

The State of American Indian and Alaskan Native (AIAN) Education in California



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PREFACE



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

October 2012
October 2012

It is with great pleasure that I receive this *State of American Indian and Alaskan Native Education in California* report.

This project, produced in collaboration with the California Indian Culture and Sovereignty Center (CICSC) at California State University, San Marcos, is the first of a series of reports aimed at providing an understanding of the educational issues facing American Indian and Alaskan Native (AIAN) populations in California.

The primary objective of this report is to shed greater light on the educational status of AIAN populations in California. With these ultimate goals of this collaborative effort to produce education reform reports which include stories and examples of what is working in AIAN education, this report initiates this important process by analyzing the data currently available from a number of public and non-profit sources.

I understand this is the first report of its kind. I am grateful to CICSC for compiling the data and authoring this report. I believe it is vital for policymakers to understand the AIAN educational issues in order to develop and implement effective strategies and the AIAN educational issues in order to develop and implement effective strategies in meeting the diverse and complex needs. It is also critical for elected officials to understand the achievement gaps that exist within AIAN populations so we can help these children succeed in the classroom.

It is my hope this report will serve as a helpful resource and tool for those educators, parents, tribal leaders, policy makers, and members of the public wishing to understand the factors that contribute to the success of—and challenges that often confront—the AIAN community in education. I also believe this report will serve as the first step toward producing a greater body of data to help us expand the possible solutions to address some of these disparities.

I would like to thank the San Manuel Band of Mission Indians for funding the Research Assistant position at CICSC that was integral to this important project. I also want to express my deep gratitude to Joely Proudfit, Ph.D., Director of the California Indian Culture and Sovereignty Center, for coordinating this effort. I also extend my special thanks to Seth San Juan, Research Assistant, and CICSC for compiling this report.

Tom Torlakson
Sincerely,

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IV



INTRODUCTION

The California Indian Culture and Sovereignty Center (CICSC) at California State University San Marcos (CSUSM) is proud to present the first report on the state of American Indian and Alaskan Native (AI/AN) education in California.

Established in 2011, the CICSC fosters further collaboration and understanding between CSUSM students, faculty and staff, and regional Native American communities. The Center is concerned with the unique educational needs and challenges of California American Indians and Alaskan Natives.

According to the U.S. Census, American Indians have lower educational attainment rates than persons from other racial/ethnic backgrounds, and the numbers are even lower for those who live on reservations. In addition, universities across the country have disproportionately low rates of retention among Native American students, and the number of bachelor's degrees granted to Native students is lower than their numbers in the population overall might indicate.

Authored by the CICSC, this report compiles publicly available data to provide much-needed information about AI/AN's in the K–12, community college, California State University and University of California systems. The data includes: enrollment, graduation rates, dropout rates, degrees conferred and personnel by race/ethnicity. Please note that the comprehensive data sources are needed. Pending their collection and accessibility further analysis will be conducted and the results will be evaluated in light of the findings composed in this report.

Although the data is limited, we envision that this report will provide useful knowledge for creating future policy, productively discussing AI/AN educational needs, and making resources a priority to AI/AN students in California. Furthermore, we hope the report works as a catalyst that engages — along many levels — tribal governments, elected officials, communities and other organizations throughout the state to provide a better educational experience for AI/AN students.

We are looking forward to next year's report and coordinating a California Indian Education Working Group through the CICSC. We will continue to work with state legislators, advocates, tribes and community members to provide relevant and informative analyses that can be used to guide policy design and implementation. We hope you find this report to be a useful tool.

Finally, I'd like to thank Seth San Juan, CICSC Research Associate, without whose hard work and dedication this report could not be completed.

Joely Proudfit, Ph.D.
Director of the California Indian Culture and Sovereignty Center
Director of Native American Academic Strategic Planning
Director of Native Studies
Associate Professor of Sociology and Native Studies



EXECUTIVE SUMMARY

With 723,225 AI/AN's, California has the largest AI/AN population of any other state — a 15.2 percent increase from the 2000 census. Two of the nation's largest populations of Indians reside in California — 54,236 AI/AN's in Los Angeles and 17,855 AI/AN's in San Diego.¹ This report, the first of its kind, addresses the state of AI/AN education in California.

