

Office of the President

TO MEMBERS OF THE ACADEMIC AND STUDENT AFFAIRS COMMITTEE:

DISCUSSION ITEM

For the Meeting of November 18, 2020

NATIVE AMERICAN STUDENT ADMISSIONS AND OUTREACH

EXECUTIVE SUMMARY

This item provides summary information about Native American student admission and enrollment trends, outcomes data, and pre-baccalaureate outreach efforts in the University of California system. It draws on source data from the UC Information Center, UC Undergraduate Experience Survey (UCUES), Doctoral Experience Survey, and the President's Native American Advisory Council (PNAAC) survey on Native American student admissions and outreach.¹ Key findings include the following:

- The representation of American Indian and Alaska Native (AIAN) students at UC falls below their representation in California. AIANs make up 1.6 percent of the California population, according to 2019 US Census Bureau estimates. At UC in 2019, 0.52 percent (1,556) of the total enrolled students were reported as AIAN; 0.47 percent (1,065) were undergraduate students and 0.73 percent (491) were graduate/professional school students. Both UC and Census data are based on self-reports of race/ethnicity or ancestry.
- AIAN undergraduate enrollment has remained relatively consistent over the last five years. Graduate enrollment trends have been mixed, depending on the program type. AIAN academic master's enrollment has not grown as fast as overall enrollment, while AIAN academic doctoral and graduate professional enrollment has outpaced overall growth.
- AIAN high school students who participate in UC K–12 outreach programs such as EAOP, MESA, and the Puente Project are admitted and enrolled in UC at higher rates than their non-participant peers.
- AIAN undergraduates and doctoral students have somewhat lower graduation rates than all other students. In terms of campus climate, AIAN undergraduates report feeling less respected on campus, compared to other groups.
- UC campuses operate resource centers and academic development programs that provide programming, advising, and community building opportunities for AIAN students. Several campuses have undergraduate or graduate degree programs in American Indian or Native American Studies, including Berkeley, UCLA, and Riverside.

¹ This discussion item uses the terms “Native American,” “American Indian and Alaska Native,” and “American Indian” interchangeably, reflecting the diverse ways in which data and content sources refer to indigenous populations within the national borders of the United States.

BACKGROUND

California is home to more American Indians and Alaska Natives than any other state in the United States. According to the 2010 U.S. Census², California represents 12 percent of the total American Indian and Alaska Native (AIAN) population, and AIANs make up 1.6 percent of the California population according to 2019 US Census Bureau estimates.³ There are currently 109 federally recognized tribes in California (including several tribes with lands that cross state boundaries) and numerous California tribal communities that are not recognized by the federal government.⁴

The representation of AIAN students at UC falls below their representation for the state. In 2019, 0.52 percent of enrolled students self-identified as AIAN—0.47 percent (1,065) of undergraduate students and 0.73 percent (491) of graduate students. When the undergraduate data is disaggregated by tribal affiliation, there are significant gaps. Among AIAN undergraduates, approximately 22 percent of applicants indicated membership in a federally recognized tribe, eight percent in a State-recognized tribe, 46 percent indicated “Other/unknown,” and 24 percent did not indicate their tribal affiliation. One reason for this gap in information is that Apply UC does not require or systematically verify applicants’ tribal membership information. Of the applicants that do indicate that they are members of a federally recognized tribe, the overwhelming majority claimed membership in the Cherokee Nation, followed by the Choctaw Nation of Oklahoma and the Navajo Nation of Arizona, New Mexico, and Utah. Among California tribes, the Chumash (central and southern coastal regions) and Karuk (Humboldt and Siskiyou counties) have the largest representation among UC undergraduates.

Data limitations

The count of AIAN students is further complicated by UC and federal data reporting methodologies. For example, when an undergraduate admissions applicant identifies as AIAN in combination with African American or Chicano(a)/Latino(a) for UC admissions, their race/ethnicity is actually reported as one of the latter racial and ethnic groups rather than as American Indian for internal UC student outcomes reports. In 2019, 0.16 percent of enrolled UC students singularly identified as American Indian. The resulting small cell sizes of AIAN student data prohibit publication of useful outcomes data related to representation in academic disciplines and programs. It should be further noted AIAN ancestry, including tribal affiliation, are self-reported and not verified by admissions staff, tribal nations or communities.

Federal reports on populations demographics, such as the U.S. Census Estimates and mandated reporting for Integrated Postsecondary Education Data System (IPEDS), report multiethnic and

² U.S. Census Bureau. (2012, January). C2010BR-10: 2010 Census Briefs: The American Indian and Alaska Native Population: 2010.

³ U.S. Census Bureau; (2019). <https://www.census.gov/quickfacts/CA>

⁴ The Judicial Branch of California. (2020, October). California Tribal Communities. <https://www.courts.ca.gov/3066.htm>

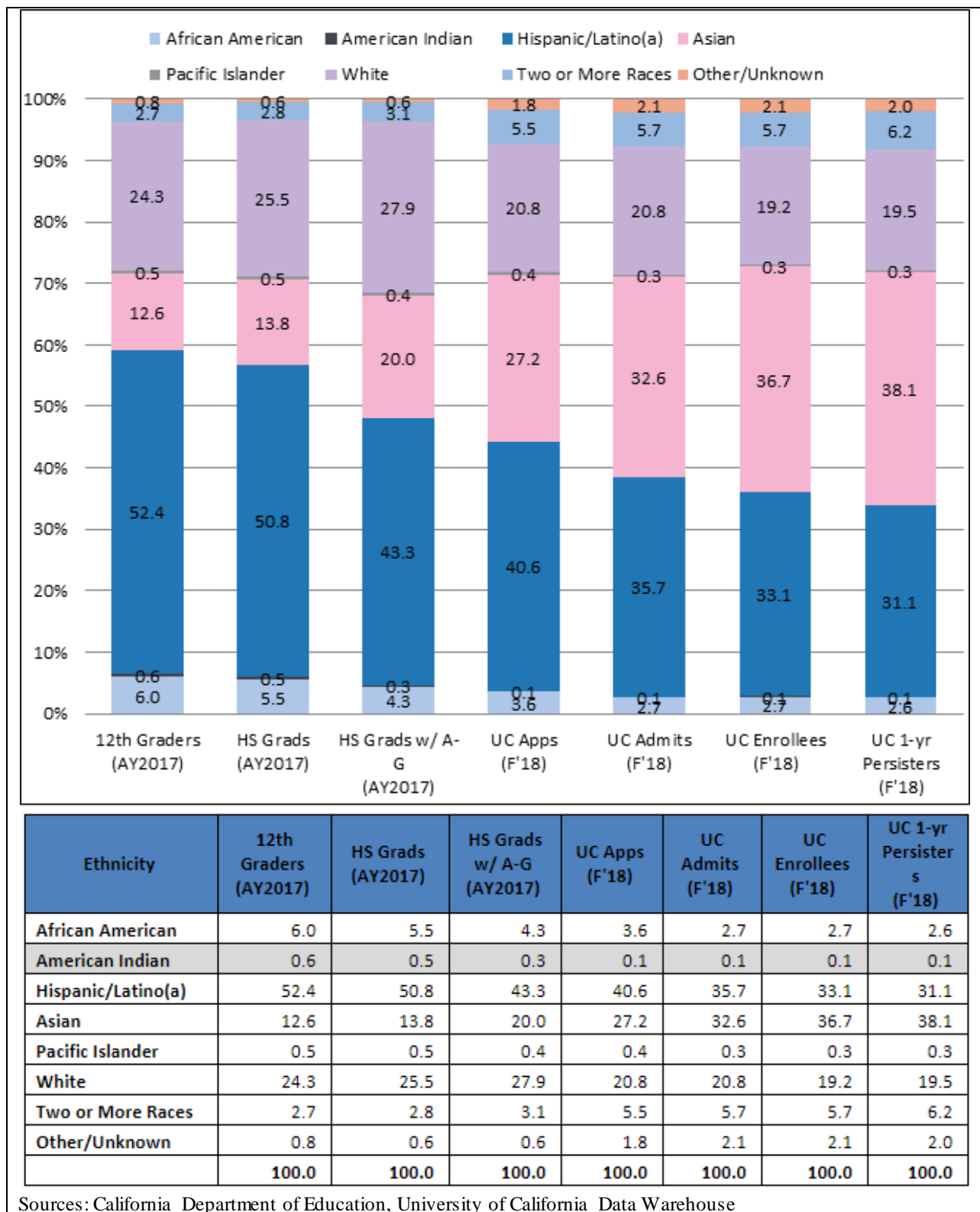
racial entries differently. AIAN in combination with Hispanic are reported as Hispanic, and AIAN in combination with another racial group, is reported as Two or More Races.

