University of California, Irvine (UCI) celebrated its designation as an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) in 2016. Asian American and Pacific Islander (AAPI) students currently make up thirty-six percent (36%) of the total undergraduate enrollment. As a designated AANAPISI, UCI is poised to serve California’s best and brightest, regardless of background. This designation also presents an opportunity for UCI to become an Asian American and Pacific Islander Thriving Campus.

The administrative task force on campus designation as an AANAPISI met during AY 2017-2018 in order to assess the following questions:

1. Who are our Asian American and Pacific Islander undergraduates?
2. Is the campus serving them well? How do we know?
3. And how can we improve?
UCI is one of only two designated AANAPISIs that are also members of the elite Association of American Universities (AAU). Yet, AAPI student success at UCI is uneven. In order to ensure that UCI’s educational opportunities serve all of our students, the task force has provided a series of recommendations at the end of this report.

In following these recommendations, the campus will:

- broaden participation in the UCI educational experience among underserved populations, including low-income, first generation and undocumented communities
- advance student success and excellence in academic programs
- foster and fortify a climate of inclusion where the cultural capital of underserved and underrepresented populations is affirmed and valued
- increase participation in graduate education to diversify the professoriate and the innovation workforce of the future
- promote career readiness and equip students to become life-long learners through campus- and alumni-based programing and support
- actively engage alumni and other members of underserved communities to serve in volunteer leadership roles.

The task force recommendations connect units across campus. These units range from enrollment management, the principal curricular and co-curricular areas (i.e., student affairs and the divisions of undergraduate and graduate education) to academic affairs, the academic schools, and university advancement and alumni affairs.
The new UCI strategic plan *Bright Past, Brilliant Future.* counts designation as an Asian American and Native American Pacific Islander Serving Institution (AANAPISI)\(^1\) as a strategy to ensure that UCI’s educational opportunities are an engine for social mobility, impact, and positive innovation.\(^2\)

UCI met eligibility as an AANAPISI in 2016 and was awarded a Title III Part F grant for DECADE PLUS, a partnership between Graduate Division and the Division of Undergraduate Education.\(^3\)

Sustaining this momentum, Vice Provost for Academic Equity, Diversity, and Inclusion Douglas Haynes, Ph.D. convened an administrative task force in fall 2017 to explore capacity building for UCI as an Asian American and Pacific Islander (AAPI) thriving campus.

This task force met during the 2017-2018 academic year. It included representation from academic affairs, the academic units, advancement, alumni affairs, the principal curricular and co-curricular areas (i.e., student affairs and the divisions of undergraduate and graduate education), enrollment management, institutional research, public safety, strategic communications, student government, and university libraries. (See Appendix I.)

The main goals of the task force were: learn about the model minority myth and the importance of disaggregating AAPI data; understand the campus strengths, challenges, and opportunities for supporting student success; and prepare and submit recommendations to the senior campus leadership.

To this end, the task force representatives focused on three areas of inquiry. These are:

1. Who are our Asian American and Pacific Islander undergraduates?
2. Is the campus serving them well? How do we know?
3. And how can we improve?

In exploring these questions, task force members benefitted from presentations by campus partners whose expertise involve outreach, access, transition, support, and enrichment. (See Appendix II.)

UCI is one of only two designated AANAPISIs that are also members of the elite Association of American Universities (AAU).\(^4\) While this distinction is notable, it also runs the risk of reinforcing the model minority myth, a pervasive stereotype that portrays the AAPI student population as universally successful.

---

\(^1\) AANAPISI is a U.S. Department of Education program. See https://www2.ed.gov/programs/aanapi/index.html.

\(^2\) See https://strategicplan.uci.edu; Pillar 2: Goal 2.5.

\(^3\) DECADE PLUS is Diverse Educational Community and Doctoral Experience: Partnering in Leadership for Undergraduate Students program. See https://grad.uci.edu/about-us/diversity/decade/decade-plus.php; and http://www.aanapisi.net/apiasfcommunity/aanapisi_program_fy_2016_project_abstracts#UCIrvine.

\(^4\) University of Minnesota, Twin Cities is a current AAU AANAPISI grantee. University of Maryland, College Park was the first AAU AANAPISI grantee in FY 2008. See http://www.aanapisi.net/list_of_aanapisis.
An emerging body of research on AANAPISIs suggests AAPI student success is “bimodal.” While some AAPI ethnic groups experience high rates of success, others face significant challenges in college access and completion. Moving past the model minority myth is key to building capacity for a campus where all AAPI students thrive.

1. Moving Past the Model Minority Myth

The University of California (UC) collects race and ethnicity data for the Integrated Postsecondary Education Data System (IPEDS). In this format, AAPI student data are collected in the aggregate under the categories “Asian” and “Native Hawaiian or Other Pacific Islander.” UC also collects AAPI student data at a more granular level than what is required federally. In this format, data are collected on seventeen ethnicity categories under “Asian / Asian American” and an additional six categories under “Pacific Islander.” (See Table 1 below.)

<table>
<thead>
<tr>
<th>Asian / Asian American</th>
<th>Pacific Islander</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Asian Indian</td>
<td>1. Fijian</td>
</tr>
<tr>
<td>2. Bangladeshi</td>
<td>2. Guamanian / Chamorro</td>
</tr>
<tr>
<td>3. Cambodian</td>
<td>3. Other Pacific Islander</td>
</tr>
<tr>
<td>5. Filipino / Filipino American</td>
<td>5. Samoan</td>
</tr>
<tr>
<td>6. Hmong</td>
<td>6. Tongan</td>
</tr>
<tr>
<td>7. Indonesian</td>
<td></td>
</tr>
<tr>
<td>9. Other Asian (not including Middle Eastern)</td>
<td></td>
</tr>
<tr>
<td>10. Korean / Korean American</td>
<td></td>
</tr>
<tr>
<td>11. Laotian</td>
<td></td>
</tr>
<tr>
<td>12. Malaysian</td>
<td></td>
</tr>
<tr>
<td>13. Pakistani</td>
<td></td>
</tr>
<tr>
<td>14. Sri Lankan</td>
<td></td>
</tr>
<tr>
<td>15. Taiwanese / Taiwanese American</td>
<td></td>
</tr>
<tr>
<td>16. Thai</td>
<td></td>
</tr>
<tr>
<td>17. Vietnamese / Vietnamese American</td>
<td></td>
</tr>
</tbody>
</table>

This latter format, the disaggregation of AAPI student data into twenty-three ethnic categories, is the result of student activism in the UC system. In 2007, UC students mobilized to form the “Count Me In!” campaign. Disaggregated data contribute to academic equity, diversity, and

---


7 A student at UC Berkeley described the campaign’s significance as follows: “When I talk about diversity, I mean beyond race, ethnicity, and culture. I mean experiences, immigration history, refugee-hood, language – this list of what constitutes diversity could go on forever. This campaign exists beyond just yellow, brown, black, and white. It exists in the issues and experiences
inclusion. Echoing the fundamental premise of UCI’s strategic plan, disaggregated data position the campus to mobilize knowledge to serve society and to educate the best and the brightest regardless of background.

In the aggregate, AAPI students make up thirty-six percent (36%) of undergraduate enrollment. For incoming cohorts 2011-2015, the AAPI averages for background characteristics are close to the overall freshman population averages. Thirty-two percent (32%) of AAPI students are from non-English speaking households as compared to thirty-nine percent (39%) overall. Forty-seven percent (47%) are Pell recipients compared to forty-four percent (44%) overall. Forty-six percent (46%) are first generation scholars compared to fifty-one percent (51%) overall. This is in stark contrast to averages for underrepresented minority (URM) students, where seventy-one percent (71%) are Pell recipients and eighty percent (80%) are first generation scholars. (URM includes: American Indian/Alaskan Native, Hispanic, and Black, non-Hispanic.)

