	3.1%	5.1%	15.4%	0.5%	1.8%	34.2%	94.3%	1.1%	11.1%
Percent Change	23.5%	40.7%	-1.0%	29.4%	39.4%	-41.0%	11.3%	9.4%	23.9%	3.3%	194.9%

Note: Table includes students that attended out of state high schools and unrecognized schools in college database (i.e. new schools, miscoded schools, and schools out of local region).

Data Source: California Postsecondary Education Commission, 2007

**Table A-13: First-Time Freshmen by Ethnicity at the California State University,
Fall 1996 - Fall 2005**

Fall Term	Total First-Time Freshmen	Asian/Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Non-Resident Alien	No Response
1996	29,000	3,965	2,357	1,797	6,973	270	870	10,462	26,694	453	1,853
1997	29,822	4,267	2,342	1,883	7,111	289	900	10,429	27,221	470	2,131
1998	31,352	4,475	2,123	2,012	7,137	244	975	11,504	28,470	486	2,396
1999	34,319	4,992	2,187	2,026	7,582	258	1,246	12,297	30,588	545	3,186
2000	36,091	5,337	2,305	2,054	8,011	256	1,274	13,586	32,823	547	2,721
2001	38,937	5,498	2,579	2,264	8,888	237	1,358	14,683	35,507	584	2,846
2002	39,575	5,371	2,589	2,190	8,845	287	1,318	14,957	35,557	865	3,153
2003	39,728	5,271	2,574	2,242	9,427	271	1,057	15,391	36,233	0*	3,495
2004	40,164	5,516	2,639	2,339	10,374	254	925	15,368	37,415	0*	2,749
2005	44,833	6,055	3,161	2,712	11,737	289	1,156	16,282	41,392	806	2,635
Percent Change	54.6%	52.7%	34.1%	50.9%	68.3%	7.0%	32.9%	55.6%	55.1%	77.9%	42.2%

Fall Term	Total First-Time Freshmen	Asian/Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Non-Resident Alien	No Response
1996	29,000	13.7%	8.1%	6.2%	24.0%	0.9%	3.0%	36.1%	92.0%	1.6%	6.4%
1997	29,822	14.3%	7.9%	6.3%	23.8%	1.0%	3.0%	35.0%	91.3%	1.6%	7.1%
1998	31,352	14.3%	6.8%	6.4%	22.8%	0.8%	3.1%	36.7%	90.8%	1.6%	7.6%
1999	34,319	14.5%	6.4%	5.9%	22.1%	0.8%	3.6%	35.8%	89.1%	1.6%	9.3%
2000	36,091	14.8%	6.4%	5.7%	22.2%	0.7%	3.5%	37.6%	90.9%	1.5%	7.5%
2001	38,937	14.1%	6.6%	5.8%	22.8%	0.6%	3.5%	37.7%	91.2%	1.5%	7.3%
2002	39,575	13.6%	6.5%	5.5%	22.3%	0.7%	3.3%	37.8%	89.8%	2.2%	8.0%
2003	39,728	13.3%	6.5%	5.6%	23.7%	0.7%	2.7%	38.7%	91.2%	0*	8.8%
2004	40,164	13.7%	6.6%	5.8%	25.8%	0.6%	2.3%	38.3%	93.2%	0*	6.8%
2005	44,833	13.5%	7.1%	6.0%	26.2%	0.6%	2.6%	36.3%	92.3%	1.8%	5.9%
Percent Change	54.6%	52.7%	34.1%	50.9%	68.3%	7.0%	32.9%	55.6%	55.1%	77.9%	42.2%

Note: *Excludes data for Non-Resident Aliens in 2003 and 2004.

Note: Table includes students that attended out of state high schools and unrecognized schools in college database (i.e. new schools, miscoded schools, and schools out of local region).

Data Source: California Postsecondary Education Commission, 2007

Table A-14: California Community College Transfers by Race/Ethnicity to the California State University, Fall 1996 - Fall 2005

Fall Term	Total Transfer Students	Race/Ethnicity							Total, Declared Ethnicity	Non-Resident Alien	No Response
		Asian/Pacific Islander	Black	Filipino	Latino	Native American	Other	White			
1996	32,369	4,521	1,970	1,225	5,744	420	1,071	13,288	28,239	898	3,232
1997	29,961	4,258	1,666	1,023	5,593	368	1,010	12,042	25,960	869	3,132
1998	28,758	3,986	1,328	1,072	5,153	311	1,030	11,882	24,762	888	3,108
1999	30,447	3,828	1,444	1,107	5,848	290	1,141	12,438	26,096	1,081	3,270
2000	30,178	3,636	1,488	1,036	5,964	270	1,198	12,087	25,679	1,181	3,318
2001	32,376	3,788	1,558	1,143	6,582	298	1,399	12,520	27,288	1,307	3,781
2002	33,170	3,911	1,605	1,232	6,937	300	1,298	12,391	27,674	1,465	4,031
2003	32,835	4,667	1,565	1,196	7,236	318	1,213	12,437	28,632	0*	4,203
2004	34,712	5,288	1,716	1,267	8,325	295	1,097	12,699	30,687	0*	4,025
2005	35,622	4,559	1,994	1,341	8,297	318	1,020	13,175	30,704	1,544	3,374
Percent Change	10.0%	0.8%	1.2%	9.5%	44.4%	-24.3%	-4.8%	-0.9%	8.7%	71.9%	4.4%

Fall Term	Total Transfer Students	Race/Ethnicity							Total, Declared Ethnicity	Non-Resident Alien	No Response
		Asian/Pacific Islander	Black	Filipino	Latino	Native American	Other	White			
1996	32,369	14.0%	6.1%	3.8%	17.7%	1.3%	3.3%	41.1%	87.2%	2.8%	10.0%
1997	29,961	14.2%	5.6%	3.4%	18.7%	1.2%	3.4%	40.2%	86.6%	2.9%	10.5%
1998	28,758	13.9%	4.6%	3.7%	17.9%	1.1%	3.6%	41.3%	86.1%	3.1%	10.8%
1999	30,447	12.6%	4.7%	3.6%	19.2%	1.0%	3.7%	40.9%	85.7%	3.6%	10.7%
2000	30,178	12.0%	4.9%	3.4%	19.8%	0.9%	4.0%	40.1%	85.1%	3.9%	11.0%
2001	32,376	11.7%	4.8%	3.5%	20.3%	0.9%	4.3%	38.7%	84.3%	4.0%	11.7%
2002	33,170	11.8%	4.8%	3.7%	20.9%	0.9%	3.9%	37.4%	83.4%	4.4%	12.2%
2003	32,835	14.2%	4.8%	3.6%	22.0%	1.0%	3.7%	37.9%	87.2%	0*	12.8%
2004	34,712	15.2%	4.9%	3.7%	24.0%	0.8%	3.2%	36.6%	88.4%	0*	11.6%
2005	35,622	12.8%	5.6%	3.8%	17.9%	1.1%	2.9%	37.0%	86.2%	3.1%	9.5%
Percent Change	10.0%	0.8%	1.2%	9.5%	44.4%	-24.3%	-4.8%	-0.9%	8.7%	71.9%	4.4%

Note: *Excludes data for Non-Resident Aliens in 2003 and 2004.

Data Source: California Postsecondary Education Commission, 2007

Table A-15: California Community College Transfers by Race/Ethnicity to AICCU Institutions, Fall 1996 - Fall 2005

Fall Term	Total Transfer Students	Asian/Pacific Islander	Black	Filipino	Latino	Native American	White	Total, Declared Ethnicity	Non-Resident Alien	No Response
1996	5,616	673	472	3	880	68	3,074	5,170	224	222
1997	5,372	579	536	0	823	56	2,944	4,938	171	263
1998	6,497	769	573	0	1,068	71	3,461	5,942	196	359
1999	5,814	676	608	10	926	50	3,117	5,387	110	317
2000	8,006	815	760	10	1,397	74	4,127	7,183	194	629
2001	5,946	683	474	5	998	61	3,074	5,295	249	402
2002	2,178	171	140	4	468	24	1,148	1,955	41	182
2003	4,168	544	424	19	766	37	2,030	3,820	187	161
2004	4,902	645	474	26	870	40	2,203	4,258	221	423
2005	4,575	596	411	18	770	63	1,958	3,816	207	552
Percent Change	-18.5%	-11.4%	-12.9%	500.0%	-12.5%	-7.4%	-36.3%	-26.2%	-7.6%	148.6%

Fall Term	Total Transfer Students	Asian/Pacific Islander	Black	Filipino	Latino	Native American	White	Total, Declared Ethnicity	Non-Resident Alien	No Response
1996	5,616	12.0%	8.4%	0.1%	15.7%	1.2%	54.7%	92.1%	4.0%	4.0%
1997	5,372	10.8%	10.0%	0.0%	15.3%	1.0%	54.8%	91.9%	3.2%	4.9%
1998	6,497	11.8%	8.8%	0.0%	16.4%	1.1%	53.3%	91.5%	3.0%	5.5%
1999	5,814	11.6%	10.5%	0.2%	15.9%	0.9%	53.6%	92.7%	1.9%	5.5%
2000	8,006	10.2%	9.5%	0.1%	17.4%	0.9%	51.5%	89.7%	2.4%	7.9%
2001	5,946	11.5%	8.0%	0.1%	16.8%	1.0%	51.7%	89.1%	4.2%	6.8%
2002	2,178	7.9%	6.4%	0.2%	21.5%	1.1%	52.7%	89.8%	1.9%	8.4%
2003	4,168	13.1%	10.2%	0.5%	18.4%	0.9%	48.7%	91.7%	0*	3.9%
2004	4,902	13.2%	9.7%	0.5%	17.7%	0.8%	44.9%	86.9%	0*	8.6%
2005	4,575	13.0%	9.0%	0.4%	17.9%	1.1%	42.8%	83.4%	3.1%	12.1%
Percent Change	-18.5%	-11.4%	-12.9%	500.0%	-12.5%	-7.4%	-36.3%	-26.2%	-7.6%	148.6%

Note: These numbers are based on the voluntary participation of a total of 76 AICCU institutions, so the number of participants providing data varies from year to year.