TRENDS AND OUTCOMES

Outreach programs

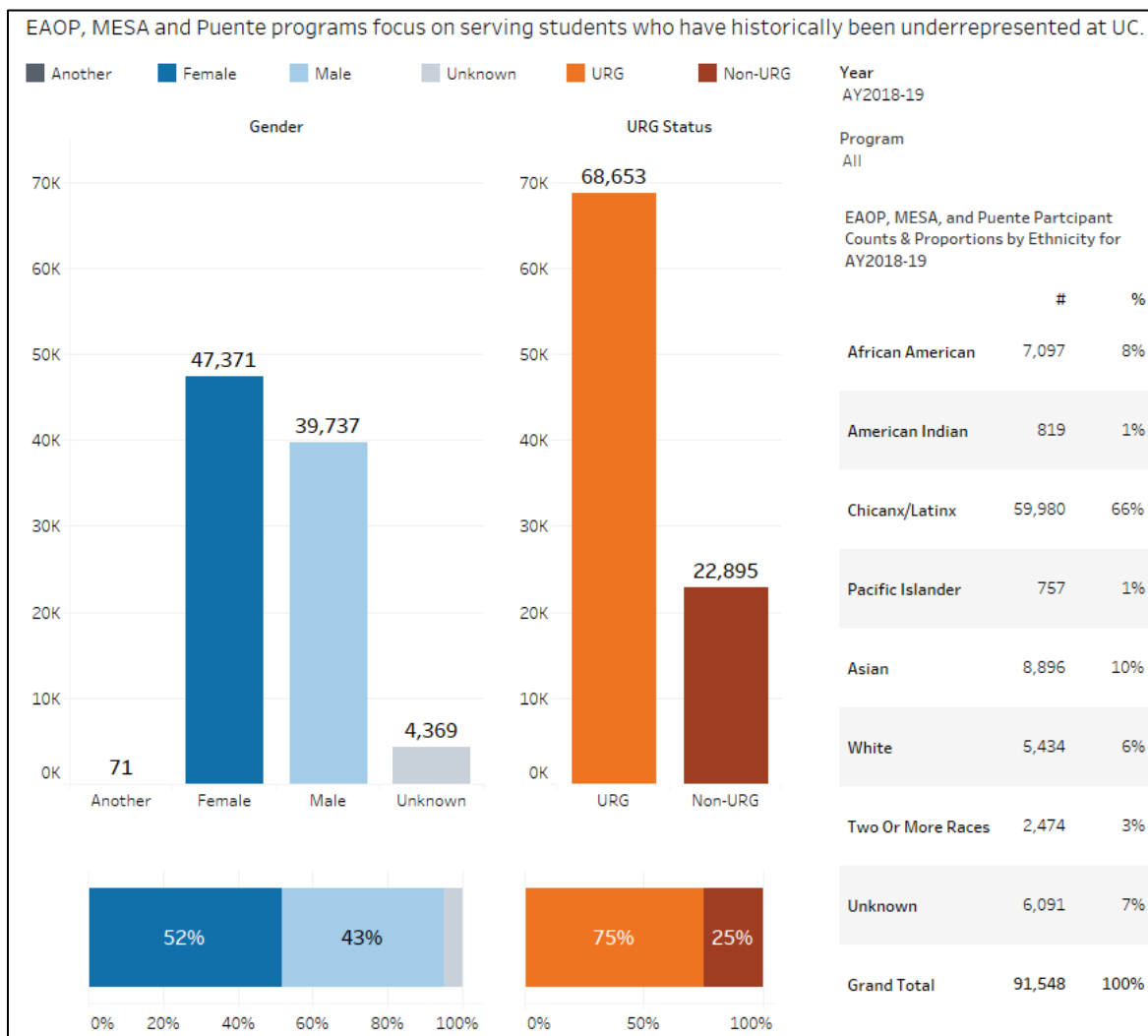
As noted in prior reports to the Regents, at every point in the UC eligibility and enrollment pipeline, fewer students from underrepresented racial/ethnic groups are represented relative to all California 12th graders attending public schools. This is also the case for American Indian and Alaska Native (AIAN) students (Figure 1). For this reason, UC invests in outreach programs to prepare California students for college and graduate school.

Figure 1: Pipeline to UC, 2017–18 UC freshman cohort



Over the past five years, the proportion of California public school students who identify as AIAN has hovered between 0.6 percent and 0.5 percent. As shown in Figure 2, over 800 AIAN students were enrolled in UC’s three largest outreach programs (Early Academic Outreach Program (EAOP), Mathematics, Engineering, Science Achievement (MESA), and the Puente Project), making up one percent of all participants. Public school student population data collected by the Office of the President also shows that AIAN outreach program participants are admitted to UC at higher rates, and are enrolled at higher rates than their non-participant peers. Once enrolled, AIAN students who participated in outreach programs had higher first-year persistence rates than non-participants, but lower six-year graduation rates.