However, disaggregated data provide a more nuanced portrait of AAPI students at UCI. Hmong and Tongan students are both near or above URM averages for background characteristics. For example, fifty percent (50%) of Hmong students are from non-English speaking households as compared to thirty-four percent (34%) of URM students; eighty-seven percent (87%) of Hmong students are Pell recipients compared to seventy-one percent (71%) of URM students; and eighty-four percent (84%) are first generation scholars compared to eighty percent (80%) of URM students.

Cambodian and Bangladeshi students are also near the URM mean for Pell recipients. In addition, Cambodian students are above the URM average for first generation scholars; and Bangladeshi students are above the URM average for non-English speaking households. At the same time: Chinese, Korean, Sri Lankan, and Vietnamese students are either near or above the URM average for non-English speaking households; and Laotian and Samoan students are both near the URM average for first generation scholars.

All UCI students have exceeded UC admission requirements. Disaggregated data are essential to ensure that UCI’s educational opportunities serve all of our students.

2. Asian American and Pacific Islander Student Success at UCI

College Readiness

Aggregated, the mean incoming high school GPA for AAPI students from 2011-2015 is the same as other domestic students at 3.96 and higher than the means for both URM (3.87) and international students (3.81). (Other domestic includes: White, non-Hispanic and Unknown; URM includes: American Indian/Alaskan Native, Hispanic, and Black, non-Hispanic.) This trend is generally the same for SAT V/M scores and transferable AP units. The mean SAT V/M score
of 1,218 for AAPI students is just slightly lower than other domestic students (1,221) and higher than international (1,163) and URM students (1,075). Likewise, the mean number of AP units for AAPI students of 23.5 is slightly higher than other domestic students (23.3), higher than URM students (17.9) and significantly higher than international students (6.7).

However, disaggregated data provide a more nuanced portrait of college readiness among UCI’s AAPI students.\(^\text{11}\) The model minority myth portrays AAPI students as universally successful. This stereotype elides the wide range of demographic characteristics among AAPI students with respect to socioeconomic status, language background, immigration history, culture, and academic preparation, among other factors.\(^\text{12}\)

At UCI, some ethnic groups are above the mean for AAPI students, while other groups are below. For example, both Hmong and Filipino students are above the mean incoming GPA of 3.96, while Korean, Bangladeshi and Taiwanese students are below. At the same time, Taiwanese and Korean students are above the mean SAT V/M score of 1,218, while Hmong, Laotian, Cambodian and Filipino students are below. Hmong students also fall below the URM mean of 1,075. Further, Taiwanese and Asian Indian students are above the 23.5 AAPI mean for AP units, while Hmong, Laotian, Filipino, Cambodian, Thai and Korean students are below. Hmong and Laotian students also fall below the URM mean of 17.9. (See Table 2 below.)

### Table 2

**Asian American College Readiness, 2011-2015: Total Negative Differences**

<table>
<thead>
<tr>
<th>Ethnicity (N)</th>
<th>AAPI Mean HS GPA: 3.96</th>
<th>AAPI Mean SAT V/M: 1,218</th>
<th>AAPI Mean AP Units: 23.5</th>
<th>Total # Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cambodian (283)</td>
<td></td>
<td>-58 (1,160)</td>
<td>-3.2 (20.3)</td>
<td>2</td>
</tr>
<tr>
<td>Chinese (3700)</td>
<td>-0.025 (3.94)</td>
<td></td>
<td>-0.1 (23.4)</td>
<td>2</td>
</tr>
<tr>
<td>Filipino (2143)</td>
<td>-0.065 (3.90)</td>
<td>-57 (1,161)</td>
<td>-3.9 (19.6)</td>
<td>2</td>
</tr>
<tr>
<td>Korean (1119)</td>
<td>-0.008 (3.95)</td>
<td></td>
<td>-1.1 (22.4)</td>
<td>2</td>
</tr>
<tr>
<td>Asian Indian (758)</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Japanese (614)</td>
<td></td>
<td></td>
<td>-0.9 (22.6)</td>
<td>1</td>
</tr>
<tr>
<td>Taiwanese (774)</td>
<td>-0.037 (3.92)</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Vietnamese (2865)</td>
<td></td>
<td>-13 (1,205)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Other Asian (185)</td>
<td></td>
<td>-0.003 (3.96)</td>
<td>-29 (1,189)</td>
<td>3</td>
</tr>
</tbody>
</table>

\(^{11}\) For this analysis, IR computed statistics for each student ethnicity group separately. For example, the population of students identifying as Chinese were pooled and compared to the population of students identifying as Taiwanese. Because a student can identify with more than one ethnicity (e.g., both Chinese and Vietnamese), their statistics are computed within each of those populations. Thus: this approach duplicates the total population headcount and may not match other counts reported by IR. Given populations are not distinct, some caution is exercised in interpreting these results.

Disaggregated data also show a small number of Pacific Islander (PI) students. In general, with one exception, all PI ethnic groups are below the aggregated AAPI means for incoming high school GPA, SAT V/M score, and number of transferable AP units. In some cases, these ethnic groups are also below the URM means, especially with respect to the mean for transferable AP units. For example, the mean AP units for Samoan students is 12.9, as compared to 17.9 for URM students and 23.5 for AAPI students in the aggregate. (See Table 3 below.)

Conducting a small cohort-to-small cohort comparison, the gap for mean SAT V/M is greatest for Hmong students at 1,032, followed by Samoan students at 1,046. Both are below the URM mean of 1,075 and well below the AAPI mean of 1,218. In addition, the gap for AP units is greatest for Hmong students at 12.7 and Samoan students at 12.9. This trend continues with Hawaiian students (13.0), Other Pacific Islander students (13.3), Guamanian/Chamorro students (14.3) and Laotian students (16.8). All are below the URM mean of 17.9 and well below the AAPI mean of 23.5. (See Tables 2 and 3.)

### Table 3
Pacific Islander College Readiness, 2011-2015: Total Negative Differences

<table>
<thead>
<tr>
<th>Ethnicity (N)</th>
<th>AAPI Mean HS GPA: 3.96</th>
<th>AAPI Mean SAT V/M: 1,218</th>
<th>AAPI Mean AP Units: 23.5</th>
<th>Total # Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pacific Islander</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guamanian / Chamorro (35)</td>
<td>-0.146 (3.81)</td>
<td>-118 (1,100)</td>
<td>-9.2 (14.3)</td>
<td>3</td>
</tr>
<tr>
<td>Hawaiian (49)</td>
<td>-0.116 (3.84)</td>
<td>-35 (1,183)</td>
<td>-10.5 (13.0)</td>
<td>3</td>
</tr>
<tr>
<td>Other Pacific Islander (18)</td>
<td>-0.085 (3.88)</td>
<td>-72 (1,146)</td>
<td>-10.2 (13.3)</td>
<td>3</td>
</tr>
<tr>
<td>Samoan (19)</td>
<td>-0.268 (3.69)</td>
<td>-172 (1,046)</td>
<td>-10.6 (12.9)</td>
<td>3</td>
</tr>
<tr>
<td>Tongan (3)</td>
<td>-0.508 (3.45)</td>
<td>-132 (1,086)</td>
<td>-2.9 (20.6)</td>
<td>3</td>
</tr>
<tr>
<td>Fijian (13)</td>
<td>-0.020 (3.94)</td>
<td>-95 (1,123)</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

The n of these ethnic groups may be too small to derive reliable conclusions about Pacific Islander college readiness at UCI. At the same time, research on the "American Indian research asterisk" (i.e., the assumption that small sample sizes render Native American students "not statistically significant" vis-à-vis quantitative research) may be applicable here. The challenge to "look beyond the asterisk" (e.g., asking Native students about their experiences and giving them the opportunity to "tell their story") is critical to moving the conversation forward re: PI student success at UCI. See Mary Jo Tippeconnic Fox, Shelly C. Lowe, and George S. McClellan, eds., *Serving Native American Students*, San Francisco: Jossey-Bass, 2005; and Heather J. Shotton, Shelly C. Lowe, and Stephanie J. Waterman, eds., *Beyond the Asterisk: Understanding Native Students in Higher Education* (Sterling, VA: Stylus: 2013).
First-Year Indicators

Aggregated, the mean fall GPA of 3.00 for first-year AAPI students from 2011-2015 is lower than other domestic students (3.13) and higher than both international (2.84) and URM students (2.60). This trend varies slightly for fall units completed. The mean of 14.2 for AAPI students is the same as other domestic students, lower than international students (17.3), and higher than URM students (13.2).