The topic of AI/AN education in California is important. Historically, AI/AN students have been underserved and neglected by the state's education system. This neglect impacts the future of tribal communities and their abilities to deal with an ever-changing world.

Furthermore, AI/AN students deal with challenges that are unique compared to any other marginalized communities. AI/AN student enrollment is often the smallest at the various public school institutions throughout the state. This leads to further marginalization when comparing the data to other racialized groups; AI/AN's educational needs become invisible and less important. These circumstances dictate that there is an urgent need to provide data on the engagement of AI/AN students in California's education system.

INITIAL FINDINGS IN THE REPORT

1. 9th- and 12th- grade AI/AN's have disproportionately high drop out rates and do not receive high school diplomas.

- - The drop out rate of the 2007-2008 AI/AN cohort was about 6% higher than the state average.
- - About 68% of the AI/AN 2007-2008 cohort received a high school diploma, which is 7% lower than the state average.

2. Although AI/AN make up 1.9% of California's population they are underrepresented, in California's three-tier higher education system.

- - 40% of AI/AN high school graduates fulfill UC/CSU entrance requirements which is 13% lower than the state average.
- - At the community college level, AI/AN enrollment for the 2010-2011 school year was about .6%
- - At the CSU level, AI/AN enrollment for fall 2011 was about .4%.
- - Within the UC system AI/AN enrollment for fall 2011 was about .7%.

3. Graduation rates at CSU are lower than the state average for the 2004 cohort.

- - The 4 year graduation rate for AI/AN's was 14% whereas the state rate was 17%.
- - The 5 year graduation rate for AI/AN's was 35% whereas the state rate was 41%.
- - The 6 year graduation rate for AI/AN's was 45% where as the state rate was 52%.

4. AI/AN personnel at all levels of public education are lacking.

- - At the K–12 level, the overall AI/AN personnel rates fall bellow the AI/AN student rate of enrollment.

¹ 2010 Census Brief, *The American Indian and Alaskan Native Population: 2010*



- - AI/AN community college personnel rates are comparable to state rates. But when we look at personnel at specific community colleges with high rates of AI/AN enrollment, the rate of AI/AN personnel is often not comparable. For example, the San Diego Community College District has a reported AI/AN enrollment rate of almost 6% but does not have any AI/AN educational or classified administrators. About .6% of tenured/tenure-track faculty are AI/AN.
- - At CSU, AI/AN personnel rates at the executive, administrative and managerial levels are the lowest, at .3%, of any AI/AN personnel category.
- - The UC AI/AN personnel rate also falls below the AI/AN student rate.



Sponsor and Acknowledgements

We are grateful to the San Manuel Band of Mission Indians for their support of the California Indian Culture and Sovereignty Center.

The San Manuel Band of Mission Indians gifted the CICSC with a significant investment in the form of a three year grant which among other things provided funding for a full-time research assistant.

This report would not have been possible without their generous support.



CALIFORNIA POPULATION CHARACTERISTICS 2010

This section compares race/ethnicity for California's total population, poverty rates and educational attainment. ²

STATE POPULATION BY RACE AND ETHNICITY

In 2010, the the total population of California was reported to be 37,253,956.

Race/Ethnicity	Population	Proportion of Population
White	22,953,374	61.7%
Hispanic	14,013,719	37.6%
Asian	5,556,592	14.9%
Black/African American	2,683,914	7.2%
American Indian/Alaskan Native	723,225	1.9%
Native Hawaiian/Pacific Islander	286,145	0.8%

Table 1. California Population by Race/Ethnicity

California has the largest A/IAN population of any other state at 723,225, which is a 15.2 percent increase from the 2000 census. AI/AN comprise 1.9% of the total population in California, 362,801 of which identify as American Indian and Alaska Native alone while 360,424 identify in combination.³

Two of the top 12 populations of AI/AN's in the United States reside in California. Los Angeles is listed at No. 2 with 54,236 AI/AN's while San Diego is listed at No. 12 with 17,855 AI/AN's.