Figure 2: Demographics of participants in UC’s largest outreach programs (EAOP, MESA, and Puente)

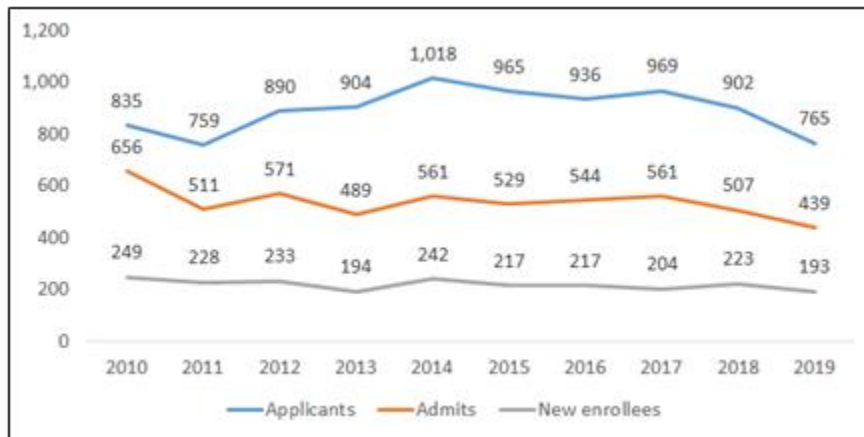


Source: Student Academic Preparation and Education Partnerships (SAPEP) Data Collection System

Undergraduate admissions and enrollment

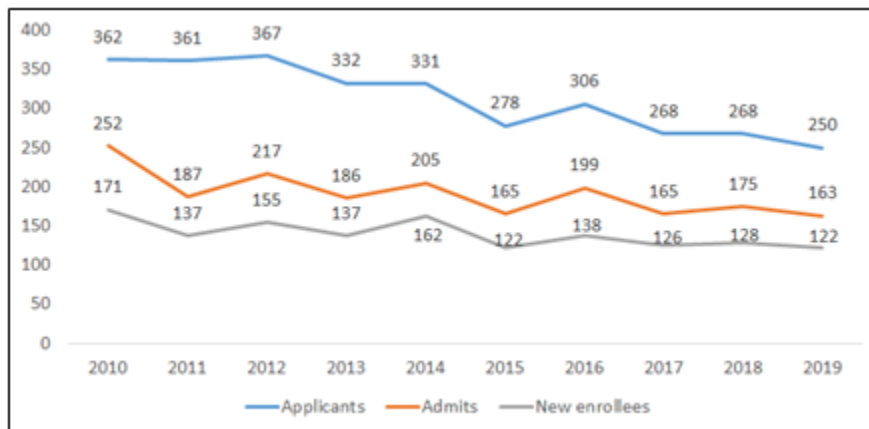
As seen in Figure 3, there are far more AIAN students applying to the UC than are admitted, and there is a gap between students admitted to UC and students who ultimately enroll. Figure 4 shows application, admission, and enrollment trends for AIAN transfer students; transfer admits are more likely to enroll to the UC than freshman admits. The downward trend in AIAN applications from 2018 to 2019 mirrors the downward trend in the number of UC applicants.

Figure 3: UC American Indian and Alaska Native undergraduate freshman application, admission, and enrollment trends, Fall 2010–2019



Source: UC Data Warehouse

Figure 4: UC American Indian and Alaska Native undergraduate application, admission, and enrollment trends, Fall 2010–2019

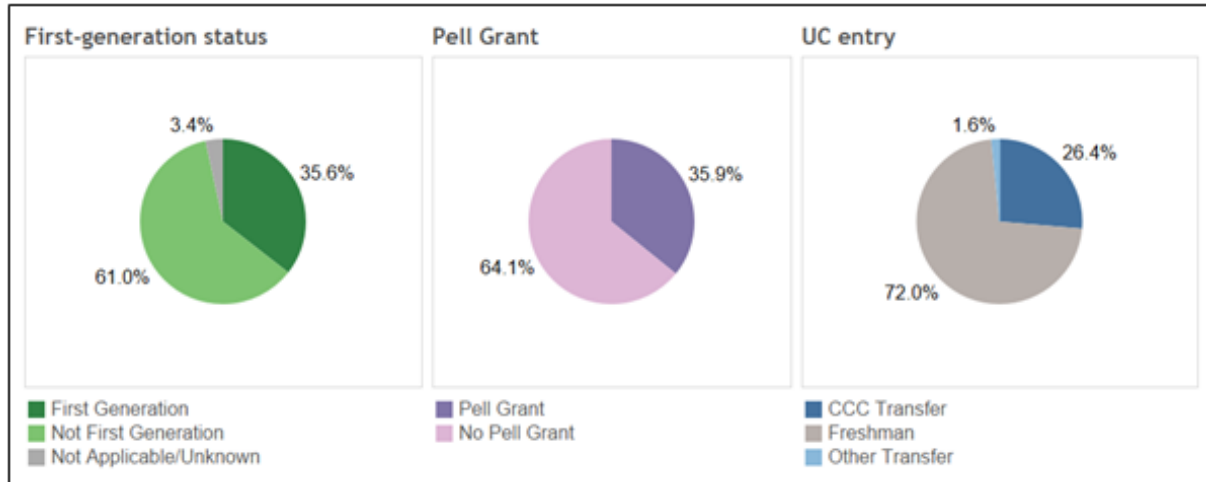


Source: UC Data Warehouse

Additional characteristics

In addition to tribal affiliation, AIAN students contribute additional dimensions of diversity to the UC system. As seen in Figure 5, 35.6 percent are first-generation college students, nearly 36 percent are Pell Grant recipients, and 28 percent are transfer students.

Figure 5: UC American Indian and Alaska Native undergraduate diversity, Fall 2019