Data Source: California Postsecondary Education Commission, 2007

Table A-16: Graduate Enrollment by Ethnicity at the University of California, Fall 1996 - Fall 2005

Fall Term	Total Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Non- Resident Alien	No Response
1996	35,983	5,505	1,310	497	2,697	258	599	18,998	29,864	4,243	1,876
1997	36,506	5,595	1,185	470	2,612	273	656	18,939	29,730	4,805	1,971
1998	36,799	5,857	1,093	457	2,538	226	690	18,641	29,502	5,356	1,941
1999	37,307	5,898	1,023	481	2,482	201	728	18,660	29,473	5,388	2,446
2000	37,909	5,783	1,005	522	2,450	200	786	18,211	28,957	6,119	2,833
2001	39,707	5,828	974	580	2,560	210	951	18,455	29,558	7,006	3,143
2002	42,238	6,240	1,029	635	2,722	247	1,203	19,119	31,195	7,730	3,313
2003	44,759	6,828	1,114	666	2,936	306	1,575	19,840	33,265	7,877	3,617
2004	44,863	7,110	1,133	676	3,014	278	1,790	19,592	33,593	7,666	3,604
2005	45,368	7,320	1,177	663	3,078	307	1,958	19,706	34,209	7,503	3,656
Percent Change	26.1%	33.0%	-10.2%	33.4%	14.1%	19.0%	226.9%	3.7%	14.5%	76.8%	94.9%

Fall Term	Total Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Non- Resident Alien	No Response
1996	35,983	15.3%	3.6%	1.4%	7.5%	0.7%	1.7%	52.8%	83.0%	11.8%	5.2%
1997	36,506	15.3%	3.2%	1.3%	7.2%	0.7%	1.8%	51.9%	81.4%	13.2%	5.4%
1998	36,799	15.9%	3.0%	1.2%	6.9%	0.6%	1.9%	50.7%	80.2%	14.6%	5.3%
1999	37,307	15.8%	2.7%	1.3%	6.7%	0.5%	2.0%	50.0%	79.0%	14.4%	6.6%
2000	37,909	15.3%	2.7%	1.4%	6.5%	0.5%	2.1%	48.0%	76.4%	16.1%	7.5%
2001	39,707	14.7%	2.5%	1.5%	6.4%	0.5%	2.4%	46.5%	74.4%	17.6%	7.9%
2002	42,238	14.8%	2.4%	1.5%	6.4%	0.6%	2.8%	45.3%	73.9%	18.3%	7.8%
2003	44,759	15.3%	2.5%	1.5%	6.6%	0.7%	3.5%	44.3%	74.3%	17.6%	8.1%
2004	44,863	15.8%	2.5%	1.5%	6.7%	0.6%	4.0%	43.7%	74.9%	17.1%	8.0%
2005	45,368	16.1%	2.6%	1.5%	6.8%	0.7%	4.3%	43.4%	75.4%	16.5%	8.1%
Percent Change	26.1%	33.0%	-10.2%	33.4%	14.1%	19.0%	226.9%	3.7%	14.5%	76.8%	94.9%

Data Source: California Postsecondary Education Commission, 2007

**Table A-17: Graduate Enrollment by Race/Ethnicity at the California State University,
Fall 1996 - Fall 2005**

Fall Term	Total Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Non- Resident Alien	No Response
1996	64,161	6,061	3,374	1,113	8,667	552	1,567	33,359	54,693	3,042	6,426
1997	67,725	6,433	3,614	1,176	9,924	592	1,680	33,930	57,349	3,856	6,520
1998	71,199	6,908	3,861	1,342	10,956	622	1,793	34,390	59,872	4,345	6,980
1999	74,355	7,138	4,120	1,475	11,921	628	1,987	34,949	62,218	4,885	7,252
2000	75,903	7,062	4,373	1,532	12,738	611	2,065	34,621	63,002	5,529	7,372
2001	80,391	7,474	4,605	1,719	13,919	598	2,153	35,047	65,515	6,222	8,654
2002	88,114	8,705	4,904	1,915	14,874	642	2,341	37,172	70,553	7,299	10,262
2003	85,506	13,430	4,701	2,016	14,689	564	2,252	35,882	73,534	0*	11,972
2004	76,799	12,376	4,170	1,811	13,186	515	2,020	31,733	65,811	0*	10,988
2005	73,719	8,166	3,923	1,616	12,703	458	1,911	30,267	59,044	5,478	9,197
Percent Change	14.9%	34.7%	16.3%	45.2%	46.6%	-17.0%	22.0%	-9.3%	8.0%	80.1%	43.1%

Fall Term	Total Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Non- Resident Alien	No Response
1996	64,161	9.4%	5.3%	1.7%	13.5%	0.9%	2.4%	52.0%	85.2%	4.7%	10.0%
1997	67,725	9.5%	5.3%	1.7%	14.7%	0.9%	2.5%	50.1%	84.7%	5.7%	9.6%
1998	71,199	9.7%	5.4%	1.9%	15.4%	0.9%	2.5%	48.3%	84.1%	6.1%	9.8%
1999	74,355	9.6%	5.5%	2.0%	16.0%	0.8%	2.7%	47.0%	83.7%	6.6%	9.8%
2000	75,903	9.3%	5.8%	2.0%	16.8%	0.8%	2.7%	45.6%	83.0%	7.3%	9.7%
2001	80,391	9.3%	5.7%	2.1%	17.3%	0.7%	2.7%	43.6%	81.5%	7.7%	10.8%
2002	88,114	9.9%	5.6%	2.2%	16.9%	0.7%	2.7%	42.2%	80.1%	8.3%	11.6%
2003	85,506	15.7%	5.5%	2.4%	17.2%	0.7%	2.6%	42.0%	86.0%	0*	14.0%
2004	76,799	16.1%	5.4%	2.4%	17.2%	0.7%	2.6%	41.3%	85.7%	0*	14.3%
2005	73,719	11.1%	5.3%	2.2%	17.2%	0.9%	2.6%	41.1%	80.1%	7.4%	12.5%
Percent Change	14.9%	34.7%	16.3%	45.2%	46.6%	-17.0%	22.0%	-9.3%	8.0%	80.1%	43.1%

Note: *Excludes data for Non-Resident Aliens in 2003 and 2004.
Data Source: California Postsecondary Education Commission, 2007

**Table A-18: Graduate Enrollment by Race/Ethnicity at AICCU Institutions,
Fall 1996 - Fall 2004**

Fall Term	Total Students	Asian/ Pacific Islander	Black	Latino	Native Americar	White	Total, Declared Ethnicity	Non- Resident Alien	No Response
1996	83,062	10,205	3,786	5,931	541	48,699	69,162	9,209	4,691
1997	72,949	8,307	3,646	5,506	610	42,703	60,772	6,867	5,310
1998*	86,184	10,953	4,409	6,817	548	46,299	69,026	10,019	7,139
1999	86,039	11,321	4,645	7,243	517	44,531	68,257	10,498	7,284
2000	98,091	12,398	5,353	8,703	654	50,753	77,861	11,734	8,496
2001	99,576	12,181	5,428	9,053	668	50,430	77,760	12,113	9,703
2002	106,496	13,146	5,777	10,140	684	53,079	82,826	11,946	11,724
2003	107,866	13,958	5,973	10,979	626	52,727	84,263	12,009	11,594
2004	117,693	14,781	6,854	12,548	885	57,030	92,098	12,262	13,333
Percent Change	41.7%	44.8%	81.0%	111.6%	63.6%	17.1%	33.2%	33.2%	184.2%

Fall Term	Total Students	Asian/ Pacific Islander	Black	Latino	Native Americar	White	Total, Declared Ethnicity	Non- Resident Alien	No Response
1996	83,062	12.3%	4.6%	7.1%	0.7%	58.6%	83.3%	11.1%	5.6%
1997	72,949	11.4%	5.0%	7.5%	0.8%	58.5%	83.3%	9.4%	7.3%
1998*	86,184	12.7%	5.1%	7.9%	0.6%	53.7%	80.1%	11.6%	8.3%
1999	86,039	13.2%	5.4%	8.4%	0.6%	51.8%	79.3%	12.2%	8.5%
2000	98,091	12.6%	5.5%	8.9%	0.7%	51.7%	79.4%	12.0%	8.7%
2001	99,576	12.2%	5.5%	9.1%	0.7%	50.6%	78.1%	12.2%	9.7%
2002	106,496	12.3%	5.4%	9.5%	0.6%	49.8%	77.8%	11.2%	11.0%
2003	107,866	12.9%	5.5%	10.2%	0.6%	48.9%	78.1%	11.1%	10.7%
2004	117,693	12.6%	5.8%	10.7%	0.8%	48.5%	78.3%	10.4%	11.3%
Percent Change	41.7%	44.8%	81.0%	111.6%	63.6%	17.1%	33.2%	33.2%	184.2%

Note: Filipinos are included in Asian/Pacific Islander ethnic category.

Note: Includes only data reported by the Association of Independent California Colleges and Universities.

Data Source: California Postsecondary Education Commission, 2007

Table A-19: Associate's Degrees by Race/Ethnicity at California Community Colleges, 1996 - 2005

Academic Year	Total**	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	No Responses
1996	53,010	5,490	3,605	2,042	9,137	608	696	26,929	1,400
1997	59,068	6,317	4,129	2,195	10,804	692	889	29,018	1,536
1998	61,040	6,966	4,102	2,275	12,028	713	1,063	30,130	1,761
1999	64,046	7,375	4,532	2,410	13,229	740	1,094	30,439	1,989
2000	64,788	9,635	4,524	0*	13,788	751	0*	30,454	3,246
2001	66,475	6,859	4,815	2,468	14,832	667	1,313	30,057	2,574
2002	70,491	7,524	4,770	2,765	16,377	697	1,336	31,342	2,797
2003	73,549	7,936	5,262	2,780	17,711	797	1,599	31,710	2,776
2004	75,635	8,095	5,276	2,783	18,651	860	1,666	32,596	2,476
2005	77,948	8,287	5,502	3,141	20,032	805	1,618	32,809	2,746
Percentage Change	47.0%	50.9%	52.6%	53.8%	119.2%	32.4%	132.5%	21.8%	96.1%

Academic Year	Total**	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	No Responses
1996	53,010	10.4%	6.8%	3.9%	17.2%	1.1%	1.3%	50.8%	2.6%
1997	59,068	10.7%	7.0%	3.7%	18.3%	1.2%	1.5%	49.1%	2.6%
1998	61,040	11.4%	6.7%	3.7%	19.7%	1.2%	1.7%	49.4%	2.9%
1999	64,046	11.5%	7.1%	3.8%	20.7%	1.2%	1.7%	47.5%	3.1%
2000	64,788	14.9%	7.0%	0*	21.3%	1.2%	0*	47.0%	5.0%
2001	66,475	10.3%	7.2%	3.7%	22.3%	1.0%	2.0%	45.2%	3.9%
2002	70,491	10.7%	6.8%	3.9%	23.2%	1.0%	1.9%	44.5%	4.0%
2003	73,549	10.8%	7.2%	3.8%	24.1%	1.1%	2.2%	43.1%	3.8%
2004	75,635	10.7%	7.0%	3.7%	24.7%	1.1%	2.2%	43.1%	3.3%
2005	77,948	10.6%	7.1%	4.0%	25.7%	1.0%	2.1%	42.1%	3.5%
Percentage Change	47.0%	50.9%	52.6%	53.8%	119.2%	32.4%	132.5%	21.8%	96.1%

Note: *Excludes data for Filipinos and Other ethnic group category for 2000.

Note:**Table does not include Non-Resident Alien (NRA) ethnic category, but NRA data is included in grand total for each year (1996-2005).