However, disaggregated data provide more detail. Eight Asian American ethnic groups are above the AAPI mean of 3.00 for fall GPA, while nine are below. Hmong and Laotian students are also at or below the URM mean of 2.60. At the same time, twelve ethnic groups are above the AAPI mean of 14.2 for total fall units completed, while five are below. Hmong, Korean and Filipino students are also near the URM mean of 13.2; Laotian students are below at 13.0. (See Table 4 below.)

Table 4
Asian American First-Year Indicators, 2011-2015: Total Negative Differences

<table>
<thead>
<tr>
<th>Ethnicity (N)</th>
<th>AAPI Mean Fall GPA: 3.00</th>
<th>AAPI Mean Fall Units Completed: 14.2</th>
<th>Total # Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filipino (2143)</td>
<td>-0.17 (2.83)</td>
<td>-0.35 (13.9)</td>
<td>2</td>
</tr>
<tr>
<td>Korean (1119)</td>
<td>-0.10 (2.90)</td>
<td>-0.63 (13.6)</td>
<td>2</td>
</tr>
<tr>
<td>Cambodian (283)</td>
<td>-0.16 (2.84)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Asian Indian (758)</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Chinese (3700)</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Japanese (614)</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Taiwanese (774)</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Vietnamese (2865)</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Hmong (76)</td>
<td>-0.60 (2.40)</td>
<td>-0.73 (13.5)</td>
<td>2</td>
</tr>
<tr>
<td>Laotian (61)</td>
<td>-0.41 (2.59)</td>
<td>-1.16 (13.0)</td>
<td>2</td>
</tr>
<tr>
<td>Thai (140)</td>
<td>-0.11 (2.89)</td>
<td>-0.03 (14.2)</td>
<td>2</td>
</tr>
<tr>
<td>Bangladeshi (66)</td>
<td>-0.18 (2.82)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Other Asian (185)</td>
<td>-0.07 (2.93)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Sri Lankan (36)</td>
<td>-0.09 (2.91)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Indonesian (111)</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Malaysian (50)</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Pakistani (152)</td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Adding to this, a majority of PI students fall below the AAPI student means for first-year fall GPA and total fall units completed. In both cases, some groups also fall below the aggregate means.
for URM students. Most notable, the mean fall GPA for Samoan students is 2.45 as compared to 2.60 for URM students and 3.00 for AAPI students. Further, whereas 12.0 units or more is considered full-time at UCI, the mean total fall units completed for Samoan students is 12.1 as compared to 13.2 for URM students and 14.2 for AAPI students. (See Table 5 below.)

In a small cohort-to-small cohort comparison of first-year fall GPAs, the gap for Hmong students is greatest at 2.40, followed by Samoan (2.45), Tongan (2.56), Fijian (2.59), and Laotian students (2.59). All are below the URM mean of 2.60. At the same time, the gap for first-year fall units completed is greatest among PI students, with Samoan students at 12.1 and Fijian students at 12.6, followed by Laotian students at 13.0. All are below the URM mean of 13.2. (See Tables 4 and 5.)

<table>
<thead>
<tr>
<th>Ethnicity (N)</th>
<th>AAPI Mean Fall GPA: 3.00</th>
<th>AAPI Mean Fall Units Completed: 14.2</th>
<th>Total # Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fijian (13)</td>
<td>-0.41 (2.59)</td>
<td>-1.58 (12.6)</td>
<td>2</td>
</tr>
<tr>
<td>Guamanian / Chamorro (35)</td>
<td>-0.38 (2.62)</td>
<td>-0.71 (13.5)</td>
<td>2</td>
</tr>
<tr>
<td>Hawaiian (49)</td>
<td>-0.34 (2.66)</td>
<td>-0.77 (13.4)</td>
<td>2</td>
</tr>
<tr>
<td>Other Pacific Islander (18)</td>
<td>-0.01 (2.99)</td>
<td>-0.47 (13.7)</td>
<td>2</td>
</tr>
<tr>
<td>Samoan (19)</td>
<td>-0.55 (2.45)</td>
<td>-2.13 (12.1)</td>
<td>2</td>
</tr>
<tr>
<td>Tongan (3)</td>
<td>-0.44 (2.56)</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

**Retention and Graduation**

In the aggregate, the mean for second-year retention 2011-2015 is highest among AAPI students at 95.2%, followed by other domestic (92.3%), international (90.6%), and URM students (88.8%). The same is true for fourth-year graduation rates for cohorts that began in 2011 and 2012. The mean for AAPI students is 76.9%, followed by other domestic (69.3%), international (60.3%) and URM students (56.4%).

However, disaggregated data again provide a more nuanced portrait. Nine ethnic groups are above the AAPI mean for second-year retention of 95.2%, while eight are below. Hmong, Laotian and Thai students are also near or below the URM mean of 88.8%. Five ethnic groups are also above the AAPI mean of 76.9% for fourth-year graduation, while twelve are below. Filipino, Laotian, Indonesian and Korean students are 5-7% below the mean for fourth-year graduation, Pakistani and Bangladeshi students are 8-10% below, and Hmong students have the largest gap at 30% below the AAPI mean. Hmong students are also well below the URM average of 56.4% for fourth-year graduation at 46.6%. (See Table 6 below.)
Table 6

<table>
<thead>
<tr>
<th>Ethnicity (N)</th>
<th>AAPI Mean Retained 2nd Year: 95.2%</th>
<th>AAPI Mean Graduated 4th Year: 76.9%</th>
<th>Total # Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filipino (2143)</td>
<td>-1.8% (93.4%)</td>
<td>-5.2% (71.7%)</td>
<td>2</td>
</tr>
<tr>
<td>Korean (1119)</td>
<td>-2.8% (92.4%)</td>
<td>-7.1% (69.8%)</td>
<td>2</td>
</tr>
<tr>
<td>Cambodian (283)</td>
<td></td>
<td>-1.2% (75.7%)</td>
<td>1</td>
</tr>
<tr>
<td>Vietnamese (2865)</td>
<td></td>
<td>-0.6% (76.3%)</td>
<td>1</td>
</tr>
<tr>
<td>Asian Indian (758)</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Chinese (3700)</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Japanese (614)</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Taiwanese (774)</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Asian American, Small Cohort</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Bangladeshi (66)</td>
<td>-2.8% (92.4%)</td>
<td>-10.3% (66.6%)</td>
<td>2</td>
</tr>
<tr>
<td>Hmong (76)</td>
<td>-9.7% (85.5%)</td>
<td>-30.3% (46.6%)</td>
<td>2</td>
</tr>
<tr>
<td>Indonesian (111)</td>
<td>-0.6% (94.6%)</td>
<td>-6.9% (70.0%)</td>
<td>2</td>
</tr>
<tr>
<td>Laotian (61)</td>
<td>-8.3% (86.9%)</td>
<td>-6.1% (70.8%)</td>
<td>2</td>
</tr>
<tr>
<td>Pakistani (152)</td>
<td>-0.5% (94.7%)</td>
<td>-7.9% (69.0%)</td>
<td>2</td>
</tr>
<tr>
<td>Thai (140)</td>
<td>-5.9% (89.3%)</td>
<td>-0.9% (76.0%)</td>
<td>2</td>
</tr>
<tr>
<td>Other Asian (185)</td>
<td></td>
<td>-4.5% (72.4%)</td>
<td>1</td>
</tr>
<tr>
<td>Sri Lankan (36)</td>
<td>0.0% (76.9%)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Malaysian (50)</td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

In addition, a majority of PI students fall below the AAPI student means for second-year retention and fourth-year graduation rates. In both cases, some groups fall well below the mean for URM students. Most notable, 33.3% of Hawaiian students graduate in four years as compared to 56.4% of URM students and 76.9% of AAPI students. (See Table 7 below.)