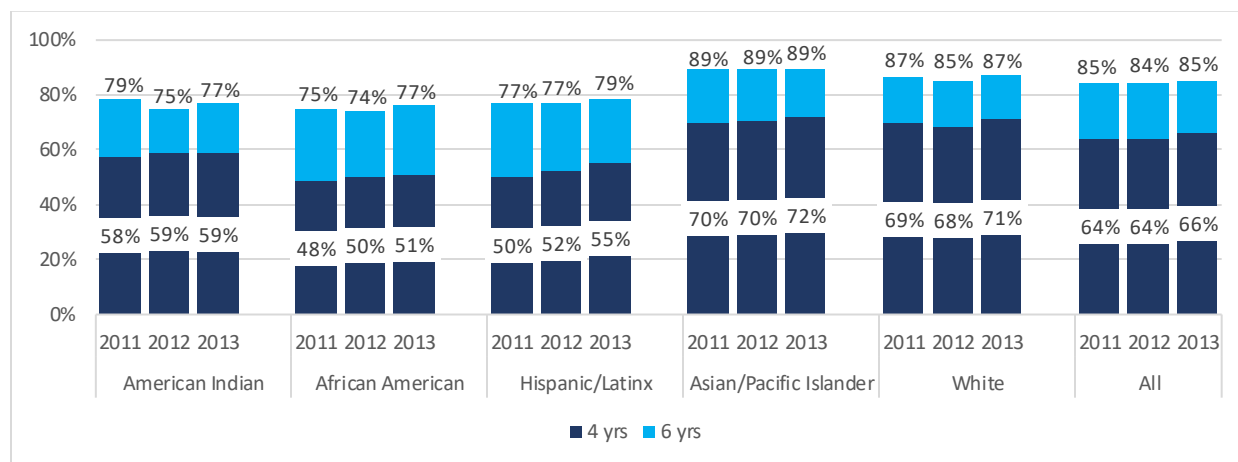


Source: UC Data Warehouse

Undergraduate persistence and graduation

AIAN students' persistence and graduation rates lag behind other populations, with the exception of transfers. For the 2018 freshman cohort, the first-year persistence rate of AIAN students was 89 percent, compared with 93 percent for all students. Figure 6 shows that AIAN undergraduate students have lower six-year graduation rates than all students overall, 77 percent compared with 85 percent.

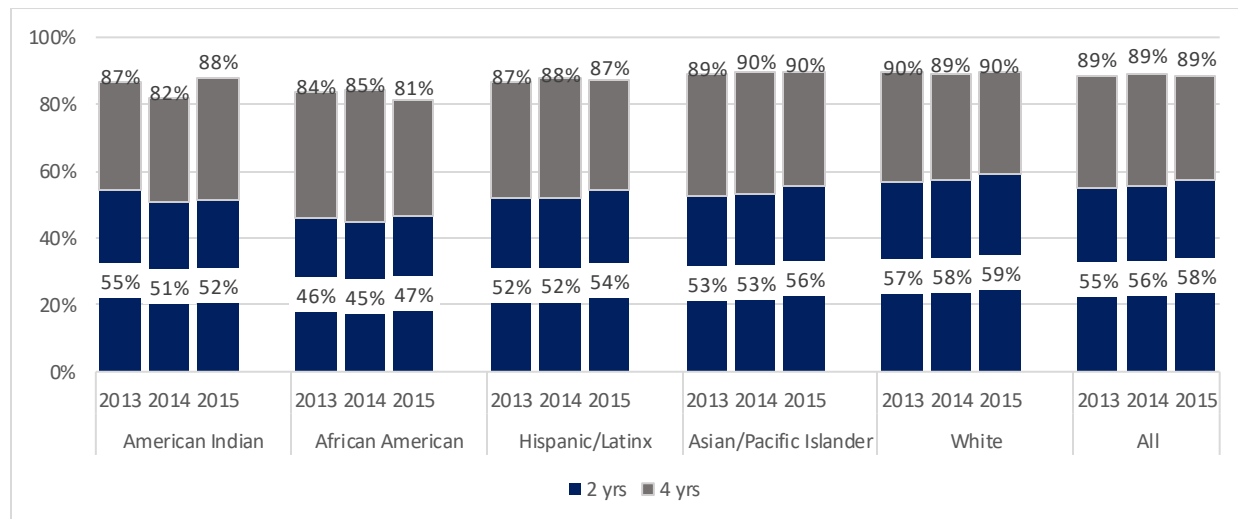
Figure 6: Freshman graduation rates by race/ethnicity, Fall 2011–2013 cohort



Source: UC Data Warehouse

Students who enroll in the UC as transfer students tend to have higher two-year and four-year graduation rates than their freshman counterparts. Figure 7 shows that 88 percent of AIAN transfers had four-year graduation rates to the overall rate of 89 percent.

Figure 7: Transfer graduation rates by race/ethnicity, Fall 2013–2015 cohorts



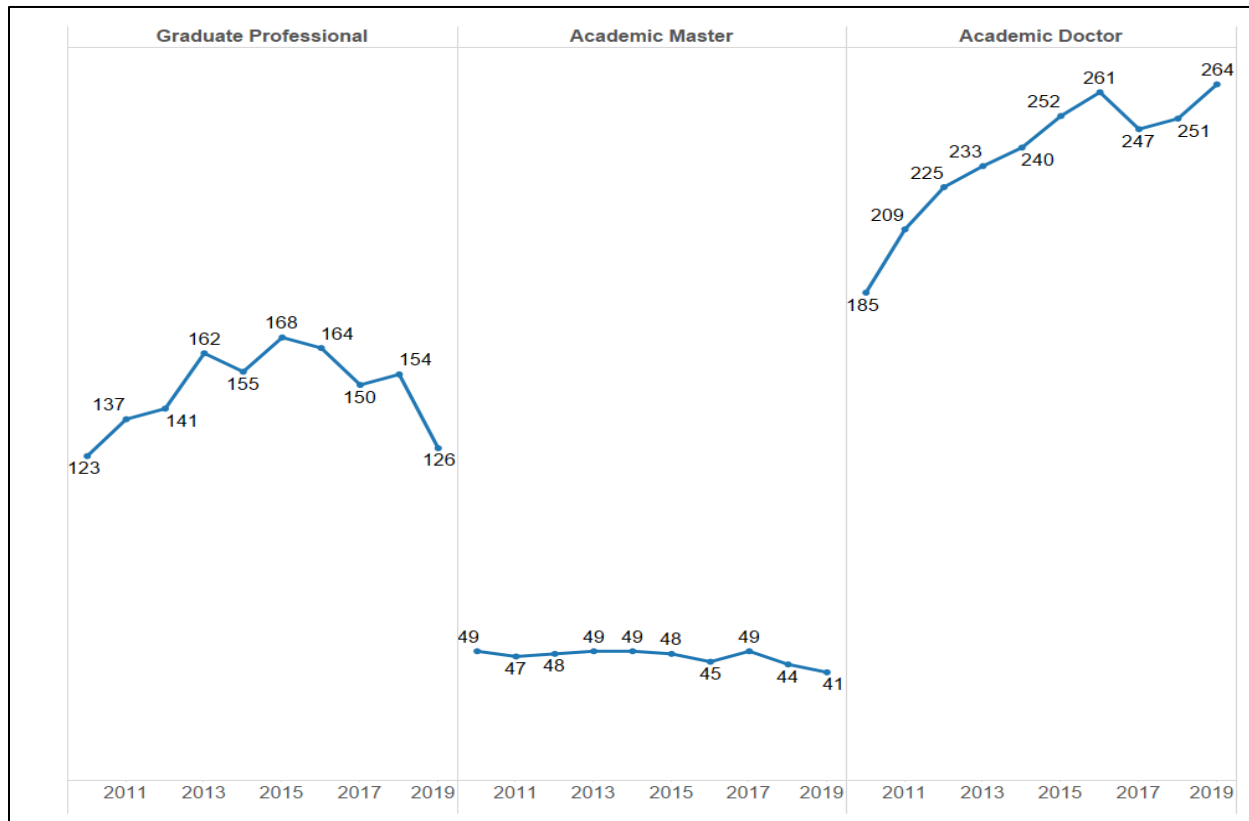
Source: UC Data Warehouse

Graduate/professional student enrollment

Graduate student admission and enrollment trends are mixed, depending on the program type (Figure 8). Of the 431 American Indian graduate/professional students enrolled in 2019, over half (264) were enrolled in academic doctoral programs and eight were enrolled in medical schools. American Indian enrollment in graduate professional programs has been declining since 2015. Enrollment in academic doctoral programs has been rising since 2010, with a major drop