² Data in this section is taken from a series of Census Briefs on race/ethnicity that use the 2010 Census Redistricting Data (Public Law 94-171).

³ Source: Table 2 from, The American Indian and Alaskan Native Population 2010 Census Brief.



POVERTY RATES: AI/AN IN COMPARISON TO STATE

Poverty rates are important because they are associated with higher risks of dropping out of high school and college. The chart below shows that AI/AN's in California have a poverty rate of about 18%, which is about 4% higher than the state average of 14%.⁴

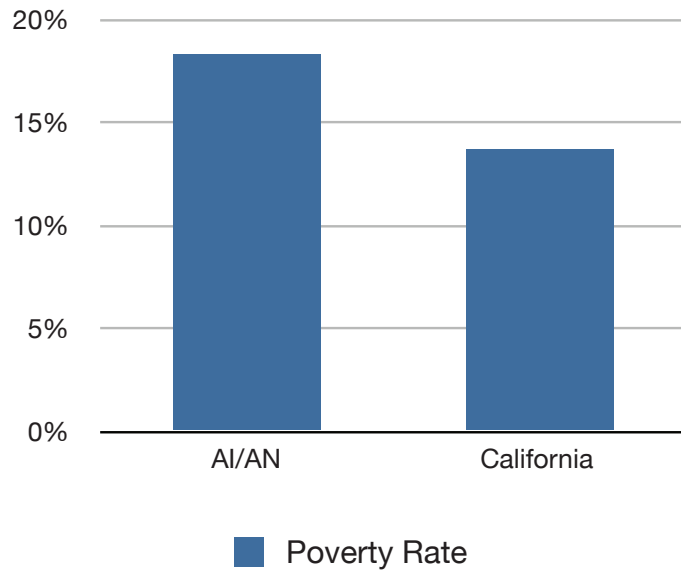


Chart 1. Poverty Rates: AI/AN and State

⁴ Data on poverty rates is taken from the American Community Survey table entitled Percent of People Below Poverty Level in the Past 12 Months.



EDUCATIONAL ATTAINMENT

Examining educational attainment exposes educational disparities.⁵ The chart below compares educational attainment of racial/ethnic groups. The table below illustrates that 21% of AI/AN students do not graduate from high school, which is higher than every group outside of Hispanics/Latinos.