In a small cohort-to-small cohort comparison, the second-year retention rate is similar for Samoan (84.2%), Fijian (84.6%), Hmong (85.5%) and Laotian students (86.9%). All are below the URM mean of 88.8%. Also, the gap for fourth-year graduation rate is greatest among Hawaiian (33.3%) and Hmong students (46.6%). Both are well below the URM mean of 56.4% as well as the AAPI mean of 76.9%. (See Tables 6 and 7.)
Table 7

<table>
<thead>
<tr>
<th>Ethnicity (N)</th>
<th>AAPI Mean Retained 2nd Year: 95.2%</th>
<th>AAPI Mean Graduated 4th Year: 76.9%</th>
<th>Total # Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guamanian / Chamorro (35)</td>
<td>-6.7% (88.5%)</td>
<td>-10.3% (66.6%)</td>
<td>2</td>
</tr>
<tr>
<td>Hawaiian (49)</td>
<td>-2.4% (92.8%)</td>
<td>-43.6% (33.3%)</td>
<td>2</td>
</tr>
<tr>
<td>Samoan (19)</td>
<td>-11.0% (84.2%)</td>
<td>-10.3% (66.6%)</td>
<td>2</td>
</tr>
<tr>
<td>Fijian (13)</td>
<td>-10.6% (84.6%)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Tongan (3)</td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

3. Campus Support for Prospective and Continuing Asian American and Pacific Islander Students at UCI

Cultural and Intellectual Capital

The Department of Asian American Studies (AAS) and the UCI Libraries Southeast Asian Archive (SEAA) have played and continue to play key roles in recognizing and promoting the cultural and intellectual capital of AAPIs at UCI.

In 2016-2017, AAS marked its 25th anniversary. The Department offers an undergraduate major and minor, the nation’s first 4+1 B.A./M.A. program, and a graduate emphasis in the School of Humanities. AAS faculty offer more than twenty courses annually with an enrollment of approximately one thousand five hundred students. These courses explore the intersections of race, gender, citizenship, ethnicity, dis/ability and speciesism within Asian American histories, experiences, and cultural production. Among the many distinctions of AAS faculty, Professor Linda Trinh Vo recently co-authored a groundbreaking study that unpacks the diversity of the AAPI community in Orange County. The Department also hosts an Asian American Studies graduation reception, offers two awards named after the first faculty members of AAS at UCI (John Liu and Mary Ann Takemoto), and actively collaborates with on- and off-campus partners to serve AAPI students through outreach and professional development. In addition, Professor Judy Wu coordinates the Southern California Regional Asian American Studies Meetings.

AAS works closely with the SEAA, which marked its 30th anniversary in 2016-2017. The SEAA documents the histories of Cambodian, Laotian, Hmong, and Vietnamese diasporic communities. The archive’s collection is broad and interdisciplinary in documenting the social, cultural, religious, political, and economic life of Southeast Asian Americans. The archive

15 See http://www.humanities.uci.edu/aas/.
17 See https://seaa.lib.uci.edu/.
conducts a wide range of outreach, supports professional development for both undergraduate and graduate students, and is recognized as a model of community-centered archives practice. Among its distinctions, the SEAA has collaborated with Viet Stories: Vietnamese American Oral History Project, an online resource that collects and shares stories of refugees and immigrants, led by AAS faculty member Linda Trinh Vo. Viet Stories has produced multiple exhibitions, including one at the Richard Nixon Presidential Library and Museum. Further, the SEAA is the impetus for an IMLS-funded research project led by the UCI Libraries that explores the outcomes of students applying what they learn in ethnic studies combined with lived experience in contributing to community archives. Through this project, UCI students are building and providing access to the digital cultural heritage of underrepresented communities.

The School of Humanities also plays a key role in furthering an awareness of the depth and scope of AAPI cultural and intellectual capital. The recently launched Center for Critical Korean Studies produces Korea-specific critical theory vis-à-vis race, borders, ecology, and contemporary popular culture. The Department of East Asian Languages and Literatures offers undergraduate majors in Chinese, Japanese, Korean, and East Asian Cultures as well as graduate emphases in Chinese, Japanese, and East Asian Cultural Studies. The Humanities Language Learning Program offers language courses in Vietnamese. The Minor in Asian Studies, drawing on faculty in Humanities plus the School of Social Sciences and School of Social Ecology, creates opportunities for students to pursue the interdisciplinary study of China, Japan, or Korea. In addition, the Center for Asian Studies – comprised of faculty from five schools and ten departments with expertise on China, Japan, Korea, South Asia, and Southeast Asia – provides a forum for discussions across geographic and disciplinary boundaries.

Excellence and Leadership

The Asian American Pacific Islander Staff Association (AAPISA) at UCI is committed to raising awareness of the unique opportunities and challenges facing AAPI students, faculty, and staff; sponsoring educational and cultural events, leadership development, and networking activities; and promoting opportunities for community engagement. AAPISA has organized campus-wide events for AAPI Heritage Month, featured mid- and senior-level AAPI administrators in the series #LeadershipTalks, and collaborated with campus partners to offer the “What is Asian American Feminisms?” series, among other activities. Future initiatives include: partnering with AAPI student organizations; developing mentorship opportunities for AAPI staff; building bridges to AAPI community-based organizations; creating a leadership academy for AAPI staff in higher education; networking and collaborating with AAPI faculty; and partnering with other diversity affinity groups to promote community-building and allyship.

In the aggregate, AAPI staff make up thirty-one percent (31%) of career employees at UCI. This total reflects an increase from about twenty-nine percent (29%) in 2015. (See Table 8.) The same is true within each of the three staff groups. AAPI staff account for twenty-one percent

---

19 See [https://ocsea.lib.uci.edu/imls_grant](https://ocsea.lib.uci.edu/imls_grant).
20 See [https://www.humanities.uci.edu/criticalkorean/](https://www.humanities.uci.edu/criticalkorean/).
21 See [https://www.humanities.uci.edu/eastasian/](https://www.humanities.uci.edu/eastasian/).
23 See [https://www.humanities.uci.edu/asianstudies/](https://www.humanities.uci.edu/asianstudies/).
24 See [https://www.asianstudies.uci.edu](https://www.asianstudies.uci.edu).
25 See [http://sites.uci.edu/aapisauci/](http://sites.uci.edu/aapisauci/).
(21%) of the Senior Management Group, a substantial increase from almost seven percent (7%) in 2015. In addition, AAPI staff make up almost twenty-six percent (26%) of employees in the Managers and Senior Professionals group, a slight increase from twenty-three percent (23%) in 2015. Likewise, AAPI staff account for almost thirty-two percent (32%) of career employees in the Professionals and Support Staff group, a slight increase from about thirty percent (30%) in 2015. (See Table 9.)