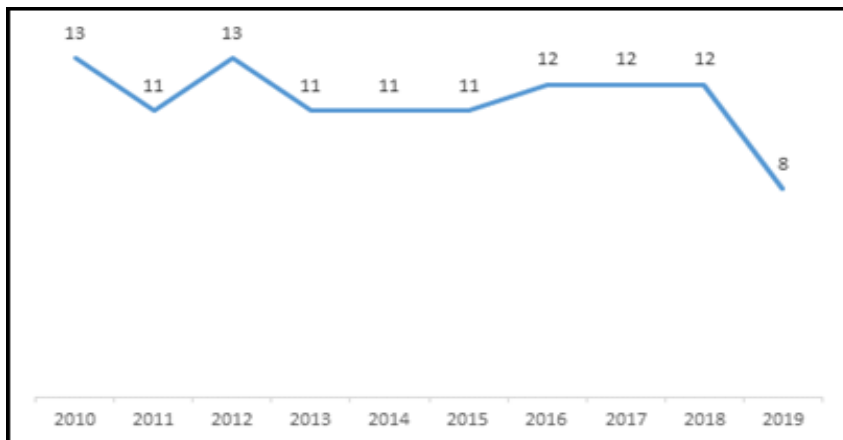
in 2017, followed by a steep upward trend in 2018 and 2019. Since 2010, the number of AIAN medical students enrolled at UC ranged from eight to 13 students (Figure 9).

Figure 8: UC American Indian and Alaska Native graduate student enrollment by degree program, Fall 2010–2019



Source: UC Data Warehouse

Figure 9: American Indian and Alaska Native medical student enrollment, Fall 2010–2019



Source: UC Data Warehouse

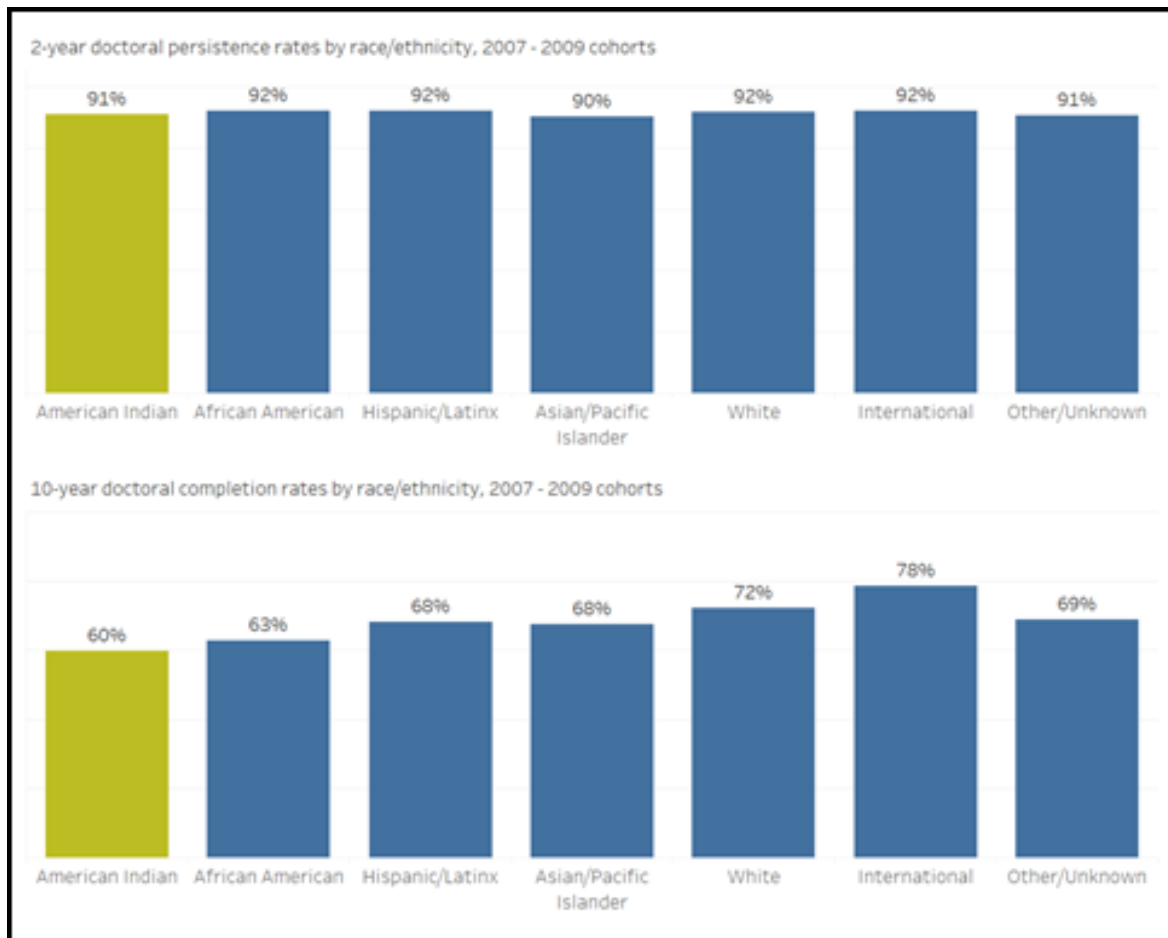
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The campuses with the largest number of AIAN students enrolled in graduate professional programs are UCLA with 30 students (0.4 percent), UC Berkeley with 27 students (0.5 percent), and UC Davis with 22 students (1 percent). The campuses with the largest number of AIAN students enrolled in academic master's programs are UC Davis with ten students (one percent) and UC Riverside with eight students (1.9 percent). The campuses with the largest number of AIAN students enrolled in academic doctoral programs are UC Riverside with 57 students (2.7 percent), UC Davis with 52 students (1.2 percent), and UC Berkeley with 38 students (0.7 percent).

Persistence and completion of doctoral students

Once enrolled, AIAN doctoral students persist to the second year of their program at rates similar to other groups. However, they complete their doctoral programs within ten years at the lowest rate of all groups at 60 percent, as seen in Figure 10.