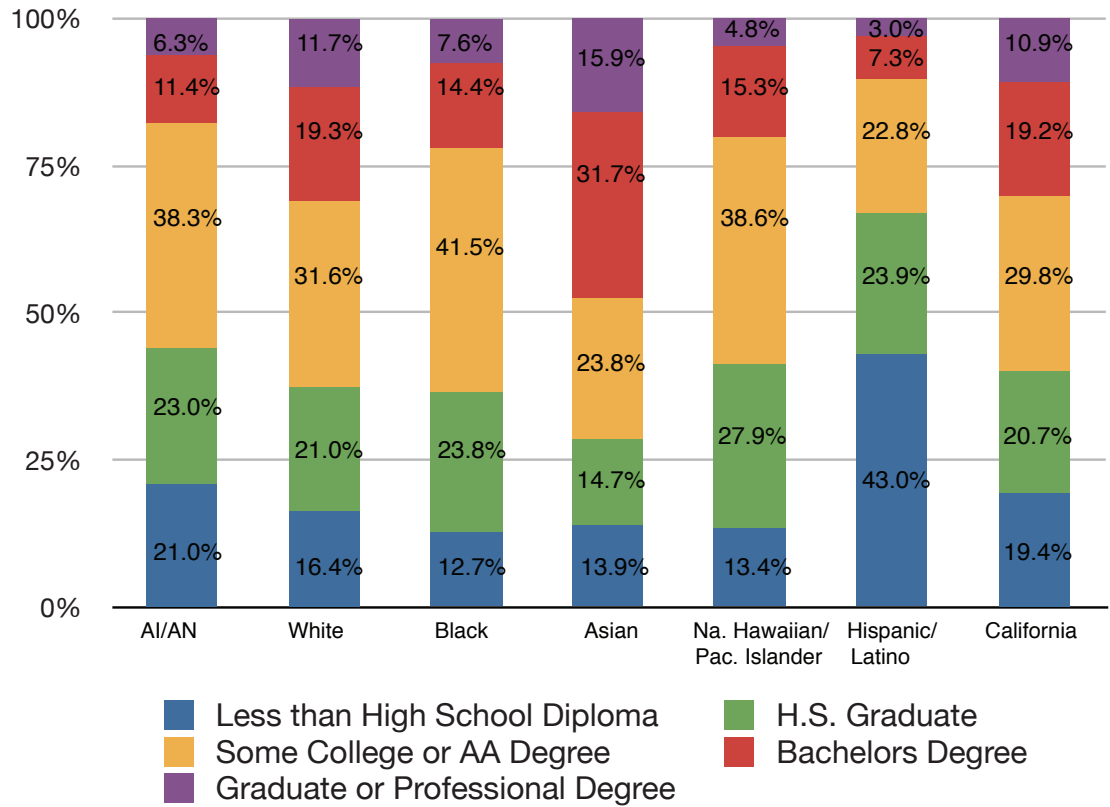


Chart 2. Educational Attainment by Race/Ethnicity

⁵ Data on educational attainment is taken from the American Community Survey table entitled Educational Attainment.



K-12 SYSTEM

This focus of this section is on K-12 education. Enrollment by race/ethnicity, graduation and drop out rates by race/ethnicity, and CSU/UC requirements met by race/ethnicity will be discussed.