Data Source: California Postsecondary Education Commission, 2007

Table A-20: Bachelor's Degrees by Race/Ethnicity at the University of California, 1996 - 2005

Academic Year	Total*	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	No Responses
1996	29,721	7,457	993	1,054	3,407	305	459	13,957	1,349
1997	29,772	8,197	979	1,022	3,653	243	475	13,248	1,229
1998	29,608	8,360	987	1,068	3,754	275	503	12,512	1,355
1999	31,166	8,556	1,003	1,188	4,043	305	593	12,886	1,758
2000	32,741	8,487	1,149	1,320	4,120	301	718	13,264	2,563
2001	33,067	9,394	1,048	1,412	4,045	256	677	13,490	1,877
2002	34,716	9,708	1,028	1,442	4,154	241	737	13,778	2,682
2003	37,125	10,709	1,027	1,564	4,286	266	791	14,543	2,935
2004	38,579	11,270	1,063	1,684	4,663	234	868	14,793	2,900
2005	40,862	12,350	1,098	1,687	5,056	231	878	15,289	2,951
Percentage Change	37.5%	65.6%	10.6%	60.1%	48.4%	-24.3%	91.3%	9.5%	118.8%

Academic Year	Total*	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	No Responses
1996	29,721	25.1%	3.3%	3.5%	11.5%	1.0%	1.5%	47.0%	4.5%
1997	29,772	27.5%	3.3%	3.4%	12.3%	0.8%	1.6%	44.5%	4.1%
1998	29,608	28.2%	3.3%	3.6%	12.7%	0.9%	1.7%	42.3%	4.6%
1999	31,166	27.5%	3.2%	3.8%	13.0%	1.0%	1.9%	41.3%	5.6%
2000	32,741	25.9%	3.5%	4.0%	12.6%	0.9%	2.2%	40.5%	7.8%
2001	33,067	28.4%	3.2%	4.3%	12.2%	0.8%	2.0%	40.8%	5.7%
2002	34,716	28.0%	3.0%	4.2%	12.0%	0.7%	2.1%	39.7%	7.7%
2003	37,125	28.8%	2.8%	4.2%	11.5%	0.7%	2.1%	39.2%	7.9%
2004	38,579	29.2%	2.8%	4.4%	12.1%	0.6%	2.2%	38.3%	7.5%
2005	40,862	30.2%	2.7%	4.1%	12.4%	0.6%	1.0%	37.4%	7.2%
Percentage Change	37.5%	65.6%	10.6%	60.1%	48.4%	-24.3%	91.3%	9.5%	118.8%

Note: *Table does not include Non-Resident Alien (NRA) ethnic category, but NRA data is included in grand total for each year (1996-2005).

Data Source: California Postsecondary Education Commission, 2007

Table A-21: Bachelor's Degrees by Race/Ethnicity at the California State University, 1996 - 2005

Academic Year	Total*	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	No Responses
1996	52,819	6,869	2,425	1,771	7,431	489	1,354	26,935	3,838
1997	52,213	7,094	2,523	1,845	8,056	513	1,404	25,041	3,942
1998	53,496	7,448	2,716	2,031	8,618	558	1,503	24,530	4,125
1999	54,814	7,581	2,758	2,122	9,402	588	1,653	24,252	4,522
2000	55,603	7,524	2,835	2,174	10,168	566	1,701	24,001	4,624
2001	56,983	7,660	2,717	2,356	10,344	579	1,908	24,213	4,995
2002	61,463	8,080	3,081	2,514	11,661	537	2,134	25,369	5,649
2003	61,712	7,840	2,950	2,574	11,939	481	2,271	24,677	6,261
2004	65,741	8,277	3,055	2,753	12,425	469	2,113	26,359	7,464
2005	66,768	8,499	3,054	2,916	13,153	524	2,057	26,279	7,585
Percentage Change	26.4%	23.7%	25.9%	64.7%	77.0%	7.2%	51.9%	-2.4%	97.6%

Academic Year	Total*	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	No Responses
1996	52,819	13.0%	4.6%	3.4%	14.1%	0.9%	2.6%	51.0%	7.3%
1997	52,213	13.6%	4.8%	3.5%	15.4%	1.0%	2.7%	48.0%	7.5%
1998	53,496	13.9%	5.1%	3.8%	16.1%	1.0%	2.8%	45.9%	7.7%
1999	54,814	13.8%	5.0%	3.9%	17.2%	1.1%	3.0%	44.2%	8.2%
2000	55,603	13.5%	5.1%	3.9%	18.3%	1.0%	3.1%	43.2%	8.3%
2001	56,983	13.4%	4.8%	4.1%	18.2%	1.0%	3.3%	42.5%	8.8%
2002	61,463	13.1%	5.0%	4.1%	19.0%	0.9%	3.5%	41.3%	9.2%
2003	61,712	12.7%	4.8%	4.2%	19.3%	0.8%	3.7%	40.0%	10.1%
2004	65,741	12.6%	4.6%	4.2%	18.9%	0.7%	3.2%	40.1%	11.4%
2005	66,768	12.7%	4.6%	4.4%	19.7%	0.8%	3.1%	39.4%	11.4%
Percentage Change	26.4%	23.7%	25.9%	64.7%	77.0%	7.2%	51.9%	-2.4%	97.6%

Note: *Table does not include Non-Resident Alien (NRA) ethnic category, but NRA data is included in grand total for each year (1996-2005).
Data Source: California Postsecondary Education Commission, 2007

Table A-22: Bachelor's Degrees by Race/Ethnicity at AICCU Institutions, 1996 - 2004

Academic Year	Total*	Asian/ Pacific Islander	Black	Latino	Native American	White	No Responses
1996	23,446	3,011	1,207	2,617	150	14,318	575
1997	20,905	2,652	1,165	2,364	188	12,610	698
1998	24,386	3,536	1,349	3,099	207	13,854	790
1999	23,000	3,314	1,270	2,804	202	13,018	974
2000	26,005	3,707	1,360	3,270	220	14,620	1,361
2001	26,449	3,691	1,369	3,426	250	14,632	1,823
2002	27,534	3,766	1,575	3,588	215	15,533	1,625
2003	28,978	3,833	1,603	3,914	270	16,257	1,768
2004	29,121	3,881	1,579	3,884	238	16,187	2,084
Percentage Change	24.2%	28.9%	30.8%	48.4%	58.7%	13.1%	262.4%

Academic Year	Total*	Asian/ Pacific Islander	Black	Latino	Native American	White	No Responses
1996	23,446	12.8%	5.1%	11.2%	0.6%	61.1%	2.5%
1997	20,905	12.7%	5.6%	11.3%	0.9%	60.3%	3.3%
1998	24,386	14.5%	5.5%	12.7%	0.8%	56.8%	3.2%
1999	23,000	14.4%	5.5%	12.2%	0.9%	56.6%	4.2%
2000	26,005	14.3%	5.2%	12.6%	0.8%	56.2%	5.2%
2001	26,449	14.0%	5.2%	13.0%	0.9%	55.3%	6.9%
2002	27,534	13.7%	5.7%	13.0%	0.8%	56.4%	5.9%
2003	28,978	13.2%	5.5%	13.5%	0.9%	56.1%	6.1%
2004	29,121	13.3%	5.4%	13.3%	0.8%	55.6%	7.2%
Percentage Change	24.2%	28.9%	30.8%	48.4%	58.7%	13.1%	262.4%

Note:*Table does not include Non-Resident Alien (NRA) ethnic category, but NRA data is included in grand total for each year (1996-2004).

Note: Filipinos are included in Asian/Pacific Islander ethnic category.

Note: Includes only data reported by the Association of Independent California Colleges and Universities.

Data Source: California Postsecondary Education Commission, 2007

Table A-23: Master's Degrees by Race/Ethnicity at the University of California, 1996 - 2005

Academic Year	Total	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	No Responses
1996	6,120	851	210	83	426	46	117	3,375	226
1997	6,245	935	230	89	437	38	121	3,351	244
1998	6,258	953	186	85	445	40	131	3,269	247
1999	6,279	870	201	83	429	45	131	3,211	307
2000	6,462	897	190	101	443	24	140	3,199	384
2001	6,437	958	184	93	394	22	130	3,066	408
2002	6,918	968	178	113	486	41	154	3,150	485
2003	7,359	1,018	175	140	541	34	167	3,225	603
2004	8,367	1,217	169	162	600	42	238	3,709	697
2005	8,578	1,417	206	157	625	50	327	3,680	701
Percentage Change	40.2%	66.5%	-1.9%	89.2%	46.7%	8.7%	179.5%	9.0%	210.2%

Academic Year	Total*	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	No Responses
1996	6,120	13.9%	3.4%	1.4%	7.0%	0.8%	1.9%	55.1%	3.7%
1997	6,245	15.0%	3.7%	1.4%	7.0%	0.6%	1.9%	53.7%	3.9%
1998	6,258	15.2%	3.0%	1.4%	7.1%	0.6%	2.1%	52.2%	3.9%
1999	6,279	13.9%	3.2%	1.3%	6.8%	0.7%	2.1%	51.1%	4.9%
2000	6,462	13.9%	2.9%	1.6%	6.9%	0.4%	2.2%	49.5%	5.9%
2001	6,437	14.9%	2.9%	1.4%	6.1%	0.3%	2.0%	47.6%	6.3%
2002	6,918	14.0%	2.6%	1.6%	7.0%	0.6%	2.2%	45.5%	7.0%
2003	7,359	13.8%	2.4%	1.9%	7.4%	0.5%	2.3%	43.8%	8.2%
2004	8,367	14.5%	2.0%	1.9%	7.2%	0.5%	2.8%	44.3%	8.3%
2005	8,578	16.5%	3.2%	1.8%	7.3%	51.1%	3.8%	42.9%	8.2%
Percentage Change	40.2%	66.5%	-1.9%	89.2%	46.7%	8.7%	179.5%	9.0%	210.2%

Note: *Table does not include Non-Resident Alien (NRA) ethnic category, but NRA data is included in grand total for each year (1996-2005).
Data Source: California Postsecondary Education Commission, 2007

Table A-24: Master's Degrees by Race/Ethnicity at the California State University, 1996 - 2005

Academic Year	Total	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	No Responses
1996	12,099	1,162	553	147	927	94	268	6,628	1,214
1997	11,841	1,084	602	158	1,138	79	277	6,371	1,141
1998	13,133	1,318	662	189	1,273	94	294	6,743	1,193
1999	13,688	1,349	706	196	1,394	113	311	6,811	1,251
2000	13,544	1,266	686	214	1,487	100	334	6,552	1,237
2001	14,327	1,394	734	243	1,649	98	364	6,607	1,240
2002	14,537	1,387	705	276	1,739	103	358	6,500	1,386
2003	14,990	1,440	732	283	1,929	93	416	6,289	1,465
2004	16,782	1,680	846	315	2,057	119	399	6,815	1,929
2005	17,167	1,910	894	324	2,223	117	371	6,973	1,999
Percentage Change	41.9%	64.4%	61.7%	120.4%	139.8%	24.5%	38.4%	5.2%	64.7%

Academic Year	Total	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	No Responses
1996	12,099	9.6%	4.6%	1.2%	7.7%	0.8%	2.2%	54.8%	10.0%
1997	11,841	9.2%	5.1%	1.3%	9.6%	0.7%	2.3%	53.8%	9.6%
1998	13,133	10.0%	5.0%	1.4%	9.7%	0.7%	2.2%	51.3%	9.1%
1999	13,688	9.9%	5.2%	1.4%	10.2%	0.8%	2.3%	49.8%	9.1%
2000	13,544	9.3%	5.1%	1.6%	11.0%	0.7%	2.5%	48.4%	9.1%
2001	14,327	9.7%	5.1%	1.7%	11.5%	0.7%	2.5%	46.1%	8.7%
2002	14,537	9.5%	4.8%	1.9%	12.0%	0.7%	2.5%	44.7%	9.5%
2003	14,990	9.6%	4.9%	1.9%	12.9%	0.6%	2.8%	42.0%	9.8%
2004	16,782	10.0%	5.0%	1.9%	12.3%	0.7%	2.4%	40.6%	11.5%
2005	17,167	11.1%	5.2%	1.9%	12.9%	0.7%	2.2%	40.6%	11.6%
Percentage Change	41.9%	64.4%	61.7%	120.4%	139.8%	24.5%	38.4%	5.2%	64.7%

Note: *Table does not include Non-Resident Alien (NRA) ethnic category, but NRA data is included in grand total for each year (1996-2005).
Data Source: California Postsecondary Education Commission, 2007

Table A-25: Master's Degrees by Race/Ethnicity at AICCU Institutions, 1996 - 2004