Figure 10: UC academic doctoral persistence and completion rates by race/ethnicity, 2007–2009 cohorts



Source: UC Data Warehouse

CAMPUS CLIMATE

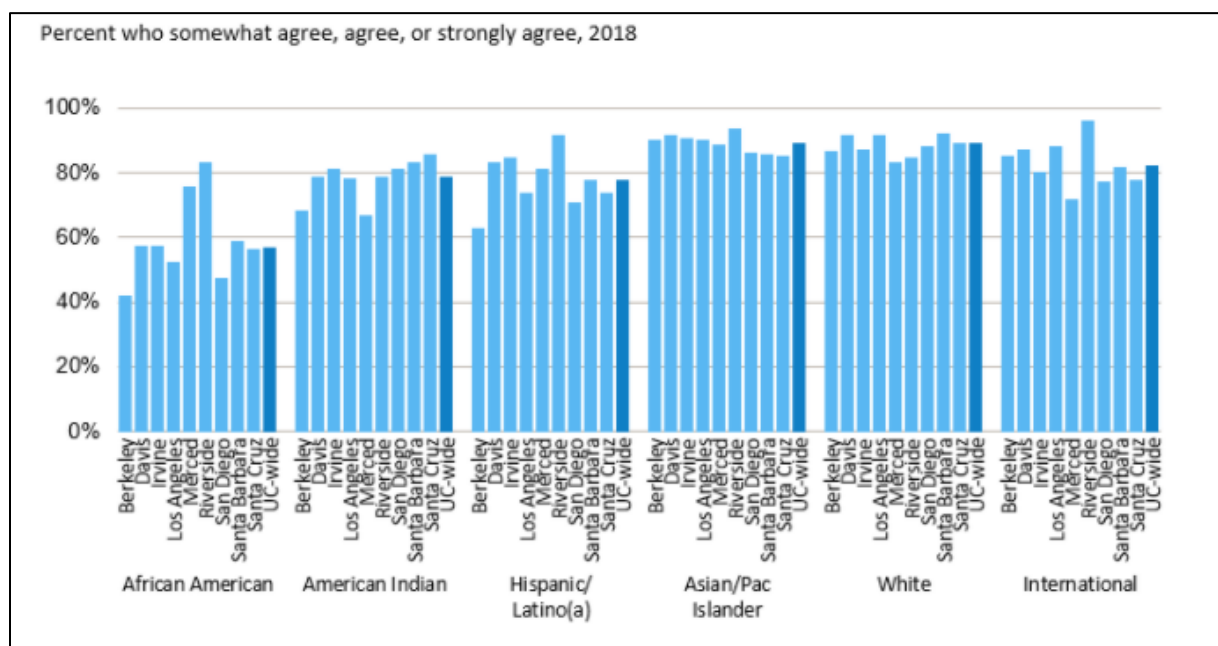
The University regularly surveys undergraduate and graduate students about their educational experience.

Undergraduate student experiences

The University of California Undergraduate Experience Survey (UCUES) solicits undergraduate students’ opinions on a broad range of academic and co-curricular experiences, including instruction, advising, and student services. The survey is administered to undergraduates every other year. Student responses to questions can provide insight about how certain cultural groups experience the campus climate.

According to the 2018 UC Undergraduate Experience Survey (UCUES), approximately 80 percent of AIAN students report feeling respected on campus, compared with approximately 85 percent of whites and Asians, as shown in Figure 11 below. Figure 11 also shows the variation in feelings of respect by campus.

Figure 11: 2018 UCUES question by campus



Source: UCUES 2018

The section on campus climate for diversity and inclusiveness shows that AIAN students are less likely to “Agree” and “Strongly Agree” with the statement that they are comfortable with the campus climate in their major (55 percent), their classes (57 percent), and the University campus (50 percent) than the all-student average. But as seen in Figure 13, American Indian student responses to the statement that they “Agree” and “Strongly Agree” that the campus is safe and

secure (57 percent) and the campus is welcoming (62 percent) were similar to the all-student group responses of 58 percent and 62 percent respectively (Figure 12).

Figure 12: 2018 UCUES all campuses – Campus Climate for Diversity and Inclusiveness

<i>Please select your level of agreement with the following statements.</i>	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Overall, I feel comfortable with the campus climate for diversity and inclusion in my major	23 7%	22 7%	34 10%	74 22%	124 37%	60 18%	337 100%
Overall, I feel comfortable with the climate for diversity and inclusion in my classes	22 6%	23 6%	42 11%	86 22%	144 37%	68 18%	385 100%
Overall, I feel comfortable with the climate for diversity and inclusiveness at this university	26 7%	26 7%	44 11%	98 25%	127 33%	65 17%	386 100%
UC [CAMPUS] is a safe and secure campus	19 5%	15 4%	30 8%	103 27%	138 36%	82 21%	387 100%
UC [CAMPUS] is a welcoming campus	18 5%	17 4%	36 9%	77 20%	144 37%	95 25%	387 100%
Students of my gender are respected on this campus	13 3%	13 3%	39 10%	86 22%	155 40%	81 21%	387 100%
Students of my political beliefs are respected on this campus	29 8%	34 9%	31 8%	51 13%	131 34%	108 28%	384 100%
Students of my race/ethnicity are respected on this campus	20 5%	24 6%	38 10%	74 19%	141 37%	89 23%	386 100%
Students of my religious beliefs are respected on this campus	13 3%	20 5%	39 10%	85 22%	141 37%	82 22%	380 100%
Students of my sexual orientation are respected on this campus	8 2%	7 2%	21 5%	53 14%	163 42%	134 35%	386 100%
Students of my socio-economic status are respected on this campus	21 5%	22 6%	44 11%	74 19%	142 37%	84 22%	387 100%
Students of my immigration background are respected on this campus	9 4%	8 4%	14 6%	26 11%	99 43%	72 32%	228 100%
Students with a disability or condition like mine are respected on this campus	11 5%	8 4%	22 10%	44 20%	82 37%	53 24%	220 100%