| Table 8 |
| Total AAPI Career Employees |
| --- | --- | --- | --- | --- | --- |
|  | 2015 |  | 2016 |  | 2017 |  | 2018 |  |
| Number | % | Number | % | Number | % | Number | % |
| AAPI Career Staff | 2,445 | 28.9% | 2,622 | 29.7% | 2,702 | 30.5% | 2,799 | 31.0% |

| Table 9 | Total AAPI Career Employees by Staff Group |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2015 |  | 2016 |  | 2017 |  | 2018 |  |
| Staff Group | Number | % | Number | % | Number | % | Number | % |
| Senior Management Group | 1 | 6.6% | 1 | 10.0% | 3 | 21.4% | 3 | 21.4% |
| Managers and Senior Professionals | 193 | 23.2% | 210 | 23.3% | 224 | 24.6% | 258 | 25.5% |
| Professionals and Support Staff | 2,251 | 29.6% | 2,411 | 30.4% | 2,475 | 31.2% | 2,538 | 31.7% |

Breaking out Pacific Islander (PI) staff, the trend in growth differs. Whereas AAPI staff in the aggregate have increased about two percent (2%) since 2015, PI staff have increased by less than one-half percent (0.2%) during the same period. In total, PI staff account for one-half percent (0.5%) of UCI career employees. (See Table 10.) With respect to distribution in staff groups, PI staff account for less than one-half percent (0.2%) of the Managers and Senior Professionals group and one-half percent (0.5%) of the Professionals and Support Staff group. Both reflect slight increases from 2015. (See Table 11.) Also, when breaking out PI staff by campus, a slight majority have appointments at the UCI Medical Center, as opposed to the General Campus.26 (See Table 12.)

---

26 Career employee data provided by IR. Tables 8-11 combine General Campus and UCI Medical Center.
Table 10
Total Native Hawaiian or Other Pacific Islander Career Employees

<table>
<thead>
<tr>
<th></th>
<th>2015 Number</th>
<th>2015 %</th>
<th>2016 Number</th>
<th>2016 %</th>
<th>2017 Number</th>
<th>2017 %</th>
<th>2018 Number</th>
<th>2018 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>NH/PI Career Staff</td>
<td>33</td>
<td>0.3%</td>
<td>32</td>
<td>0.3%</td>
<td>36</td>
<td>0.4%</td>
<td>48</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

Table 11
Total Native Hawaiian or Other Pacific Islander Career Employees by Staff Group

<table>
<thead>
<tr>
<th>UCI Campus</th>
<th>2015 Number</th>
<th>2015 %</th>
<th>2016 Number</th>
<th>2016 %</th>
<th>2017 Number</th>
<th>2017 %</th>
<th>2018 Number</th>
<th>2018 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers and Senior Professionals</td>
<td>1</td>
<td>0.1%</td>
<td>1</td>
<td>0.1%</td>
<td>1</td>
<td>0.1%</td>
<td>3</td>
<td>0.2%</td>
</tr>
<tr>
<td>Professionals and Support Staff</td>
<td>32</td>
<td>0.4%</td>
<td>31</td>
<td>0.3%</td>
<td>35</td>
<td>0.4%</td>
<td>45</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

Table 12
Total Native Hawaiian or Other Pacific Islander Career Employees by Campus

<table>
<thead>
<tr>
<th>UCI Campus</th>
<th>2015 Number</th>
<th>2015 %</th>
<th>2016 Number</th>
<th>2016 %</th>
<th>2017 Number</th>
<th>2017 %</th>
<th>2018 Number</th>
<th>2018 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Campus</td>
<td>7</td>
<td>0.1%</td>
<td>5</td>
<td>0.1%</td>
<td>9</td>
<td>0.2%</td>
<td>17</td>
<td>0.3%</td>
</tr>
<tr>
<td>UCI Medical Center</td>
<td>26</td>
<td>0.6%</td>
<td>27</td>
<td>0.5%</td>
<td>27</td>
<td>0.6%</td>
<td>31</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

Breaking out career staff by gender, in spring 2018 Asian American (AA) women and men each made up eleven percent (11%) of the Senior Management Group (SMG) on the general campus. At UCI Medical Center, AA men accounted for twenty percent (20%) of SMG. This is in contrast to the trend for the Managers and Senior Professionals (MSP) group. On the general campus, AA women accounted for fifteen percent (15%) of the MSP group, AA men almost ten percent (10%), and Native Hawaiian or Other Pacific Islander (NH/PI) men less than one percent. At the medical center, AA women also made up fifteen percent (15%) of MSP, AA men ten percent (10%), and NH/PI women and men each less than one percent. The trend also varies in the Professionals and Support Staff (PSS) group. On the general campus, AA women made up almost nineteen percent (19%) of the PSS group, AA men eight percent (8%), and NH/PI women and men each less than one percent. At the medical center, AA women accounted for twenty-five percent (25%) of PSS, AA men ten percent (10%), and NH/PI women and men again each less than one percent.

---

27 UCI does not currently collect gender identity data for career employees beyond the binary of male/female.
AAPI leadership is distributed across campus in the administrative and academic units. Examples include: Pramod Khargonekar, Ph.D., Vice Chancellor, Research; Edgar J. Dormitorio, Interim Vice Chancellor, Student Affairs; Sumita Furlong, Ph.D., Special Assistant to Vice Chancellor, Student Affairs; Sherwynn M. Umali, Interim Assistant Vice Chancellor/Chief of Staff Communications & Special Programs & Associate Dean of Students (Student Affairs); Tony Hwang, Ed.D., Interim Executive Director, Undergraduate Admissions; Lorelei A. Tanji, University Librarian; Thuy Vo Dang, Ph.D., Curator for the Southeast Asian Archive; Christina Woo, Research Librarian; Judy Tzu-Chun Wu, Ph.D., Chair, Asian American Studies; Yong Chen, Ph.D., Associate Dean for Curriculum & Student Services (Humanities); and Stephen Lee, J.D., Associate Dean for Faculty Research & Development (Law); among others.

Additionally, AAPISA maintains a leadership team. In AY 2017-2018, this team included: Rachel Christensen, Career Counselor, Division of Career Pathways; Jane D. Killer, Assistant Director, Veteran Services Center; Cheng Ko, Senior Disability Specialist, Disability Services Center; Daniel K. Park, Assistant Director, Cross-Cultural Center; and Peter Thach, Campus Social Worker. Moreover, Tonie Zhu, Employer Engagement Specialist in Division of Career Pathways, has initiated the UCI staff and faculty group AAPI Womxn in Leadership. Further, the executive branches of UCI’s undergraduate and graduate governments have been led by AAPI students: Annie Le, President, Associated Students of UCI; and Michelle Chan, President, Associated Graduate Students.

The Alumni Association (UCIAA) also plays a key role in advancing UCI’s legacy of AAPI leadership and excellence. UCIAA connects the campus to the broader community, fellow alumni, and current students. The Anteater alumni base continues to grow in size, diversity, and location. By 2020, UCI will have more than 200,000 alumni throughout the world. UCIAA hosts regional and affinity clubs with an AAPI focus. These groups include: Korean American Alumni Chapter; UCI Vietnamese Alumni; Alumni in Korea (Seoul); Alumni in Vietnam (Saigon); Beijing Alumni Chapter; Hong Kong Alumni Chapter; Shanghai Alumni Chapter; and Shenzhen, China Alumni Chapter. Contributing to the campus’ mission to be a national leader and global model of inclusive excellence, AAPI alumni are distinguished leaders and innovators in the public sector, science and technology, business, athletics, film and television, writing, the arts, and higher education. (See Appendix III.)

**Outreach**

The Center for Educational Partnerships (CFEP), Office of Enrollment Management (EM), Student Outreach and Retention Center (SOAR), and student-led campus organizations are key to outreach efforts for AAPI prospective and continuing students.