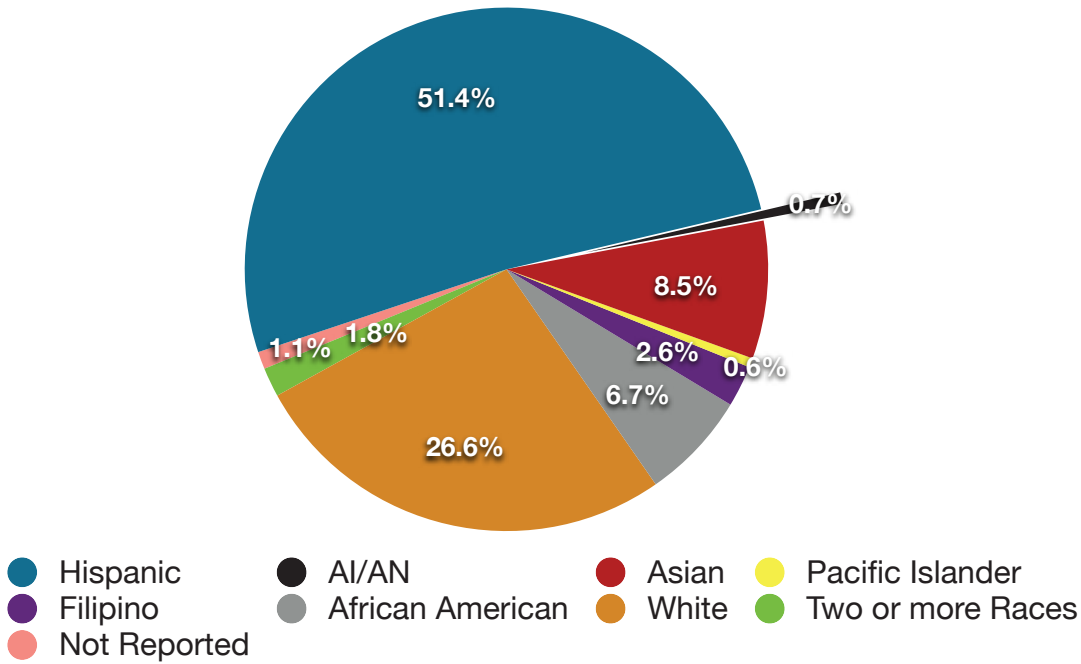


Chart 3. Total Enrollment by Ethnicity

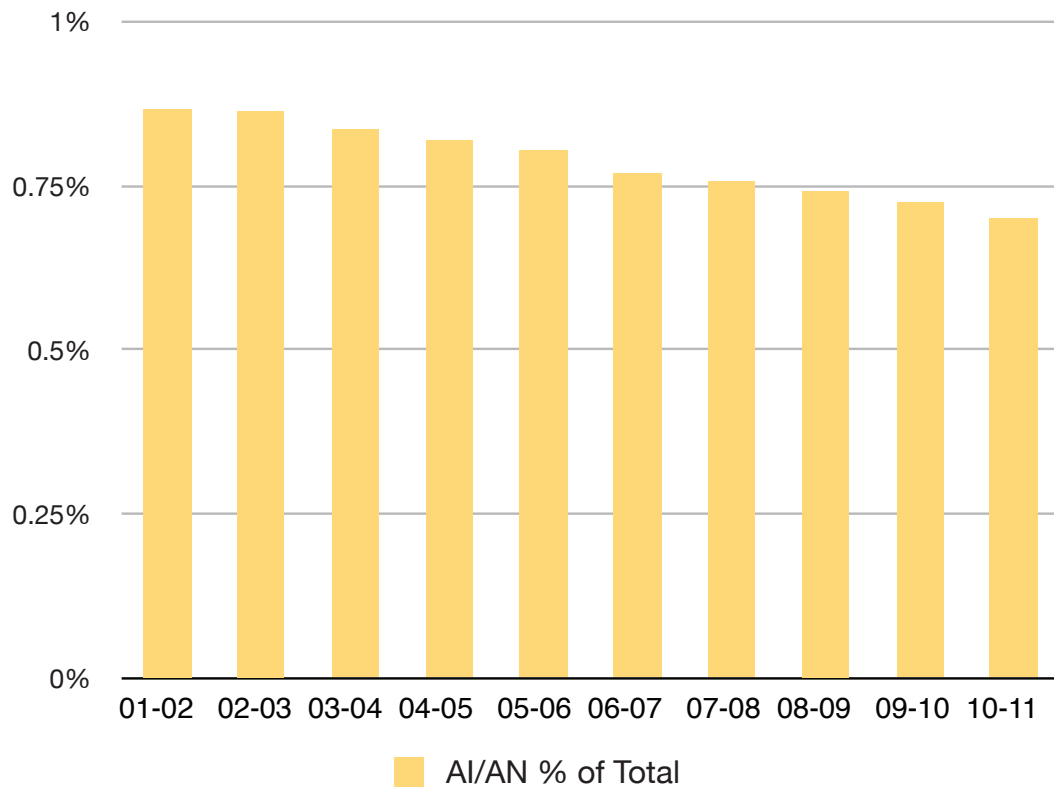
ENROLLMENT

K-12 education in California, the total enrollment of students was 6,217,002 for the 2010-2011 school year. AI/AN enrollment was 43,552 or about .7% of the overall student body for the 2010-2011 school year.⁶

⁶ Source: California Department of Education, Educational Demographics Unit. Report on enrollment for 2010-2011.



Chart 4: AI/AN K-12 Enrollment over 10 years



The table above shows that there was a .19% decrease from the 2001 2002 school year when AI/ANs made up .87% of the overall student body. Of all the race/ethnic groups in California only AI/AN's and African Americans decreased in student enrollment from 2001 2002 to 2010 2011.⁷

⁷ Source: California Department of Education, Educational Demographics Unit, as of 9/1/12. <http://data1.cde.ca.gov/dataquest>



GRADUATION RATES BY RACE/ETHNICITY-CLASS OF 2011

In 2011, there were 382,558 graduating students, of which AI/AN's made up .7%. The following graph shows the latest data released by the California Department of Education (CDE) on graduation rates for the 2007 cohort.⁸