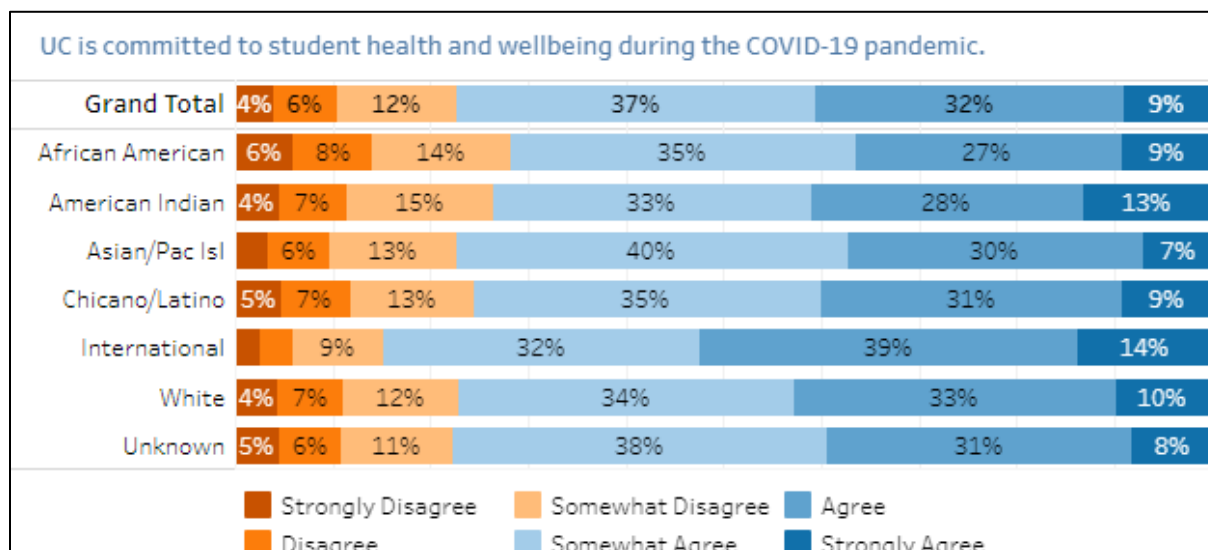
Source: UCUES 2018

COVID-19 and remote instruction context

Due to the COVID-19 pandemic, UC added questions in two additional survey areas: 1) the possible effects of COVID-19 on student learning, health, and plans for enrollment at UC in fall 2020; and 2) student remote learning experiences during the pandemic and concerns about remote instruction.

As seen in Figure 13, 41 percent of AIAN students responded “Agree” or “Strongly Agree” to the prompt “UC is committed to student health and wellbeing during the COVID-19 pandemic,” while 11 percent responded “Disagree” or “Strongly Disagree.”

Figure 13: 2020 UCUES questions on COVID-19



Source: UCUES 2020

This survey found that 43 percent of AIAN students responded “Concerned” or “Very Concerned” to a prompt asking how concerned they were about the possible effects of COVID-19 to meet their basic needs (e.g., food, housing, etc.), which was slightly higher than the overall student response of 40 percent.

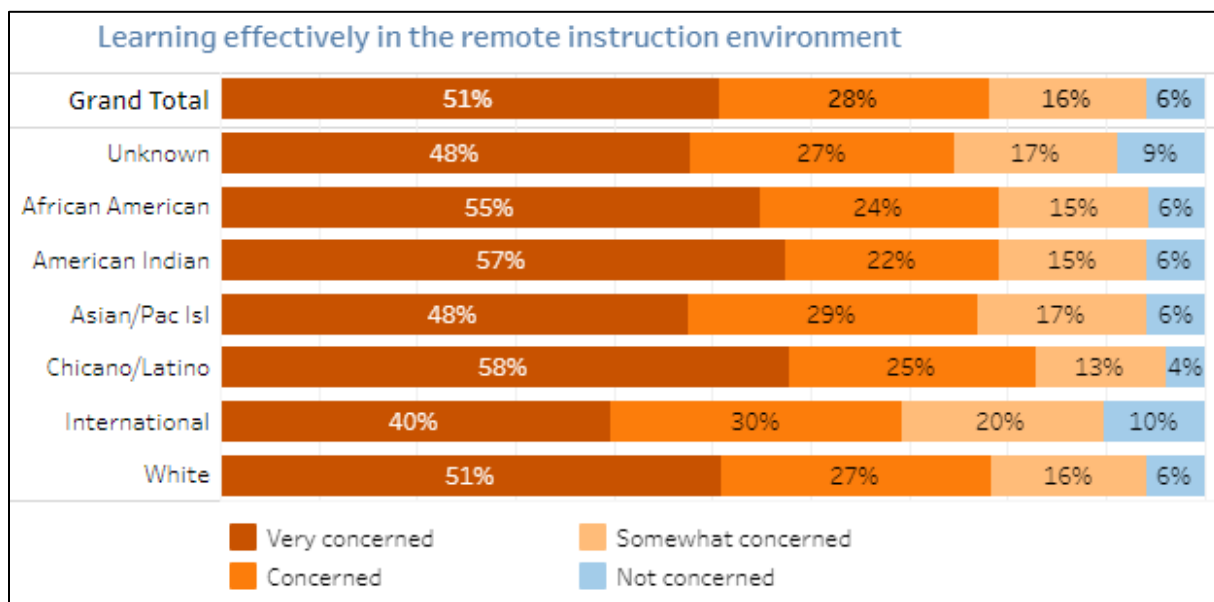
In addition, 42 percent of American Indian students responded “Not Concerned” about the possibility of not graduating on time, which was the same as the overall student response.

AIAN students responded that they engaged in the following activities because of COVID-19 more frequently than other domestic and international student populations:

- 41 percent responded that they helped others obtain food or other necessities.
- 11 percent responded that they volunteered with community groups.

Also, 79 percent of AIAN students responded “Concerned” or “Very Concerned” about learning effectively in the remote learning environment as seen in Figure 14, which is about the same response for students overall.

Figure 14: 2020 UCUES questions on remote instruction



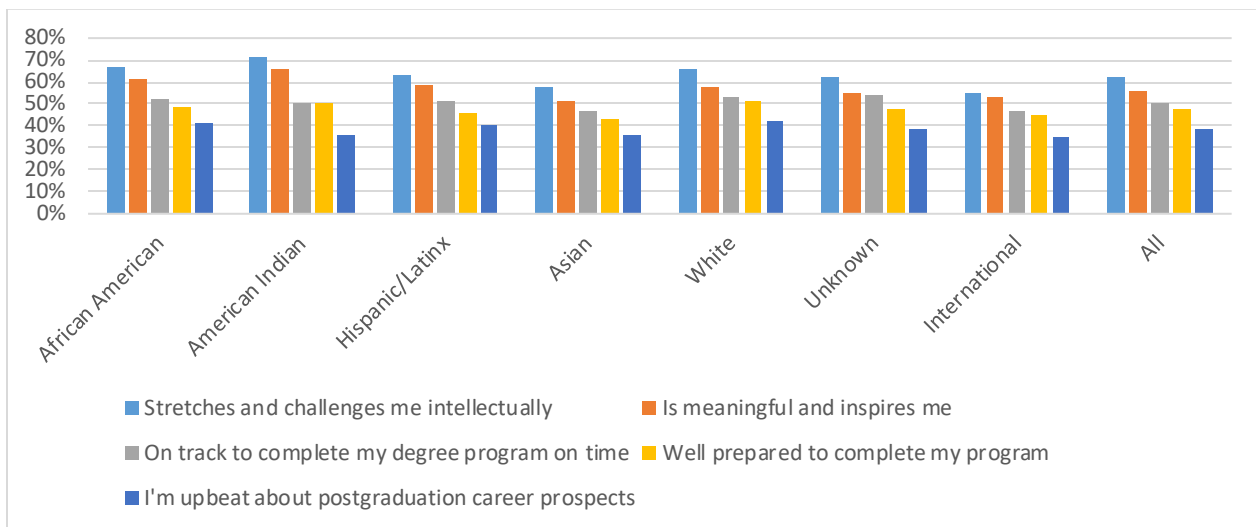
Source: UCUES 2020

Doctoral student experiences

UC participates in *Understanding the PhD Career Pathways*, a survey project coordinated by the Council of Graduate Schools (CGS) to collect data to help these programs better understand career pathways of PhD students and alumni.