CFEP conducts targeted outreach through the Early Academic Outreach Program (EAOP), a K-12 student program. The mission of EAOP is to increase the academic preparation and college going rates of the students and schools it serves. EAOP partners with schools in Orange County and the Los Angeles area, including: Anaheim Union High School District; Santa Ana Unified School District; Orange High School; Compton Unified School District; Long Beach

---

Unified School District; El Rancho High School; and Paramount High School. In AY 2017-2018, AAPI students accounted for eleven percent (11%) of the total students served, a two percent (2%) increase from the previous academic year. Of these, the largest share were Vietnamese/Vietnamese American, followed by Filipino/Filipino American, Other Asian, and Pacific Islander students.  

(See Table 13 below.)

**Table 13**  
EAOP AAPI Demographic Data: Active Participants

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>AY 2016-2017</th>
<th></th>
<th>AY 2017-2018</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>% of Total</td>
<td>Number</td>
<td>% of Total</td>
</tr>
<tr>
<td>Chinese / Chinese American</td>
<td>75</td>
<td>0.6%</td>
<td>106</td>
<td>0.9%</td>
</tr>
<tr>
<td>East Asian / Pakistani</td>
<td>23</td>
<td>0.2%</td>
<td>28</td>
<td>0.2%</td>
</tr>
<tr>
<td>Filipino / Filipino American</td>
<td>244</td>
<td>2.1%</td>
<td>340</td>
<td>2.8%</td>
</tr>
<tr>
<td>Japanese / Japanese American</td>
<td>23</td>
<td>0.2%</td>
<td>30</td>
<td>0.3%</td>
</tr>
<tr>
<td>Korean / Korean American</td>
<td>16</td>
<td>0.1%</td>
<td>20</td>
<td>0.1%</td>
</tr>
<tr>
<td>Vietnamese / Vietnamese American</td>
<td>388</td>
<td>3.3%</td>
<td>576</td>
<td>4.7%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>80</td>
<td>0.7%</td>
<td>116</td>
<td>1.0%</td>
</tr>
<tr>
<td>Other Asian</td>
<td>166</td>
<td>1.4%</td>
<td>150</td>
<td>1.2%</td>
</tr>
<tr>
<td><strong>Total AAPI / Total All Students</strong></td>
<td><strong>1015</strong> /</td>
<td><strong>8.7%</strong></td>
<td><strong>1366</strong> /</td>
<td><strong>11.2%</strong></td>
</tr>
<tr>
<td></td>
<td><strong>11717</strong></td>
<td></td>
<td><strong>12210</strong></td>
<td></td>
</tr>
</tbody>
</table>

EM contributes to AAPI outreach through the Office of Undergraduate Admissions and the Office of Financial Aid & Scholarships. In AY 2017-2018, these units played significant roles in developing outreach and yield events that focus on academic preparation for AAPI prospective students. These included: building partnerships with the Asian Pacific Islander American Scholarship Fund (APIASF); establishing a multi-campus AANAPISI consortium in Orange County; and developing AAPI receptions for UCI Celebrate and Celebrate for Transfers.

UCI received 116,622 applications for the incoming fall 2018 cohort, the highest number of applications since the campus was founded in 1965. Of these, freshman applicants accounted for 95,069 and transfer applicants for 21,553 (California and non-resident applicants combined). This record-breaking application cycle positioned UCI as second highest in the UC system for California resident applicants and third in the system for California and non-resident applicants combined. For admitted first-year California residents, the average GPA of 4.15 and the admission rate of twenty-five percent (25%) was the most selective in the campus’ history. In addition, for admitted California resident transfer applicants, the average GPA of 3.60 and the admission rate of forty-four percent (44%) was the most academically competitive in the campus’ fifty-three year history.

---

30 Demographic data provided by EAOP. Because a student can identify with more than one ethnicity, there could be duplication in headcount.

31 Application data provided by EM. For the demographic analysis below, EM computed statistics for each student ethnicity group separately. Because a student can identify with more than one ethnicity, their statistics are computed within each of those populations. Thus: this approach duplicates the total population headcount.
For this 2018 cohort, UCI also received the highest number of applications in the UC system for AAPI California resident applicants (freshman and transfer combined) and second highest number of total AAPI California and non-resident applicants (freshman and transfer combined), slightly less than UCLA. Disaggregating this pool, the campus received the highest number of California resident applications from Chinese, Vietnamese and Filipino applicants, respectively; and, among PIs, the highest number of California resident applications from Hawaiian, Guamanian/Chamorro and Other Pacific Islander applicants, respectively.

In addition, the Office of Campus Organizations and Volunteer Programs provides opportunities for students to pursue personal and professional goals through involvement with over six-hundred campus organizations. In AY 2016-2017, student-led AAPI campus organizations represented a wide range of religious and cultural identities, career and community service interests, and opportunities to participate in athletics as well as performance art. These organizations engaged undergraduate, graduate, and professional students. (See Appendix IV.) UCI also hosts AAPI interest fraternity and sorority life. Campus organizations organize AAPI culture nights and graduation celebrations, co-sponsor events with Student Affairs, and have the opportunity to establish a formal affiliation with the Cross-Cultural Center, among other activities. (See Table 14 below.)

Table 14
Selected List of AAPI Culture Nights

- Cambodian Culture Night (Cambodian Awareness Organization at UCI)
- Chinese Culture Night (Chinese Association)
- Hawai‘i Lu‘au (Na `Opio O Ka ‘Aina – Hawai‘i Club at UCI)
- Hmong Culture Night (Hmong Student Association)
- Japanese Culture Night (Tomo Na Kai)
- Korean Culture Night (Konnect, KASA)
- Korean Heritage Festival (Konnect))
- Thai Culture Night (Thai Club at UCI)
- Vietnamese Culture Night (Vietnamese Student Association)

Selected List of AAPI Graduation Celebrations

- Pilipinx Graduation Celebration
- Southeast Asian Graduation Celebration
- Vietnamese Graduation Celebration

Selected List of Co-Sponsored/Supported Events

- Redressing Wounds – Day of Remembrance: An Open Dialogue on the Impacts of Internment of Japanese Americans During WWII (February 20, 2018), co-sponsored/supported by Tomo No Kai32

---

• Navigating Multiple Cultures as Americans: The Pilipinx American Experience (May 14, 2018), co-sponsored/supported by Kababayan

• Cultural Resonance in Contemporary Bodies Dance Festival (October 14-16, 2018), co-sponsored/supported by South Asian Student Union (SASU), AwakenArts, Tomo No Kai, and Jodaiko.

In AY 2017-2018, the Hmong Student Association participated in the UCI – APIASF Jump Start College Tour (JSCT), the largest JSCT event to date. In addition, through the Student Initiated Programs (SIPs) in the Student Outreach and Retention Center (SOAR), campus organizations develop peer-mentorship programs at UCI and long-term outreach projects for high school and community college students. As an example of an ongoing program, the Southeast Asian Student Association (SASA) hosts the Southeast Asian Success Annual Youth Conference. This program aims to build bridges in the Southeast Asian American community and provides peer support to prospective students.

Broadening Participation

The DREAM Center serves AB540 and undocumented students through advocacy, guidance, and support. The programs and services foster academic, personal, and professional excellence. The DREAM Center also provides information and ally training to educate the campus community. In AY 2017-2018, UCI enrolled the largest undocumented student population of any UC campus. AAPI students made up approximately thirty percent (30%) of this student population. A large proportion of these AAPI students were Korean, Vietnamese, Filipino, and Chinese. The DREAM Center identifies the following as unique challenges faced by AAPI undocumented students: 1) cultural barriers to outing themselves and in engaging in political activism; 2) lack of community and safe spaces to explore their undocumented identity; and 3) dissonance between the model minority myth and the reality of their situation. To raise awareness of these challenges, the DREAM Center partnered with the Department of Asian American Studies and the Office of Inclusive Excellence, among others, to deliver programming that centers on AAPI undocumented student experience, including a two-day symposium and a multimedia art showcase.