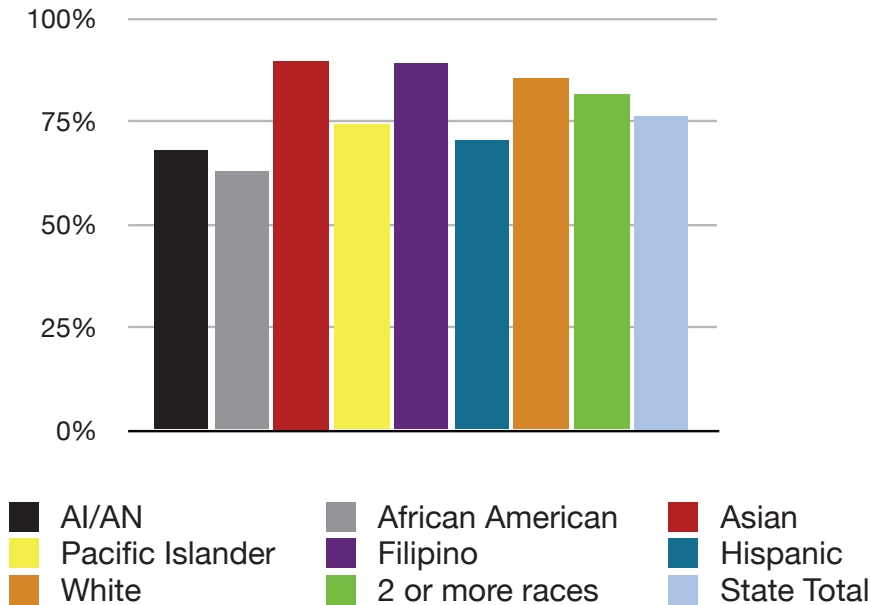


Chart 5. Graduation Rates by Race/Ethnicity

Overall, 76.3% of the 2007 cohort graduated in 2011, which is a 1.5% increase over the graduating class of 2010.

Sixty-eight percent of the AI/AN 2007 cohort graduated which is 8.3% less than the state average graduation rate. Furthermore, while there was a 1.5% increase over the previous year in graduation rates for the state, AI/AN graduation rates increased by .8%.

⁸ Source: News release by CDE and Tom Torlakson June 27, 2012.



DROPOUT RATES BY RACE/ETHNICITY-CLASS OF 2011

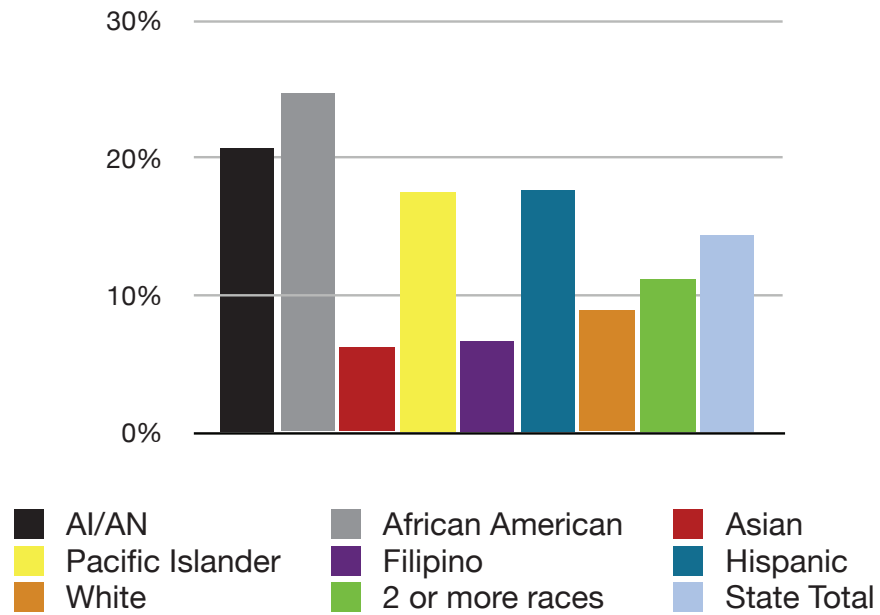


Chart 6. Dropout Rates by Race/Ethnicity

California's overall dropout rate for 2011 was 14.4%. The AI/AN dropout rate decreased in 2011 but was still 20.7%, which is 6.3% higher than the state average.⁹