As seen in Figure 15, AIAN doctoral students were more likely to report that their academic program stretches and challenges them intellectually (71 percent) and that their academic work was meaningful and inspires them (66 percent), compared with overall students' responses (62 percent and 56 percent respectively). A lower proportion of AIAN doctoral students reported that they were upbeat about their post-graduation career prospects (36 percent), compared with students' responses overall (39 percent).

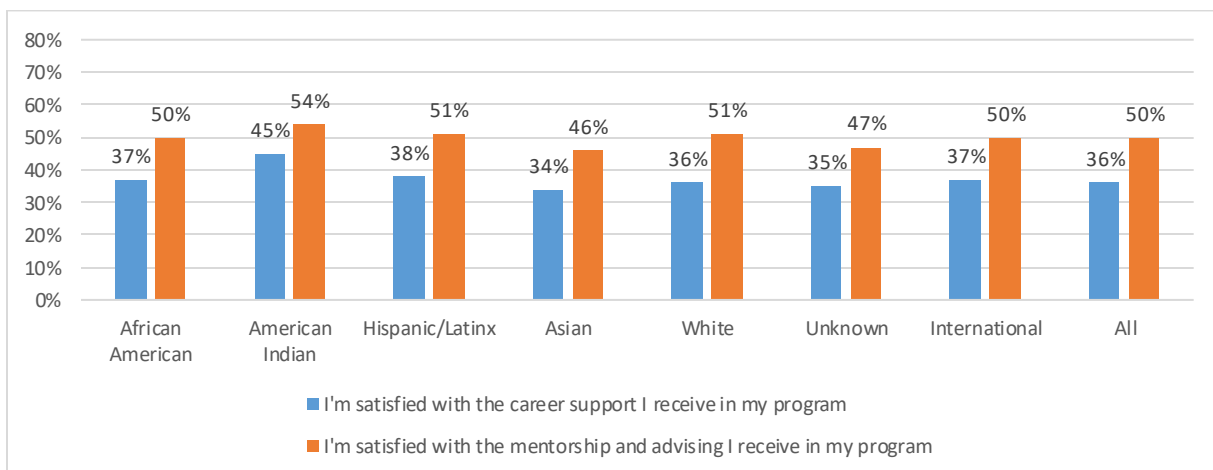
Figure 15: Academic progress and experience of doctoral students



Source: Understanding the PhD Career Pathways Survey, 2018-2019

Moreover, 45 percent of AIAN doctoral students were satisfied with the career support they received in their academic program, which was significantly higher than the overall average of 36 percent satisfaction. AIAN doctoral students' satisfaction with the mentorship and advising they received was also slightly higher than the overall satisfaction average (54 percent versus 50 percent) as seen in Figure 16.

Figure 16: Doctoral student experiences with advising and mentorship



Source: Understanding the PhD Career Pathways Survey, 2018-2019

PROMISING PRACTICES

All the UC campuses have resources or programs that provide programming, advising, and community-building opportunities for racially and ethnically underrepresented populations. Depending on the campus, they may have intercultural or multicultural centers, or stand-alone programs for specific affinity groups. Research has shown that the high-touch, one-on-one counseling and mentoring provided by cultural center staff and peer mentors are linked to AIAN student retention, confidence, sense of belonging, and graduation. Seven campuses (Berkeley, Davis, Irvine, Riverside, Santa Barbara, San Diego, and Santa Cruz) offer programming specific to AIAN students through academic and cultural resource centers. In addition, several campuses have undergraduate or graduate degree programs in American Indian or Native American Studies (Berkeley, Davis, Irvine, LA, Riverside, and Santa Barbara).

UC staff, faculty, and students have developed numerous practices and strategies for improving admission and outreach efforts. These include the following practices; however, not all of these examples are offered at every campus:

- UC admissions workshops for guidance counselors from high schools with significant American Indian student populations
- Full-time positions in undergraduate admissions offices for American Indian outreach and admissions to engage community colleges, high schools, tribal education centers, and regional college fairs with critical masses of American Indian students
- Professional development for all admissions professionals on American Indian topics such as California indigenous history and intertribal relations
- Receptions for admitted undergraduate American Indian students and their families to meet American Indian faculty, staff, alumni, students, and community members
- Campus powwows and collaborations with local tribes to provide opportunities for American Indian faculty, staff, and alumni to engage with new and returning students

ISSUES FOR CONSIDERATION

In 2018, President Emerita Janet Napolitano and Provost and Executive Vice President Michael T. Brown formed the UC President's Native American Advisory Council (PNAAC) to advise senior UC leadership on a broad range of issues that affect and inform the experience of Native American students, faculty, and staff at the University.

There is opportunity for UC to strengthen its efforts surrounding American Indian and Alaska Native (AIAN) student enrollment, retention, graduation, and satisfaction. Issues for consideration include:

- Low A–G completion—Far too many AIAN high school students do not complete or do not have access to the A–G courses needed to be eligible for UC admission.
- California Native American students and families have cultural and financial barriers impacting their enrollment and persistence at UC that are unique and different from those of other underrepresented populations.

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- Non-American Indian admissions and outreach officers lack the social networks, cultural competencies, and training necessary to effectively engage with tribal communities.
- Once enrolled, many AIAN students feel invisible and culturally isolated; are exposed to racial micro-aggressions in academic and social spaces; and, on certain UC campuses, are emotionally burdened by their ancestors' remains being held in academic buildings and museums.

Because California is home to more American Indians and Alaska Natives than any other state in the United States (California represents 12 percent of the total AIAN population), there is opportunity for further collaboration when it comes to the educational pipeline to and through UC. Partnerships such as the UC President's Native American Advisory Council are intended to forge trust, to foster collaboration, and to ensure that UC's educational opportunities are viewed as viable and welcoming to indigenous people.

KEY TO ACRONYMS

AICRA	American Indian Counselors & Recruiters Association
AIAN	American Indian and Alaska Native
EAOP	Early Academic Outreach Program
MESA	Mathematics, Engineering, Science Achievement programs
PNAAC	President's Native American Advisory Council
UCUES	University of California Undergraduate Experience Survey