In 2016, UCI was awarded a $1.7 million AANAPISI grant from the U.S. Department of Education to support the Diverse Educational Community and Doctoral Experience: Partnering in Leadership for Undergraduate Students (DECADE PLUS) program. The principal goals of DECADE PLUS are: 1) increase retention and timely degree completion of undergraduate Chancellor’s Excellence Scholars through graduate and near-peer mentoring, with a focus on academics; and 2) increase and enhance the professional development and mentoring skills of graduate students. DECADE PLUS is built on a layered mentoring structure so as to engage

35 See http://soar.uci.edu/sip/.
37 See http://dreamers.uci.edu. Also, in collaboration with the DREAM Center, Student Success Initiatives offers the Dream Scholars program. See http://ssi.uci.edu/dreamscholars/.
38 See http://dreamers.uci.edu/ally-training/.
39 Data provided by the UCI DREAM Center.
participants in different groups and individual settings. This structure ensures personalized mentoring and creates a shared experience between mentees.

The Office of Inclusive Excellence (OIE) drives UCI’s commitment to equity, diversity, inclusion, and free speech. To this end, OIE has either initiated or collaborated with campus and community partners to build capacity for UCI as an AAPI thriving campus. These initiatives and partnerships illustrate how AANAPISI designation permeates all levels of the campus’ ecosystem.\(^\text{40}\) Examples include:

2015-2016
- AANAPISI designation from U.S. Department of Education

2016-2017
- Hosted UCI alumnus Akil Vohra, Director of Strategic Initiatives at the White House Initiative on Asian Americans and Pacific Islanders (WHIAAPI)
- Produced Spotlight Series video focusing on UCI as an AANAPISI\(^\text{41}\)
- Launched campus-wide AANAPISI resource webpage
- UCI featured in WHIAAPI AANAPISI Spotlight Series\(^\text{42}\)

2017-2018
- Convened task force on UCI as an AAPI thriving campus
- Established UCI eligibility for the Asian Pacific Islander American Scholarship Fund (APIASF) AANAPISI Scholarship Program
- Sponsored inaugural intern for Department of Asian American Studies 4+1 program
- Minority Serving Institution Convening participant, co-presented with University of Illinois at Chicago on AAPI disaggregation. UCI highlighted in electronic proceedings
- Hosted APIASF Jump Start College Tour, an event designed to increase access to higher education
- Established Orange County AANAPISI Consortium with Irvine Valley College (IVC) and Coastline Community College (CCC)
- Focused outreach to Pacific Islander community-based organizations
- Hosted first AAPI receptions at UCI Celebrate and Celebrate for Transfers\(^\text{43}\)
- Funded multimedia art showcase centered on undocumented AAPI students
- Recognized UCI APIASF AANAPISI Scholars for contributions to inclusive excellence
- APIASF Higher Education Summit participant, presented on UCI Comprehensive Analytics for Student Success (Compass)

**Recommendations for UCI to Become an AAPI Thriving Campus**

UCI serves a diverse range of Asian American and Pacific Islander students, staff and faculty. At the same time, there are still areas that call for more attention. These are detailed below

\(^{40}\) See [http://inclusion.uci.edu/aanapisi/](http://inclusion.uci.edu/aanapisi/).

\(^{41}\) See [https://www.youtube.com/watch?time_continue=58&v=Hx50ewAgWFc](https://www.youtube.com/watch?time_continue=58&v=Hx50ewAgWFc).


under the categories a) student success; b) support for prospective and continuing students; and c) promoting Asian American and Pacific Islander cultural capital.

**Student Success: Disaggregation shows AAPI student success at UCI is variable.**

AAPI student success is “bi-modal.” While some AAPI ethnic groups experience high rates of success, others face significant challenges in college access and completion.\(^{44}\) Disaggregated data show that some ethnic groups are at or above URM averages for both background characteristics and traditional student success indicators. It is critical to move past the model minority myth for UCI to become an AAPI thriving campus.

**Recommendations:**

1. Intensify campus capacity for understanding variability in AAPI student success, with an emphasis on the value of disaggregation.

2. Continue building the Comprehensive Analytics for Student Success (Compass) Project.\(^{45}\)

3. Track retention within initial majors and migration to new majors, comparing AAPI ethnic groups with URM and other domestic student trends. Particular attention should be given to gender.

4. Pilot strategies for expanding the working definition of underrepresented minority (URM) to include underrepresented AAPI ethnic groups. The Office of Diversity and Outreach at University of California, San Francisco (UCSF) maintains a working definition of URM that includes Filipino, Hmong, and Vietnamese.\(^{46}\)

5. Particular attention should be given to initiatives that focus on first-generation, non-native English speaking, low-income, and AB540 and undocumented students.

**Support for prospective and continuing students: Continue to improve coordination between the campus’ AAPI outreach and student success initiatives.**

The campus offers a broad range of outreach and student success initiatives to support prospective and continuing AAPI students. All UCI students have exceeded UC admission requirements. But targeted outreach and retention efforts are critical to ensure UCI’s educational opportunities serve the best and the brightest, regardless of background.

**Recommendations:**

1. Develop a unified strategy for outreach and yield that spans the Early Academic Outreach Program (EAOP), the Office of Undergraduate Admissions, the Office of Financial Aid &

\(^{44}\) See 5 above.  
\(^{45}\) See [http://compass.uci.edu](http://compass.uci.edu).  
\(^{46}\) See [https://diversity.ucsf.edu/URM-definition](https://diversity.ucsf.edu/URM-definition).
Scholarships, and Student Initiated Programs (SIPs) in the Student Outreach and Retention Center (SOAR). One possibility includes optimizing the impact of AAPI receptions at UCI Celebrate and Celebrate for Transfers.

2. Set goals to support DECADE PLUS. Particular attention should be given to establishing coordination between Graduate Division and Office of Enrollment Management to target yield of Chancellor’s Excellence Scholars.

3. Improve coordination between University Advancement, Alumni Association, and Office of Enrollment Management to support yield, retention, and engagement of AAPI students. Particular attention should be given to increase opportunities for underserved AAPI ethnic groups and AB540 and undocumented students.

4. Elevate the status of Pacific Islander ethnic groups at UCI. Potential interventions could be: creating a Pacific Islander advisory board in consultation with Office of Enrollment Management; targeted outreach to K-12 and community colleges; sustained recruitment of Pacific Islander staff and faculty; and development of Pacific Islander Studies at UCI.

Cultural and Intellectual Capital: Recognize, Validate, and Promote the diversity and academic excellence of Asian American and Pacific Islander students, staff, and faculty at UCI.

UCI was designated an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) in 2016. Additional attention is required to ensure that this designation permeates all levels of the campus’ ecosystem. It is critical that all students, staff, and faculty members are equipped to complete UCI’s transformation into an Asian American and Pacific Islander Thriving Campus.

Recommendations:

1. Expand professional development opportunities for career staff and faculty members. One possibility includes development of a leadership academy focused on AAPI professionals in higher education.