⁹ Source: California Logitudinal Pupil Achievement Data System (CALPADS), As of 2/22/12
<http://dq.cde.ca.gov/dataquest>



Graduation and Dropout Rates from 2010 to 2011

The following table compares AI/AN graduation and dropout rates from 2010 to 2011 to those of Hispanics and African Americans because all three historically occupy the lowest graduation rates and the highest dropout rates.¹⁰

	Rate of Graduation Change from 2010 to 2011	Rate of Dropouts from 2010 to 2011
AI/AN	+ .08%	-1.3%
Hispanics	+2.2%	-3.1%
African Americans	+2.3%	-2.1%
All Students	+1.5%	-2.2%

Table 2. Graduation and Dropout Rates, 2010-2011

While AI/AN graduation numbers have improved, they have done so at a lower rate than that of both Hispanics and African Americans. Improvement of AI/AN graduation rates also falls behind the state increase of 1.5% by .07%.

AI/AN dropout rates improved by decreasing 1.3%; however, the rate of improvement is again lower than that of both Hispanics and African Americans. The decrease in AI/AN dropout rates also falls behind the state decrease of 2.2% by .9%.

¹⁰ Source: News release by the CDE and Tom Torlakson June 27, 2012.



COMPLETION OF UC AND CSU REQUIREMENTS

The following chart shows 2011 graduates by race/ethnicity who have completed all the courses required for UC and/or CSU entrance.

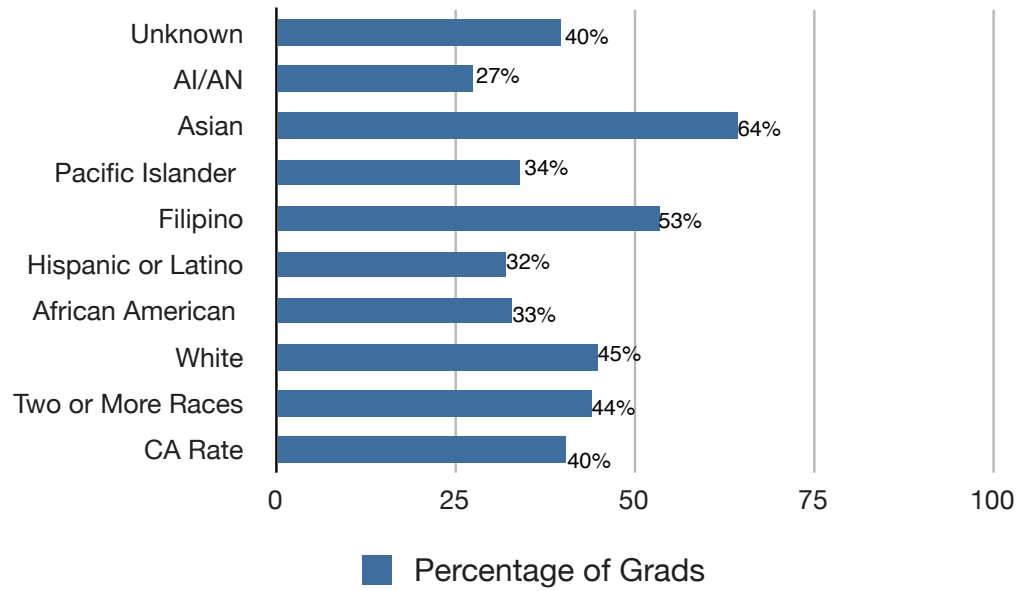


Chart 7. K–12 Graduates by Race/Ethnicity Who Meet UC/CSU Requirements

Overall, 40% of graduates completed the required courses for UC and /or CSU entrance. For the AI/AN population, that percentage was about 13% lower than the state average. The 27% of AI/AN students who completed the UC/CSU entrance requirements was the lowest of any race/ethnicity.¹¹