Academic Year	Total	Asian/ Pacific Islander	Black	Latino	Native American	White	No Responses
1996	17,143	1,713	697	1,105	96	10,116	919
1997	14,274	1,461	598	879	99	8,244	1,128
1998	18,337	2,032	811	1,235	85	10,071	1,210
1999	17,448	2,149	796	1,421	93	9,203	1,239
2000	20,122	2,274	992	1,638	104	10,608	1,434
2001	20,365	2,342	1,023	1,743	132	10,402	1,756
2002	21,034	2,248	1,049	1,950	122	10,656	1,941
2003	21,574	2,479	1,126	2,003	137	10,622	1,808
2004	23,354	2,730	1,282	2,398	131	11,160	2,157
Percentage Change	36.2%	59.4%	83.9%	117.0%	36.5%	10.3%	134.7%

Academic Year	Total*	Asian/ Pacific Islander	Black	Latino	Native American	White	No Responses
1996	17,143	10.0%	4.1%	6.4%	0.6%	59.0%	5.4%
1997	14,274	10.2%	4.2%	6.2%	0.7%	57.8%	7.9%
1998	18,337	11.1%	4.4%	6.7%	0.5%	54.9%	6.6%
1999	17,448	12.3%	4.6%	8.1%	0.5%	52.7%	7.1%
2000	20,122	11.3%	4.9%	8.1%	0.5%	52.7%	7.1%
2001	20,365	11.5%	5.0%	8.6%	0.6%	51.1%	8.6%
2002	21,034	10.7%	5.0%	9.3%	0.6%	50.7%	9.2%
2003	21,574	11.5%	5.2%	9.3%	0.6%	49.2%	8.4%
2004	23,354	11.7%	5.5%	10.3%	0.6%	47.8%	9.2%
Percentage Change	36.2%	59.4%	83.9%	117.0%	36.5%	10.3%	134.7%

Note: *Table does not include Non-Resident Alien (NRA) ethnic category, but NRA data is included in grand total for each year (1996-2004).

Note: Filipinos are included in Asian/Pacific Islander ethnic category.

Note: Includes only data reported by the Association of Independent California Colleges and Universities.

Data Source: California Postsecondary Education Commission, 2007

Table A-26: Doctorate Degrees by Race/Ethnicity at the University of California, 1996 - 2005

Academic Year	Total	Asian/Pacific		Native				White	No Responses
		Islander	Black	Filipino	Latino	American	Other		
1996	2,724	265	62	14	116	10	28	1,527	163
1997	2,789	294	47	11	112	11	34	1,616	144
1998	2,775	277	62	19	142	10	19	1,617	131
1999	2,632	273	61	17	129	14	44	1,530	123
2000	2,729	311	67	16	149	13	33	1,467	120
2001	2,729	289	65	27	156	9	42	1,458	121
2002	2,689	317	79	19	140	16	38	1,386	138
2003	2,764	287	61	31	139	19	39	1,361	136
2004	2,926	333	53	23	150	13	37	1,451	140
2005	3,001	303	61	14	138	20	62	1,347	154
Percentage Change									
	10.2%	14.3%	-1.6%	0.0%	19.0%	100.0%	121.4%	-11.8%	-5.5%

Academic Year	Total	Asian/Pacific		Native				White	No Responses
		Islander	Black	Filipino	Latino	American	Other		
1996	2,724	9.7%	2.3%	0.5%	4.3%	0.4%	1.0%	56.1%	6.0%
1997	2,789	10.5%	1.7%	0.4%	4.0%	0.4%	1.2%	57.9%	5.2%
1998	2,775	10.0%	2.2%	0.7%	5.1%	0.4%	0.7%	58.3%	4.7%
1999	2,632	10.4%	2.3%	0.6%	4.9%	0.5%	1.7%	58.1%	4.7%
2000	2,729	11.4%	2.5%	0.6%	5.5%	0.5%	1.2%	53.8%	4.4%
2001	2,729	10.6%	2.4%	1.0%	5.7%	0.3%	1.5%	53.4%	4.4%
2002	2,689	11.8%	2.9%	0.7%	5.2%	0.6%	1.4%	51.5%	5.1%
2003	2,764	10.4%	2.2%	1.1%	5.0%	0.7%	1.4%	49.2%	4.9%
2004	2,926	11.4%	1.8%	0.8%	5.1%	0.4%	1.3%	49.6%	4.8%
2005	3,001	10.1%	2.0%	0.5%	4.6%	0.7%	2.1%	44.9%	5.1%
Percentage Change									
	10.2%	14.3%	-1.6%	0.0%	19.0%	100.0%	121.4%	-11.8%	-5.5%

Note: *Table does not include Non-Resident Alien (NRA) ethnic category, but NRA data is included in grand total for each year (1996-2005).
Data Source: California Postsecondary Education Commission, 2007

Table A-27: Doctorate Degrees by Race/Ethnicity at AICCU Institutions, 1996 - 2004

Academic Year	Total	Asian/ Pacific Islander	Black	Latino	Native American	White	No Responses
1996	2,183	213	66	98	12	1,277	56
1997	1,698	108	66	80	14	1,019	79
1998	2,177	150	89	91	14	1,273	72
1999	2,321	199	111	120	17	1,309	92
2000	2,264	225	125	103	17	1,249	89
2001	2,532	250	127	158	16	1,348	114
2002	2,275	230	129	127	17	1,159	140
2003	2,404	267	113	129	19	1,186	133
2004	2,441	264	131	134	11	1,176	160
Percentage Change	11.8%	23.9%	98.5%	36.7%	-8.3%	-7.9%	185.7%

Academic Year	Total	Asian/ Pacific Islander	Black	Latino	Native American	White	No Responses
1996	2,183	9.8%	3.0%	4.5%	0.5%	58.5%	2.6%
1997	1,698	6.4%	3.9%	4.7%	0.8%	60.0%	4.7%
1998	2,177	6.9%	4.1%	4.2%	0.6%	58.5%	3.3%
1999	2,321	8.6%	4.8%	5.2%	0.7%	56.4%	4.0%
2000	2,264	9.9%	5.5%	4.5%	0.8%	55.2%	3.9%
2001	2,532	9.9%	5.0%	6.2%	0.6%	53.2%	4.5%
2002	2,275	10.1%	5.7%	5.6%	0.7%	50.9%	6.2%
2003	2,404	11.1%	4.7%	5.4%	0.8%	49.3%	5.5%
2004	2,441	10.8%	5.4%	5.5%	0.5%	48.2%	6.6%
Percentage Change	11.8%	23.9%	98.5%	36.7%	-8.3%	-7.9%	185.7%

Note: *Table does not include Non-Resident Alien (NRA) ethnic category, but NRA data is included in grand total for each year (1996-2004).

Note: Filipinos are included in Asian/Pacific Islander ethnic category.

Note: Includes only data reported by the Association of Independent California Colleges and Universities.

Data Source: California Postsecondary Education Commission, 2007

Table A-28: Professional Degrees by Race/Ethnicity at the University of California, 1996 - 2005

Academic Year	Total	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	No Responses
1996	1,712	336	101	47	193	13	24	831	156
1997	1,952	435	141	38	241	19	22	896	144
1998	1,693	373	95	47	176	17	19	779	179
1999	1,783	430	97	38	193	21	33	808	152
2000	1,881	415	63	21	157	9	33	950	218
2001	1,823	491	61	29	135	10	46	853	182
2002	1,734	457	55	24	131	7	32	816	197
2003	1,864	492	56	32	156	5	39	834	232
2004	1,937	445	61	40	128	8	98	874	257
2005	1,896	452	63	45	157	9	91	841	203
Percentage Change	10.7%	34.5%	-37.6%	-4.3%	-18.7%	-30.8%	279.2%	1.2%	30.1%

Academic Year	Total	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	No Responses
1996	1,712	19.6%	5.9%	2.7%	11.3%	0.8%	1.4%	48.5%	9.1%
1997	1,952	22.3%	7.2%	1.9%	12.3%	1.0%	1.1%	45.9%	7.4%
1998	1,693	22.0%	5.6%	2.8%	10.4%	1.0%	1.1%	46.0%	10.6%
1999	1,783	24.1%	5.4%	2.1%	10.8%	1.2%	1.9%	45.3%	8.5%
2000	1,881	22.1%	3.3%	1.1%	8.3%	0.5%	1.8%	50.5%	11.6%
2001	1,823	26.9%	3.3%	1.6%	7.4%	0.5%	2.5%	46.8%	10.0%
2002	1,734	26.4%	3.2%	1.4%	7.6%	0.4%	1.8%	47.1%	11.4%
2003	1,864	26.4%	3.0%	1.7%	8.4%	0.3%	2.1%	44.7%	12.4%
2004	1,937	23.0%	3.1%	2.1%	6.6%	0.4%	5.1%	45.1%	13.3%
2005	1,896	23.8%	3.3%	2.4%	8.3%	0.5%	4.8%	44.4%	10.7%
Percentage Change	10.7%	34.5%	-37.6%	-4.3%	-18.7%	-30.8%	279.2%	1.2%	30.1%

Note: *Table does not include Non-Resident Alien (NRA) ethnic category, but NRA data is included in grand total for each year (1996-2005).

Note: Table includes degrees in Dentistry, Medicine, Optometry, Veterinary Medicine, Law, and Pharmacy.

Data Source: California Postsecondary Education Commission, 2007

Table A-29: Professional Degrees by Race/Ethnicity at AICCU Institutions, 1996 - 2004

Academic Year	Total	Asian/ Pacific Islander	Black	Latino	Native American	White	No Responses
1996	4,390	946	157	262	34	2,687	211
1997	4,165	769	166	283	55	2,367	458
1998	4,391	1,062	183	325	34	2,499	202
1999	3,687	904	181	280	38	2,043	157
2000	3,680	907	148	259	29	2,030	229
2001	4,341	1,239	179	308	27	2,264	244
2002	4,297	1,066	173	310	26	2,233	234
2003	4,760	1,217	198	324	34	2,555	297
2004	4,769	1,197	196	375	30	2,504	303
Percentage Change	8.6%	26.5%	24.8%	43.1%	-11.8%	-6.8%	43.6%

Academic Year	Total	Asian/ Pacific Islander	Black	Latino	Native American	White	No Responses
1996	4,390	21.5%	3.6%	6.0%	0.8%	61.2%	4.8%
1997	4,165	18.5%	4.0%	6.8%	1.3%	56.8%	11.0%
1998	4,391	24.2%	4.2%	7.4%	0.8%	56.9%	4.6%
1999	3,687	24.5%	4.9%	7.6%	1.0%	55.4%	4.3%
2000	3,680	24.6%	4.0%	7.0%	0.8%	55.2%	6.2%
2001	4,341	28.5%	4.1%	7.1%	0.6%	52.2%	5.6%
2002	4,297	24.8%	4.0%	7.2%	0.6%	52.0%	5.4%
2003	4,760	25.6%	4.2%	6.8%	0.7%	53.7%	6.2%
2004	4,769	25.1%	4.1%	7.9%	0.6%	52.5%	6.4%
Percentage Change	8.6%	26.5%	24.8%	43.1%	-11.8%	-6.8%	43.6%

Note: *Table does not include Non-Resident Alien (NRA) ethnic category, but NRA data is included in grand total for each year (1996-2004).

Note: Filipinos are included in Asian/Pacific Islander ethnic category.

Note: Includes only data reported by the Association of Independent California Colleges and Universities.