2. Explore ways to make campus organizations more legible – such as a dedicated space. For example, AAPI campus organizations contribute to AAPI student outreach and retention efforts through Student Initiated Programs (SIPs) in the Student Outreach and Retention Center (SOAR). Research suggests that campus organizations and institutional space are a critical component of AAPI students’ perceptions of campus, especially with respect to underrepresented student groups.47

3. Continue to foster and fortify campus relations with other AANAPISI campuses, national AAPI advocacy groups, and AAPI community based organizations. Examples of ongoing

relationships include: a) the annual AANAPISI Western Regional Conference; b) Asian Pacific Islander American Scholarship Fund (APIASF) programing and meetings; and c) the Orange County AANAPISI Consortium.
## Appendices

<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Administrative Task Force</td>
<td>22</td>
</tr>
<tr>
<td>II</td>
<td>Administrative Task Force Presentations</td>
<td>22-23</td>
</tr>
<tr>
<td>III</td>
<td>Selected List of UCI Alumni</td>
<td>23-24</td>
</tr>
<tr>
<td>IV</td>
<td>Selected List of Campus Organizations</td>
<td>24-25</td>
</tr>
</tbody>
</table>
Appendix I: Administrative Task Force

Jade Agua Director, Cross-Cultural Center
Victoria Basolo Associate Dean of Undergraduate Education; Professor, Planning Policy & Design
Sandra Campero Assistant Vice Chancellor, Advancement Operations
Michelle Chan President, Associated Graduate Students
Yong Chen Associate Dean for Curriculum & Student Services; Professor, Department of History
Ryan Cherland Assistant Vice Chancellor, Institutional Research & Decision Support
Jorge Cisneros Chief of Police, UCI Public Safety
Michael Dennin Vice Provost for Teaching & Learning; Dean, Division of Undergraduate Education; Professor, Department of Physics & Astronomy
Edgar Dormitorio Vice Chancellor (interim), Student Affairs
Kathy Eiler Director of Federal Relations, Strategic Communications & Public Affairs
Barney Ellis-Perry Assistant Vice Chancellor and Chief Executive Officer, Alumni Association
Lorraine Evangelista Professor, Sue & Bill Gross School of Nursing
Douglas Haynes Vice Provost for Academic Equity, Diversity & Inclusion, Office of Inclusive Excellence; Director, UCI ADVANCE Program; Director, UCI Medical Humanities Initiative; Professor, Department of History
Brian Hervey Vice Chancellor, University Advancement and Alumni Relations
Frances Leslie Dean of the Graduate Division; Vice Provost for Graduate Education; Professor, Pharmacology and Anatomy & Neurobiology
Joseph Morales Assistant Director for Strategic Initiatives & Partnerships, Office of Inclusive Excellence
Patricia Morales Associate Vice Chancellor, Office of Enrollment Management
Lydia Natoolo President, Associated Students of the University of California, Irvine
Stephanie Reyes-Tuccio Assistant Vice Chancellor, Center for Educational Partnerships
Judy Stepan-Norris Vice Provost for Academic Planning; Professor, Department of Sociology
Lorelei Tanji University Librarian, UCI Libraries
Oscar Teran Director, DREAM Center
Judy Wu Professor and Chair, Department of Asian American Studies

Appendix II: Administrative Task Force Presentations

- Office of Inclusive Excellence, Vice Provost Douglas Haynes, 21 September 2017
- Office of Institutional Research, Director Ryan Hoadwonic and Principal Research Analyst Joshua Saldana, 16 October 2017
- DECADE PLUS, Dean and Vice Provost Frances Leslie, 28 November 2017
- Office of Enrollment Management, Associate Vice Chancellor Patricia Morales, 11 December 2017
- Center for Educational Partnerships, Deputy Director Santana Ruiz, 11 December 2017
Sophaline Chuong, Student Outreach & Retention Center and Melanie Wong, Southeast Asian Student Organization, 11 December 2017
Office of Institutional Research, Director Ryan Hoadwonic and Principal Research Analyst Joshua Saldana, 26 January 2018
Asian American and Pacific Islander Staff Association, Assistant Director Daniel Park and Assistant Director Jane Killer, 26 January 2018
DREAM Center, Director Oscar Teran, 20 February 2018
Office of Inclusive Excellence, Assistant Director Joseph Morales, 20 February 2018
Orange County & Southeast Asian Archive, Curator Thuy Vo Dang, 20 March 2018
Office of Inclusive Excellence, Assistant Director Joseph Morales, 20 March 2018

Appendix III: Selected List of UCI Alumni

This list of select alumni was provided by the UCI Alumni Association.

- Arif Alikhan Special Assistant for Constitutional Policing & Commanding Officer, LAPD
- Katie Bayliss CEO and founder, Katie B Cosmetics
- Ami Bera Member of U.S. House of Representatives
- Winston Chen Deputy Attorney General, California Department of Justice
- Charlotte Cho Chief Curator and co-founder, Glam
- Clara Chung Singer-songwriter, YouTube artist (known as Clara C)
- Nick Desai CEO and co-founder, Heal
- Jenny Doh Former UC Student Regent (UCI’s first student regent)
- Joseph Vincent Acoustic singer-songwriter (known as Joseph Vincent)
- Encarnacion
- Neel Grover CEO and founder, Indi.com
- Arthur Hitomi CEO and co-founder, Numecent
- Patrick Hong CEO and founder, Prenostik
- Alok Kapur President and COO, Private Communications Corporation
- Melissa King TOP CHEF finalist; first chef ambassador for Whole Foods Market
- Jennifer Lee DJ and record producer (known as TOKiMONSTA)
- Victor Liu President and co-founder, Web Advanced
- Greg Louganis Multiple Olympic gold medal-winning diver
- Bao Nguyen Former Mayor of Garden Grove, California
- Janet Nguyen Member of California State Senate
- Long Nguyen CEO, Composite Apps
- Greg Palavivatana Director, Cross-Platform Digital TV Technology, NBC Universal
- Dileep Panjwani Chief Architect, Head of Platform and AI Engineering, Illumina
- Neil Sahota IBM Master Inventor and World Wide Business Development Leader, IBM Watson Group
- Jeff Sheng Artist-photographer
- TJ Thinakaran COO and co-founder, CallFire
Appendix IV: Selected List of Campus Organizations

This list of select campus organizations was compiled in consultation with UCI Student Outreach & Retention Center (SOAR) and Campus Organizations & Volunteer Programs.

- Alpha Kappa Delta Phi (aKDPhi)
- Andaaz
- Anteaters Tzu Ching
- Asian American Christian Fellowship at UCI – AACF
- Asian Pacific American Law Student Association (APALSA)
- Asian Pacific Student Association (APSA)
- Asian Student Professional Network
- Bhagat Puran Singh Health Initiative at UCI
- Cambodian Awareness Organization at UCI
- Câu Lạc Bộ Tiếng Việt – Vietnamese Language Club at UCI
- Chinese Association (CAUCI)
- Chinese Students and Scholars Association (CSSA)
- Dragon Boat at UC Irvine
- Filipino Catholic Community – Liwanag
- Filipinos Unifying Scientist-Engineers In an Organized Network (FUSION)
- Hansori
- Hmong Student Association
- Hong Kong Student Union (HKSU)
- Indian Sub-Continental Club (ISC)
- Indonesian Students at UCI (ISUCI)
- Japanese Student Association (JSA)
- Jodaiko (Taiko Drumming Ensemble)
- Kababayan (Kaba)
- Kappa Zeta Phi

• Konnect: Korean Cultural Awareness Group
• Korean American Student Association (KASA)
• Korean Graduate Student Association
• Korean Health Association (KHA)
• Korean Job Search Club (KOJOBS UCI)
• Korean-American Campus Mission (KCM)
• Korean-American Scientists and Engineers Association (KSEA)
• Lambda Theta Delta
• Na `Opio O Ka `Aina – Hawai’i Club at UCI
• Pakistani Student Association
• Pilipino Pre-Health Undergraduate Student Organization (PUSO)
• Pilipino-Americans in Social Studies (PASS)
• Sikh Student Association at UCI
• South Asian Student Union (SASU)
• Southeast Asian Student Association (SASA)
• Southern Young Tigers Lion Dance Team (Loong Mah Ching Fu Mo See Tien)
• Taiwanese American Organization (TAO)
• Taiwanese Student Association
• Thai Club at UCI
• Tomo No Kai (Tomo)
• Vietnamese Graduation Committee (VGC)
• Vietnamese Student Association (VSA)
• Wushu Club at UCI
• Zamana at UC Irvine