Note: Table includes degrees in Chiropractic Medicine, Dentistry, Medicine, Optometry, Medicine, Podiatric Medicine, Theology, Law, and Pharmacy.

Osteopathic

Data Source: California Postsecondary Education Commission, 2007

**Table A-30: Full-Time Instructional Faculty in
California Public Education by Race/Ethnicity and Gender, 1997 and 2005**

	K-12		California Community		California State		University of	
	Public Schools*		Colleges**		University***		California****	
	1997	2005	1997	2005	1997	2005	1997	2005
Men	28.1%	28.0%	62.9%	48.3%	66.4%	57.0%	69.5%	66.0%
Women	71.5%	72.0%	37.0%	51.7%	33.6%	42.0%	30.5%	34.0%
Asian	3.9%	4.8%	3.8%	7.1%	10.8%	13.3%	15.4%	18.5%
Black	5.1%	4.5%	5.0%	6.3%	3.8%	3.9%	2.2%	1.8%
Latino	11.5%	15.2%	5.8%	11.4%	6.3%	8.0%	4.1%	4.5%
Native American	0.8%	0.6%	0.6%	1.1%	0.6%	0.6%	0.3%	0.3%
White	77.2%	72.1%	84.4%	70.5%	78.5%	72.2%	70.7%	66.5%
Other	1.5%	2.8%	0.4%	3.6%	0%	2.0%	7.3%	8.4%

Note: Percentages may not add to 100 percent because of rounding.

* Data Source: California Department of Education, Education Demographics Unit, 2007

** Data Source: California Community College Chancellor's Office, Fall Reports on Staffing, 2007

*** Data Source: California State University, Profile of CSU employees, 2005

*** Data Source: California State University, Faculty and Staff Standard Reports, 2002

*** Data Source: California State University, Statistical Abstracts, 1998-1999

**** Data Source: National Center for Education Statistics 2007

Table A-31: "A-G" Completion by Race/Ethnicity and Gender, 2005
(Percentages calculated as proportion of Each Ethnic Group)

	<u>Men</u>		<u>Women</u>		<u>Total</u>	
	<u>Number</u>	<u>% of Total</u>	<u>Number</u>	<u>% of Total</u>	<u>Number</u>	<u>% of Total</u>
Asian/Pacific Islander	9,957	45.2%	12,049	54.8%	22,006	17.6%
Filipino	2,359	44.0%	2,998	56.0%	5,357	4.3%
Black	2,430	36.0%	4,321	64.0%	6,751	5.4%
Latino	12,238	39.2%	18,985	60.8%	31,223	25.0%
Native American	262	38.5%	418	61.5%	680	0.5%
White	25,044	43.5%	32,530	56.5%	57,574	46.0%
No Response	667	45.2%	810	54.8%	1,477	1.2%
TOTAL	52,957	42.3%	72,111	57.7%	125,068	100.0%

Note: Includes students deriving from public high schools only.

Note: Asian/Pacific Islander ethnic category includes Asian Americans and Pacific Islanders.

Data Source: California Department of Education, DataQuest, 2007

Table A-32: California Public High School Graduates by Race and Gender, 2005
(Percentages calculated as proportion of Each Ethnic Group)

	<u>Men</u>		<u>Women</u>		<u>Total</u>
	<u>Number</u>	<u>% of Total</u>	<u>Number</u>	<u>% of Total</u>	<u>Number</u>
Asian/Pacific Islander	19,270	49.7%	19,469	50.3%	38,739
Filipino	5,832	50.8%	5,653	49.2%	11,485
Black	12,266	45.8%	14,534	54.2%	26,800
Latino	60,827	46.9%	68,844	53.1%	129,671
Native American	1,340	45.4%	1,610	54.6%	2,950
White	69,455	49.3%	71,352	50.7%	140,807
No Response	2,366	49.7%	2,399	50.3%	4,765
TOTAL	171,356	48.2%	183,861	51.8%	355,217

Note: Asian/Pacific Islander includes Asian Americans and Pacific Islanders.

Data Source: California Department of Education, DataQuest, 2007

Table A-33: First-Time Freshmen at the University of California by Race/Ethnicity and Gender, 1996-2005
(Percentages calculated as proportion of Each Race/Ethnic Group)

Academic Year	Asian/Pacific Islander*			Black			Latino			Native American			Other			White			No Response			Total**		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1996	3,849 46.8%	4,381 53.2%	8,230	307 34.1%	593 65.9%	900	1,321 41.2%	1,882 58.8%	3,203	101 42.3%	138 57.7%	239	212 45.4%	255 54.6%	467	4,083 44.9%	5,001 55.1%	9,084	494 45.0%	603 55.0%	1,097	10,367 44.6%	12,853 55.4%	23,220 100.0%
1997	4,094 47.1%	4,593 52.9%	8,687	319 34.1%	617 65.9%	936	1,220 39.5%	1,865 60.5%	3,085	70 36.8%	120 63.2%	190	214 44.9%	263 55.1%	477	4,329 45.2%	5,241 54.8%	9,570	481 47.8%	527 52.2%	1,009	10,728 44.8%	13,226 55.2%	23,954 100.0%
1998	3,983 44.6%	4,940 55.4%	8,923	240 32.0%	509 68.0%	749	1,129 38.5%	1,800 61.5%	2,929	64 37.0%	109 63.0%	173	171 43.7%	220 56.3%	391	3,848 44.0%	4,899 56.0%	8,747	1,542 47.7%	1,688 52.3%	3,230	10,977 43.7%	14,165 56.3%	25,142 100.0%
1999	4,408 44.8%	5,439 55.2%	9,848	257 33.8%	503 66.2%	760	1,249 39.0%	1,955 61.0%	3,204	47 34.3%	90 65.7%	137	225 44.1%	285 55.9%	510	4,596 45.8%	5,446 54.2%	10,042	843 48.5%	896 51.5%	1,739	11,625 44.3%	14,615 55.7%	26,240 100.0%
2000	4,592 45.3%	5,546 54.7%	10,138	318 37.1%	538 62.9%	856	1,300 37.8%	2,138 62.2%	3,438	60 37.3%	101 62.7%	161	217 42.1%	298 57.9%	515	4,690 45.8%	5,544 54.2%	10,234	898 47.5%	993 52.5%	1,891	12,075 44.3%	15,158 55.7%	27,233 100.0%
2001	4,783 43.8%	6,148 56.2%	10,931	331 38.4%	530 61.6%	861	1,456 37.9%	2,390 62.1%	3,846	72 42.1%	99 57.9%	171	251 46.6%	288 53.4%	539	4,840 45.8%	5,732 54.2%	10,572	928 49.2%	959 50.8%	1,887	12,661 44.0%	16,146 56.0%	28,807 100.0%
2002	5,071 44.5%	6,314 55.5%	11,385	312 33.3%	625 66.7%	937	1,653 39.6%	2,523 60.4%	4,176	61 37.0%	104 63.0%	165	176 38.3%	284 61.7%	460	4,804 44.4%	6,026 55.6%	10,830	834 49.7%	845 50.3%	1,679	12,911 43.6%	16,721 56.4%	29,632 100.0%
2003	5,178 45.9%	6,109 54.1%	11,287	355 34.1%	635 65.9%	990	1,645 37.6%	2,730 62.4%	4,375	56 40.3%	83 59.7%	139	203 41.3%	289 58.7%	492	4,822 45.1%	5,865 54.9%	10,687	861 45.9%	1,016 54.1%	1,877	13,120 44.0%	16,727 56.0%	29,847 100.0%
2004	4,815 45.0%	5,874 55.0%	10,689	310 34.1%	508 65.9%	818	1,564 38.1%	2,544 61.9%	4,108	50 36.2%	88 63.8%	138	206 42.5%	279 57.5%	485	4,325 45.3%	5,222 54.7%	9,547	727 45.5%	872 54.5%	1,599	11,997 43.8%	15,387 56.2%	27,384 100.0%
2005	5,141 44.9%	6,312 55.1%	11,453	309 34.1%	582 65.9%	891	1,733 38.8%	2,732 61.2%	4,465	54 38.3%	87 61.7%	141	199 38.3%	321 61.7%	520	4,416 44.5%	5,518 55.5%	9,934	546 45.5%	655 54.5%	1,201	12,398 43.3%	16,207 56.7%	28,605 100.0%
Percent Change 96-05	33.6%	44.1%	39.2%	0.7%	-1.9%	-1.0%	31.2%	45.2%	39.4%	-46.5%	-37.0%	-41.0%	-6.1%	25.9%	11.3%	8.2%	10.3%	9.4%	10.5%	8.6%	9.5%	19.6%	26.1%	23.2%

Note:*Filipinos are included in Asian/Pacific Islander ethnic category.

Note:**Totals exclude Non-Resident Alien students.

Note: Table excludes students with unknown gender.

Note: Table includes students that attended out of state high schools and unrecognized schools in college database (i.e. new schools, miscoded schools, and schools out of local region).

Data Source: California Postsecondary Education Commission, 2007

Table A-34: First-Time Freshmen Enrollment at the California State University by Race/Ethnicity and Gender, 1996-2005
 (Percentages calculated as proportion of Each Race/Ethnic Group)

Academic Year	Asian/Pacific Islander*			Black			Latino			Native American			Other			White			No Response			Total**		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1996	2,682 46.5%	3,080 53.5%	5,762	828 35.1%	1,529 64.9%	2,357	2,818 40.4%	4,155 59.6%	6,973	94 34.8%	176 65.2%	270	349 40.1%	521 59.9%	870	4,671 44.6%	5,791 55.4%	10,462	856 46.2%	997 53.8%	1,853	12,298 43.1%	16,249 56.9%	28,547 100.0%
1997	2,909 47.3%	3,241 52.7%	6,150	797 34.0%	1,545 66.0%	2,342	2,748 38.6%	4,363 61.4%	7,111	103 35.6%	186 64.4%	289	366 40.7%	534 59.3%	900	4,502 43.2%	5,927 56.8%	10,429	950 44.6%	1,181 55.4%	2,131	12,375 42.2%	16,977 57.8%	29,352 100.0%
1998	3,035 46.8%	3,452 53.2%	6,487	747 35.2%	1,376 64.8%	2,123	2,708 37.9%	4,429 62.1%	7,137	94 38.5%	150 61.5%	244	409 41.9%	566 58.1%	975	5,113 44.4%	6,391 55.6%	11,504	1,062 44.3%	1,334 55.7%	2,396	13,168 42.7%	17,698 57.3%	30,866 100.0%
1999	3,285 46.8%	3,733 53.2%	7,018	816 37.3%	1,371 62.7%	2,187	2,994 39.5%	4,588 60.5%	7,582	103 39.9%	155 60.1%	258	543 43.6%	703 56.4%	1,246	5,290 43.0%	7,007 57.0%	12,297	1,454 45.6%	1,732 54.4%	3,186	14,485 42.9%	19,289 57.1%	33,774 100.0%
2000	2,555 39.6%	3,895 60.4%	6,450	833 36.1%	1,472 63.9%	2,305	3,096 38.6%	4,915 61.4%	8,011	98 38.3%	158 61.7%	256	515 40.4%	759 59.6%	1,274	5,844 43.0%	7,742 57.0%	13,586	1,222 44.9%	1,499 55.1%	2,721	14,163 40.9%	20,440 59.1%	34,603 100.0%
2001	3,628 46.7%	4,134 53.3%	7,762	964 37.4%	1,615 62.6%	2,579	3,439 38.7%	5,449 61.3%	8,888	93 39.2%	144 60.8%	237	529 39.0%	829 61.0%	1,358	6,342 43.2%	8,341 56.8%	14,683	1,183 41.6%	1,663 58.4%	2,846	16,178 42.2%	22,175 57.8%	38,353 100.0%
2002	3,568 47.2%	3,993 52.8%	7,561	946 36.5%	1,643 63.5%	2,589	3,336 37.8%	5,479 62.2%	8,815	110 38.3%	177 61.7%	287	542 41.1%	776 58.9%	1,318	6,352 42.5%	8,605 57.5%	14,957	1,376 43.6%	1,777 56.4%	3,153	16,230 42.0%	22,450 58.0%	38,680 100.0%
2003	3,272 43.6%	4,241 56.4%	7,513	912 35.4%	1,662 64.6%	2,574	3,568 37.8%	5,859 62.2%	9,427	96 35.4%	175 64.6%	271	393 37.2%	664 62.8%	1,057	6,569 42.7%	8,822 57.3%	15,391	1,487 42.5%	2,008 57.5%	3,495	16,297 41.0%	23,431 59.0%	39,728 100.0%
2004	3,532 45.0%	4,323 55.0%	7,855	905 34.3%	1,734 65.7%	2,639	3,845 37.1%	6,529 62.9%	10,374	100 39.4%	154 60.6%	254	330 35.7%	595 64.3%	925	6,627 43.1%	8,741 56.9%	15,368	1,235 44.9%	1,514 55.1%	2,749	16,574 41.3%	23,590 58.7%	40,164 100.0%
2005	3,979 45.4%	4,788 54.6%	8,767	1,133 35.8%	2,028 64.2%	3,161	4,439 37.8%	7,298 62.2%	11,737	114 39.4%	175 60.6%	289	441 38.1%	715 61.9%	1,156	7,020 43.1%	9,262 56.9%	16,282	1,120 42.5%	1,515 57.5%	2,635	18,246 41.4%	25,781 58.6%	44,027 100.0%
Percent																								
Change 96-05	48.4%	55.5%	52.2%	36.8%	32.6%	34.1%	57.5%	75.6%	68.3%	21.3%	-0.6%	7.0%	26.4%	37.2%	32.9%	50.3%	59.9%	55.6%	30.8%	52.0%	42.2%	48.4%	58.7%	54.2%

Note:*Filipinos are included in Asian/Pacific Islander ethnic category.

Note:**Totals exclude Non-Resident Alien students.

Note: Table includes students that attended out of state high schools and unrecognized schools in college database (i.e. new schools, miscoded schools, and schools out of local region).

Data Source: California Postsecondary Education Commission, 2007

Table A-35: First-Time Freshmen Enrollment at California Community Colleges by Race/Ethnicity and Gender, 1996-2005
(Percentages calculated as proportion of Each Race/Ethnic Group)

Academic Year	Asian/Pacific Islander*			Black			Latino			Native American			Other			White			No Response			Total**		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1996	8,320 52.1%	7,653 47.9%	15,973	4,574 50.0%	4,577 50.0%	9,151	14,490 45.7%	17,247 54.3%	31,737	709 49.6%	719 50.4%	1,428	1,204 50.4%	1,183 49.6%	2,387	24,974 49.7%	25,321 50.3%	50,295	2,111 49.7%	2,134 50.3%	4,245	56,382 48.9%	58,834 51.1%	115,216 100.0%
1997	7,805 51.4%	7,391 48.6%	15,196	4,233 49.1%	4,389 50.9%	8,622	13,863 45.4%	16,669 54.6%	30,532	605 47.2%	678 52.8%	1,283	1,181 49.3%	1,216 50.7%	2,397	23,856 49.6%	24,267 50.4%	48,123	2,436 48.9%	2,543 51.1%	4,979	53,979 48.6%	57,153 51.4%	111,132 100.0%
1998	8,215 51.4%	7,758 48.6%	15,973	4,133 49.9%	4,143 50.1%	8,276	13,881 45.7%	16,617 54.3%	30,498	582 49.0%	609 51.0%	1,191	1,266 48.1%	1,365 51.9%	2,631	24,197 49.8%	24,419 50.2%	48,616	2,943 48.0%	3,193 52.0%	6,136	55,217 48.7%	58,104 51.3%	113,321 100.0%
1999	7,713 51.3%	7,321 48.7%	15,034	3,929 49.4%	4,031 50.6%	7,960	14,566 45.3%	17,602 54.7%	32,168	519 47.4%	575 52.6%	1,094	1,176 49.1%	1,220 50.9%	2,396	22,599 49.6%	22,939 50.4%	45,538	2,044 48.3%	2,191 51.7%	4,235	52,546 48.5%	55,879 51.5%	108,425 100.0%
2000	8,826 52.2%	8,066 47.8%	16,892	4,075 49.6%	4,137 50.4%	8,212	16,463 45.5%	19,743 54.5%	36,206	496 45.4%	597 54.6%	1,093	1,239 47.0%	1,396 53.0%	2,635	24,441 49.6%	24,836 50.4%	49,277	2,656 49.4%	2,719 50.6%	5,375	58,196 48.6%	61,494 51.4%	119,690 100.0%
2001	9,243 51.9%	8,569 48.1%	17,812	4,440 50.4%	4,363 49.6%	8,803	17,403 45.2%	21,073 54.8%	38,476	502 45.8%	595 54.2%	1,097	1,267 45.4%	1,522 54.6%	2,789	25,860 50.1%	25,706 49.9%	51,566	2,630 50.1%	2,619 49.9%	5,249	61,345 48.8%	64,447 51.2%	125,792 100.0%
2002	9,534 52.9%	8,498 47.1%	18,032	4,903 50.2%	4,858 49.8%	9,761	18,898 45.7%	22,442 54.3%	41,340	502 45.6%	598 54.4%	1,100	1,379 51.0%	1,323 49.0%	2,702	25,980 49.9%	26,119 50.1%	52,099	2,846 49.7%	2,876 50.3%	5,722	64,042 49.0%	66,714 51.0%	130,756 100.0%
2003	9,870 53.0%	8,741 47.0%	18,611	4,566 48.3%	4,878 51.7%	9,444	19,627 46.1%	22,905 53.9%	42,532	502 48.3%	537 51.7%	1,039	1,310 49.9%	1,316 50.1%	2,626	25,318 50.7%	24,668 49.3%	49,986	3,051 49.5%	3,115 50.5%	6,166	64,244 49.3%	66,160 50.7%	130,404 100.0%
2004	10,592 53.4%	9,239 46.6%	19,831	5,213 48.2%	5,604 51.8%	10,817	21,673 46.4%	25,062 53.6%	46,735	548 46.2%	639 53.8%	1,187	1,360 49.6%	1,380 50.4%	2,740	25,886 51.1%	24,805 48.9%	50,691	3,739 49.0%	3,888 51.0%	7,627	69,011 49.4%	70,617 50.6%	139,628 100.0%
2005	9,906 53.8%	8,501 46.2%	18,407	5,435 50.4%	5,348 49.6%	10,783	20,247 47.3%	22,584 52.7%	42,831	483 42.8%	645 57.2%	1,128	1,307 49.9%	1,313 50.1%	2,620	23,771 52.0%	21,964 48.0%	45,735	3,562 49.5%	3,634 50.5%	7,196	64,711 50.3%	63,989 49.7%	128,700 100.0%
Percent Change 96-05	19.1%	11.1%	15.2%	18.8%	16.8%	17.8%	39.7%	30.9%	35.0%	-31.9%	-10.3%	-21.0%	8.6%	11.0%	9.8%	-4.8%	-13.3%	-9.1%	68.7%	70.3%	69.5%	14.8%	8.8%	11.7%

Note:*Filipinos are included in Asian/Pacific Islander ethnic category.

Note:**Totals exclude Non-Resident Alien students.

Note: Table excludes students with unknown gender.

Note: Table includes students enrolled in Instructional Television (ITV) transferrable courses.

Note: Table includes students that attended out of state high schools and unrecognized schools in college database (i.e. new schools, miscoded schools, and schools out of local region).

Data Source: California Postsecondary Education Commission, 2007

Table A-36: First-Time Freshmen at AICCU Institutions by Race/Ethnicity and Gender, 1996 - 2005
(Percentages calculated as proportion of Each Race/Ethnic Group)

Academic Year	Asian/Pacific Islander*			Black			Latino			Native American			White			No Response			Total**		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1996	424 40.3%	627 59.7%	1,051	106 39.0%	166 61.0%	272	361 35.3%	662 64.7%	1,023	19 45.2%	23 54.8%	42	1,605 42.5%	2,175 57.5%	3,780	137 40.5%	201 59.5%	338	2,652 40.8%	3,854 59.2%	6,506
1997	368 37.3%	618 62.7%	986	111 36.0%	197 64.0%	308	373 41.2%	532 58.8%	905	20 42.6%	27 57.4%	47	1,208 40.2%	1,795 59.8%	3,003	135 41.7%	189 58.3%	324	2,215 39.7%	3,358 60.3%	5,573
1998	286 37.3%	480 62.7%	766	96 36.5%	167 63.5%	263	324 40.7%	472 59.3%	796	12 30.8%	27 69.2%	39	1,293 41.0%	1,861 59.0%	3,154	86 31.9%	184 68.1%	270	2,097 39.7%	3,191 60.3%	5,288
1999	348 33.6%	688 66.4%	1,036	102 29.8%	240 70.2%	342	361 31.4%	790 68.6%	1,151	20 37.0%	34 63.0%	54	1,317 36.8%	2,259 63.2%	3,576	119 36.6%	206 63.4%	325	2,267 35.0%	4,217 65.0%	6,484
2000	356 36.1%	631 63.9%	987	121 36.8%	208 63.2%	329	344 31.9%	733 68.1%	1,077	19 48.7%	20 51.3%	39	1,264 39.2%	1,963 60.8%	3,227	1,954 77.4%	571 22.6%	2,525	4,058 49.6%	4,126 50.4%	8,184
2001	312 34.2%	599 65.8%	911	112 33.2%	225 66.8%	337	369 29.9%	864 70.1%	1,233	20 37.7%	33 62.3%	53	1,355 36.3%	2,382 63.7%	3,737	184 36.1%	325 63.9%	509	2,352 34.7%	4,428 65.3%	6,780
2002	149 33.9%	290 66.1%	439	65 32.0%	138 68.0%	203	271 32.0%	575 68.0%	846	13 32.5%	27 67.5%	40	847 40.4%	1,251 59.6%	2,098	102 35.4%	186 64.6%	288	1,447 37.0%	2,467 63.0%	3,914
2003	398 39.8%	602 60.2%	1,000	177 38.9%	278 61.1%	455	540 37.8%	888 62.2%	1,428	21 35.0%	39 65.0%	60	1,626 38.7%	2,578 61.3%	4,204	178 40.7%	259 59.3%	437	2,940 38.8%	4,644 61.2%	7,584
2004	312 39.7%	473 60.3%	785	136 38.7%	215 61.3%	351	462 36.0%	820 64.0%	1,282	15 33.3%	30 66.7%	45	1,449 40.5%	2,127 59.5%	3,576	168 35.2%	309 64.8%	477	2,542 39.0%	3,974 61.0%	6,516
2005	332 36.8%	571 63.2%	903	102 30.1%	237 69.9%	339	487 36.0%	865 64.0%	1,352	29 47.5%	32 52.5%	61	1,544 39.4%	2,377 60.6%	3,921	199 31.2%	439 68.8%	638	2,693 37.3%	4,521 62.7%	7,214
Percent Change 96-05	-21.7%	-8.9%	-14.1%	-3.8%	42.8%	24.6%	34.9%	30.7%	32.2%	52.6%	39.1%	45.2%	-3.8%	9.3%	3.7%	45.3%	118.4%	88.8%	1.5%	17.3%	10.9%

Note:*Filipinos are included in Asian/Pacific Islander ethnic category.

Note:**Totals exclude Non-Resident Alien students.

Note: Table excludes students with unknown gender.

Data Source: California Postsecondary Education Commission, 2007

Table A-37: Total Undergraduate Enrollment at the University of California by Race/Ethnicity and Gender, 1996-2005
 (Percentages calculated as proportion of Each Race/Ethnic Group)

Academic Year	Asian/Pacific Islander*			Black			Latino			Native American			Other			White			No Response			Total**		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1996	21,314 49.3%	21,925 50.7%	43,239	1,926 38.8%	3,039 61.2%	4,965	7,434 43.2%	9,794 56.8%	17,228	571 46.5%	658 53.5%	1,229	1,003 45.6%	1,198 54.4%	2,201	24,093 48.6%	25,438 51.4%	49,531	2,473 49.2%	2,550 50.8%	5,023	58,814 47.7%	64,602 52.3%	123,416 100.0%
1997	21,940 48.9%	22,961 51.1%	44,901	1,902 38.1%	3,086 61.9%	4,988	7,272 42.4%	9,859 57.6%	17,131	500 41.8%	695 58.2%	1,195	1,116 45.0%	1,366 55.0%	2,482	23,947 47.7%	26,293 52.3%	50,240	2,435 49.2%	2,517 50.8%	4,952	59,112 47.0%	66,777 53.0%	125,889 100.0%
1998	22,008 48.1%	23,760 51.9%	45,768	1,768 37.2%	2,981 62.8%	4,749	7,090 41.9%	9,813 58.1%	16,905	475 41.3%	674 58.7%	1,149	1,186 45.8%	1,402 54.2%	2,588	23,377 46.9%	26,496 53.1%	49,879	4,079 48.7%	4,295 51.3%	8,374	59,983 46.4%	69,421 53.6%	129,404 100.0%
1999	22,376 47.3%	24,970 52.7%	47,346	1,657 36.6%	2,870 63.4%	4,527	7,019 41.4%	9,951 58.6%	16,970	423 40.6%	619 59.4%	1,042	1,223 44.9%	1,502 55.1%	2,725	24,089 46.7%	27,483 53.3%	51,572	4,792 49.6%	4,872 50.4%	9,664	61,579 46.0%	72,267 54.0%	133,846 100.0%
2000	22,915 46.3%	26,601 53.7%	49,516	1,646 36.8%	2,825 63.2%	4,471	7,062 40.8%	10,262 59.2%	17,324	368 40.1%	550 59.9%	918	1,252 44.4%	1,566 55.6%	2,818	24,943 47.0%	28,174 53.0%	53,117	5,145 50.0%	5,143 50.0%	10,288	63,331 45.7%	75,121 54.3%	138,452 100.0%
2001	23,982 46.3%	27,828 53.7%	51,810	1,690 38.1%	2,751 61.9%	4,441	7,482 40.3%	11,066 59.7%	18,548	359 39.6%	547 60.4%	906	1,340 45.5%	1,603 54.5%	2,943	25,888 47.2%	28,960 52.8%	54,848	5,377 49.6%	5,472 50.4%	10,849	66,118 45.8%	78,227 54.2%	144,345 100.0%
2002	25,544 46.1%	29,849 53.9%	55,393	1,724 37.3%	2,898 62.7%	4,622	8,080 40.4%	11,903 59.6%	19,983	366 39.1%	569 60.9%	935	1,335 44.4%	1,675 55.6%	3,010	26,573 47.1%	29,895 52.9%	56,468	5,319 50.3%	5,250 49.7%	10,569	68,941 45.7%	82,039 54.3%	150,980 100.0%
2003	26,492 46.4%	30,619 53.6%	57,111	1,825 37.7%	3,017 62.3%	4,842	8,585 39.8%	12,990 60.2%	21,575	370 41.0%	533 59.0%	903	1,342 44.0%	1,705 56.0%	3,047	26,901 47.1%	30,161 52.9%	57,062	5,223 49.6%	5,308 50.4%	10,531	70,738 45.6%	84,333 54.4%	155,071 100.0%
2004	26,697 46.5%	30,657 53.5%	57,354	1,811 37.9%	2,962 62.1%	4,773	8,703 40.1%	12,988 59.9%	21,691	378 41.8%	527 58.2%	905	1,355 43.4%	1,769 56.6%	3,124	26,296 47.2%	29,388 52.8%	55,684	5,021 49.3%	5,160 50.7%	10,181	70,261 45.7%	83,451 54.3%	153,712 100.0%
2005	27,493 46.8%	31,294 53.2%	58,787	1,814 38.0%	2,958 62.0%	4,772	9,046 40.8%	13,117 59.2%	22,163	359 41.7%	502 58.3%	861	1,372 44.0%	1,746 56.0%	3,118	26,137 47.2%	29,207 52.8%	55,344	4,676 48.6%	4,943 51.4%	9,619	70,897 45.8%	83,767 54.2%	154,664 100.0%
Percent																								
Change 96-05	29.0%	42.7%	36.0%	-5.8%	-2.7%	-3.9%	21.7%	33.9%	28.6%	-37.1%	-23.7%	-29.9%	36.8%	45.7%	41.7%	8.5%	14.8%	11.7%	89.1%	93.8%	91.5%	20.5%	29.7%	25.3%

Note:*Filipinos are included in Asian/Pacific Islander ethnic category.

Note:**Totals exclude Non-Resident Alien students.

Note: Table excludes students with unknown gender.

Data Source: California Postsecondary Education Commission, 2007

Table A-38: Total Undergraduate Enrollment at the California State University by Race/Ethnicity and Gender, 1996-2005
 (Percentages calculated as proportion of Each Race/Ethnic Group)

Academic Year	Asian/Pacific Islander*			Black			Latino			Native American			Other			White			No Response			Total**		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1996	25,805 48.7%	27,171 51.3%	52,976	7,159 38.8%	11,291 61.2%	18,450	22,612 42.8%	30,272 57.2%	52,884	1,268 42.7%	1,700 57.3%	2,968	3,626 46.7%	4,141 53.3%	7,767	49,135 45.1%	59,875 54.9%	109,010	10,054 48.5%	10,674 51.5%	20,728	119,659 45.2%	145,124 54.8%	264,783 100.0%
1997	26,055 48.3%	27,838 51.7%	53,893	6,865 37.3%	11,526 62.7%	18,391	23,182 42.0%	31,973 58.0%	55,155	1,267 42.4%	1,724 57.6%	2,991	3,735 45.6%	4,456 54.4%	8,191	47,144 44.1%	59,741 55.9%	106,885	10,707 47.9%	11,658 52.1%	22,365	118,955 44.4%	148,916 55.6%	267,871 100.0%
1998	25,920 47.8%	28,254 52.2%	54,174	6,514 36.9%	11,149 63.1%	17,663	23,213 41.1%	33,218 58.9%	56,431	1,202 41.8%	1,677 58.2%	2,879	3,793 44.5%	4,736 55.5%	8,529	46,237 43.4%	60,207 56.6%	106,444	11,250 46.6%	12,883 53.4%	24,133	118,129 43.7%	152,124 56.3%	270,253 100.0%
1999	25,987 47.5%	28,678 52.5%	54,665	6,485 37.2%	10,959 62.8%	17,444	23,426 40.3%	34,725 59.7%	58,151	1,119 41.4%	1,585 58.6%	2,704	4,089 43.8%	5,240 56.2%	9,329	46,303 43.1%	61,099 56.9%	107,402	11,983 46.4%	13,870 53.6%	25,853	119,392 43.3%	156,156 56.7%	275,548 100.0%
2000	26,219 47.3%	29,178 52.7%	55,397	6,327 36.9%	10,800 63.1%	17,127	23,925 39.8%	36,231 60.2%	60,156	1,001 39.5%	1,530 60.5%	2,531	4,247 42.5%	5,747 57.5%	9,994	47,038 43.0%	62,249 57.0%	109,287	12,338 45.5%	14,772 54.5%	27,110	121,095 43.0%	160,507 57.0%	281,602 100.0%
2001	27,154 47.3%	30,278 52.7%	57,432	6,626 37.2%	11,207 62.8%	17,833	25,300 39.3%	39,046 60.7%	64,346	1,000 40.0%	1,503 60.0%	2,503	4,638 42.3%	6,325 57.7%	10,963	48,937 43.0%	64,958 57.0%	113,895	13,141 44.8%	16,179 55.2%	29,320	126,796 42.8%	169,496 57.2%	296,292 100.0%
2002	27,669 47.3%	30,832 52.7%	58,501	6,771 37.2%	11,422 62.8%	18,193	25,962 39.0%	40,584 61.0%	66,546	992 40.1%	1,484 59.9%	2,476	4,788 42.1%	6,572 57.9%	11,360	50,170 43.0%	66,451 57.0%	116,621	14,613 45.1%	17,757 54.9%	32,370	130,965 42.8%	175,102 57.2%	306,067 100.0%
2003	30,163 46.6%	34,606 53.4%	64,769	6,758 36.5%	11,747 63.5%	18,505	27,108 38.6%	43,146 61.4%	70,254	993 39.8%	1,504 60.2%	2,497	4,103 41.3%	5,832 58.7%	9,935	50,947 42.9%	67,749 57.1%	118,696	16,998 45.5%	20,370 54.5%	37,368	137,070 42.6%	184,954 57.4%	322,024 100.0%
2004	29,890 46.5%	34,450 53.5%	64,340	6,744 36.3%	11,814 63.7%	18,558	27,722 38.2%	44,832 61.8%	72,554	950 39.8%	1,434 60.2%	2,384	3,698 40.8%	5,361 59.2%	9,059	51,008 43.4%	66,528 56.6%	117,536	15,910 46.0%	18,685 54.0%	34,595	135,922 42.6%	183,104 57.4%	319,026 100.0%
2005	28,670 46.8%	32,589 53.2%	61,259	7,206 36.3%	12,636 63.7%	19,842	29,030 38.3%	46,712 61.7%	75,742	964 40.1%	1,437 59.9%	2,401	3,415 39.3%	5,276 60.7%	8,691	52,923 43.8%	67,923 56.2%	120,846	14,437 45.6%	17,248 54.4%	31,685	136,645 42.6%	183,821 57.4%	320,466 100.0%
Percent Change 96-05	11.1%	19.9%	15.6%	0.7%	11.9%	7.5%	28.4%	54.3%	43.2%	-24.0%	-15.5%	-19.1%	-5.8%	27.4%	11.9%	7.7%	13.4%	10.9%	43.6%	61.6%	52.9%	14.2%	26.7%	21.0%

Note:*Filipinos are included in Asian/Pacific Islander ethnic category.

Note:**Totals exclude Non-Resident Alien students.

Data Source: California Postsecondary Education Commission, 2007

Table A-39: Total Undergraduate Enrollment at California Community Colleges by Race/Ethnicity and Gender, 1996 - 2005
(Percentages calculated as proportion of Each Race/Ethnic Group)

Academic Year	Asian/Pacific Islander*			Black			Latino			Native American			Other			White			No Response			Total**		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1996	74,617 48.7%	78,460 51.3%	153,077	34,724 39.4%	53,331 60.6%	88,055	105,192 43.7%	135,443 56.3%	240,635	5,811 44.1%	7,373 55.9%	13,184	8,462 46.7%	9,667 53.3%	18,129	205,233 42.0%	283,128 58.0%	488,361	17,174 46.7%	19,563 53.3%	36,737	451,213 43.5%	586,965 56.5%	1,038,178
1997	76,358 48.5%	81,187 51.5%	157,545	33,732 39.3%	52,197 60.7%	85,929	104,472 43.1%	138,078 56.9%	242,550	5,456 43.4%	7,126 56.6%	12,582	8,741 45.7%	10,388 54.3%	19,129	200,725 41.8%	279,259 58.2%	479,984	20,106 47.0%	22,716 53.0%	42,822	449,590 43.2%	590,951 56.8%	1,040,541
1998	75,950 47.9%	82,483 52.1%	158,433	32,895 39.4%	50,555 60.6%	83,450	105,368 42.8%	140,822 57.2%	246,190	5,218 42.8%	6,980 57.2%	12,198	9,145 45.3%	11,026 54.7%	20,171	197,413 42.3%	269,526 57.7%	466,939	26,343 45.6%	31,390 54.4%	57,733	452,332 43.3%	592,782 56.7%	1,045,114
1999	72,392 47.7%	79,528 52.3%	151,920	32,741 38.9%	51,440 61.1%	84,181	108,785 42.5%	147,217 57.5%	256,002	4,933 42.7%	6,624 57.3%	11,557	9,386 45.5%	11,255 54.5%	20,641	188,679 42.4%	256,559 57.6%	445,238	25,246 47.6%	27,756 52.4%	53,002	442,162 43.2%	580,379 56.8%	1,022,541
2000	79,686 47.1%	89,321 52.9%	169,007	34,803 40.2%	51,701 59.8%	86,504	120,397 42.8%	160,780 57.2%	281,177	5,448 43.7%	7,019 56.3%	12,467	10,503 45.3%	12,662 54.7%	23,165	217,115 43.9%	277,269 56.1%	494,384	33,023 49.3%	34,027 50.7%	67,050	500,975 44.2%	632,779 55.8%	1,133,754
2001	84,964 46.9%	96,116 53.1%	181,080	37,215 40.3%	55,192 59.7%	92,407	133,445 42.8%	178,533 57.2%	311,978	5,643 43.8%	7,248 56.2%	12,891	11,347 45.2%	13,738 54.8%	25,085	231,053 44.2%	291,522 55.8%	522,575	29,632 48.3%	31,719 51.7%	61,351	533,299 44.2%	674,068 55.8%	1,207,367
2002	85,005 46.8%	96,563 53.2%	181,568	39,193 39.6%	59,854 60.4%	99,047	139,164 42.6%	187,321 57.4%	326,485	5,242 43.1%	6,908 56.9%	12,150	11,614 45.3%	14,027 54.7%	25,641	228,243 44.3%	286,836 55.7%	515,079	29,440 48.3%	31,484 51.7%	60,924	537,901 44.1%	682,993 55.9%	1,220,894
2003	87,397 46.5%	100,602 53.5%	187,999	37,445 39.4%	57,552 60.6%	94,997	138,230 42.2%	189,401 57.8%	327,631	4,916 42.4%	6,691 57.6%	11,607	11,038 44.6%	13,689 55.4%	24,727	215,223 44.2%	272,008 55.8%	487,231	32,882 48.0%	35,595 52.0%	68,477	527,131 43.8%	675,538 56.2%	1,202,669
2004	85,718 46.3%	99,242 53.7%	184,960	37,981 39.6%	57,991 60.4%	95,972	139,356 42.4%	188,946 57.6%	328,302	4,859 42.9%	6,468 57.1%	11,327	10,962 44.8%	13,504 55.2%	24,466	208,249 45.0%	254,439 55.0%	462,688	33,947 47.6%	37,370 52.4%	71,317	521,072 44.2%	657,960 55.8%	1,179,032
2005	85,177 46.4%	98,444 53.6%	183,621	39,077 40.6%	57,194 59.4%	96,271	141,272 43.2%	185,944 56.8%	327,216	4,675 42.3%	6,365 57.7%	11,040	10,930 44.8%	13,442 55.2%	24,372	203,609 45.4%	245,100 54.6%	448,709	34,352 47.6%	37,803 52.4%	72,155	519,092 44.6%	644,292 55.4%	1,163,384
Percent Change 96-05	14.2%	25.5%	20.0%	12.5%	7.2%	9.3%	34.3%	37.3%	36.0%	-19.5%	-13.7%	-16.3%	29.2%	39.1%	34.4%	-0.8%	-13.4%	-8.1%	100.0%	93.2%	96.4%	15.0%	9.8%	12.1%

Note:*Filipinos are included in Asian/Pacific Islander ethnic category.

Note:**Totals exclude Non-Resident Alien students.

Note: Table excludes students with unknown gender.

Note: Table includes students enrolled in Instructional Television (ITV) transferrable courses.

Note: Table includes freshmen, sophmores, underclassified undergraduates, AA/AS recipients, and BA/BS recipients returning to college.

Data Source: California Postsecondary Education Commission, 2007

Table A-40: Total Undergraduate Enrollment at AICCU Institutions by Race/Ethnicity and Gender, 1996 - 2004

Academic Year	Asian/Pacific Islander*			Black			Latino			Native American			White			No Response			Total**		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1996	6,727 43.5%	8,728 56.5%	15,455	2,559 39.6%	3,904 60.4%	6,463	5,916 41.9%	8,206 58.1%	14,122	353 38.5%	563 61.5%	916	26,404 44.8%	32,477 55.2%	58,881	2,129 42.5%	2,882 57.5%	5,011	44,088 43.7%	56,760 56.3%	100,848
1997	5,055 42.3%	6,903 57.7%	11,958	2,087 38.1%	3,397 61.9%	5,484	4,563 39.0%	7,135 61.0%	11,698	312 39.5%	477 60.5%	789	21,400 42.4%	29,089 57.6%	50,489	2,044 41.3%	2,907 58.7%	4,951	35,461 41.5%	49,908 58.5%	85,369
1998	6,665 43.3%	8,725 56.7%	15,390	2,376 38.9%	3,737 61.1%	6,113	5,540 41.2%	7,912 58.8%	13,452	375 39.3%	579 60.7%	954	25,288 43.7%	32,551 56.3%	57,839	2,503 39.3%	3,869 60.7%	6,372	42,747 42.7%	57,373 57.3%	100,120
1999	6,473 42.7%	8,684 57.3%	15,157	2,371 37.8%	3,903 62.2%	6,274	5,578 40.5%	8,179 59.5%	13,757	341 39.1%	532 60.9%	873	25,330 43.8%	32,555 56.2%	57,885	2,896 40.8%	4,198 59.2%	7,094	42,989 42.5%	58,051 57.5%	101,040
2000	6,773 42.5%	9,164 57.5%	15,937	2,632 38.1%	4,271 61.9%	6,903	6,277 39.7%	9,517 60.3%	15,794	420 41.2%	599 58.8%	1,019	28,060 43.2%	36,954 56.8%	65,014	3,267 40.0%	4,901 60.0%	8,168	47,429 42.0%	65,406 58.0%	112,835
2001	6,856 42.5%	9,270 57.5%	16,126	2,674 36.8%	4,584 63.2%	7,258	6,456 38.8%	10,201 61.2%	16,657	404 40.0%	607 60.0%	1,011	28,154 43.1%	37,213 56.9%	65,367	3,415 40.0%	5,127 60.0%	8,542	47,959 41.7%	67,002 58.3%	114,961
2002	6,719 41.5%	9,488 58.5%	16,207	2,675 37.0%	4,552 63.0%	7,227	6,580 38.3%	10,580 61.7%	17,160	413 38.2%	669 61.8%	1,082	28,460 42.8%	38,000 57.2%	66,460	4,360 43.3%	5,711 56.7%	10,071	49,207 41.6%	69,000 58.4%	118,207
2003	6,886 41.3%	9,787 58.7%	16,673	2,836 36.9%	4,852 63.1%	7,688	6,829 37.8%	11,257 62.2%	18,086	413 37.1%	700 62.9%	1,113	28,185 42.5%	38,178 57.5%	66,363	3,971 41.2%	5,656 58.8%	9,627	49,120 41.1%	70,430 58.9%	119,550
2004	7,321 41.6%	10,295 58.4%	17,616	3,007 37.0%	5,114 63.0%	8,121	7,318 37.1%	12,413 62.9%	19,731	419 37.6%	695 62.4%	1,114	28,952 42.6%	39,062 57.4%	68,014	4,517 41.8%	6,301 58.2%	10,818	51,534 41.1%	73,880 58.9%	125,414
Percent Change 96-04	8.8%	18.0%	14.0%	17.5%	31.0%	25.7%	23.7%	51.3%	39.7%	18.7%	23.4%	21.6%	9.7%	20.3%	15.5%	112.2%	118.6%	115.9%	16.9%	30.2%	24.4%

Note:*Filipinos are included in Asian/Pacific Islander ethnic category.

Note:**Totals exclude Non-Resident Alien students.

Data Source: California Postsecondary Education Commission, 2007

Table A-41: Gender Gaps in First-Time Freshmen and Undergraduate Enrollment by Race/Ethnicity and Sector, 2005

First-Time Freshmen in Sector	Asian/Pacific Islander*				Black				Latino				White			
	Men	Women	Total	**Ratio W:M	Men	Women	Total	**Ratio W:M	Men	Women	Total	**Ratio W:M	Men	Women	Total	**Ratio W:M
UC	5,141	6,312	11,453	1.23	309	582	891	1.88	1,733	2,732	4,465	1.58	4,416	5,518	9,934	1.25
CSU	3,979	4,788	8,767	1.20	1,333	2,028	3,361	1.52	4,439	7,298	11,737	1.64	7,020	9,262	16,282	1.32
CCC	9,906	8,501	18,407	0.86	5,435	5,348	10,783	0.98	20,247	22,584	42,831	1.12	23,771	21,964	45,735	0.92
AICCU	332	571	903	1.72	102	237	339	2.32	487	865	1,352	1.78	1,544	2,377	3,921	1.54
Total Undergraduates in Sector	Asian/Pacific Islander*				Black				Latino				White			
	Men	Women	Total	**Ratio W:M	Men	Women	Total	**Ratio W:M	Men	Women	Total	**Ratio W:M	Men	Women	Total	**Ratio W:M
UC	27,493	31,294	58,787	1.14	1,814	2,958	4,772	1.63	9,046	13,117	22,163	1.45	26,137	29,207	55,344	1.12
CSU	28,670	32,589	61,259	1.14	7,206	12,636	19,842	1.75	29,030	46,712	75,742	1.61	52,923	67,923	120,846	1.28
CCC	85,177	98,444	183,621	1.16	39,077	57,194	96,271	1.46	141,272	185,944	327,216	1.32	203,609	245,100	448,709	1.20
AICCU***	7,321	10,295	17,616	1.41	3,007	5,114	8,121	1.70	7,318	12,413	19,731	1.70	28,952	39,062	68,014	1.35

Note: *Filipinos are included in Asian/Pacific Islander ethnic category.

Note: ** Represents the ratio of women to men.

Note: ***AICCU total undergraduates in sector are numbers for 2004.

Data Source: California Postsecondary Education Commission, Student Profiles, 2007