¹¹ Source: CDE, Educational Demographics Office, as of 2/22/12.
<http://dq.cde.ca.gov>



K-12 AI/AN PERSONNEL COMPARED TO STUDENT ENROLLMENT

The chart below compares AI/AN K-12 personnel rates with the rate of AI/AN student enrollment.¹²

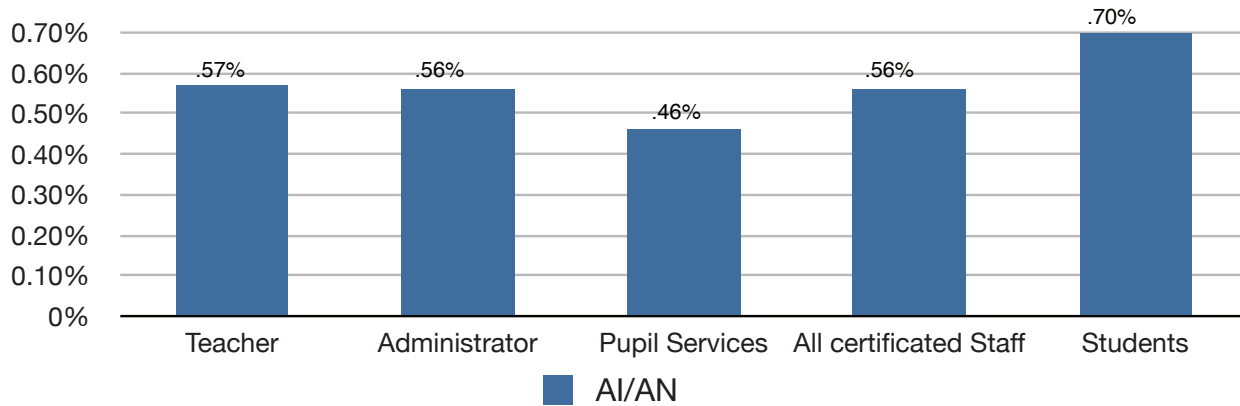


Chart 8. Personnel Rates Compared to Student Rates

The largest AI/AN personnel group at the K-12 was teachers, which totaled 1,651 or about .57% of the total number of teachers in California.

AI/AN administrators in California totaled 143, which is about .56% of the total K-12 administrators.

AI/AN pupil services employees in California totaled 126 or about .46% of the total pupil services employees.

¹² Source: CDE, Report on Certificated Staff by Ethnicity.
<http://dq.cde.ca.gov/dataquest/>



K–12 Funding

The Elementary and Secondary Education Act (ESEA) of 1965 plays an important role in the quality of education received by K–12 AI/AN students. The ESEA addresses the issue of education in the United States as a whole, but what is particularly relevant to AI/AN students is *Title VII – Indian, Native Hawaiian and Alaska Native Education* and *Title VIII – Impact Aid Program*.

Title VII addresses the federal government’s responsibility to educate AIAN, explaining:

“It is the policy of the United States to fulfill the Federal Government’s unique and continuing trust relationship with and responsibility to the Indian people for the education of Indian children.”

Importantly, Title VII funding is not a handout but instead, as explained above and outlined by the trust relationship, a federal responsibility. The purpose of Title VII is to support, through funding, the efforts of Indian Tribes, local educational agencies (LEAs), organizations and post-secondary institutions to meet the unique academic and culture needs of AI/AN students. Funding is distributed through grants at the discretion of the Secretary of the Interior. For the 2011 fiscal year, Title VII funding for California totaled about \$5.9 million with grants ranging from a low of \$4,000 to a high of \$467,210.¹³

Title VIII is a set of federal programs that provides financial assistance to school districts that are affected by federal activities. Financial assistance is provided to school districts that experience a substantial economic burden, which includes educating children living on Indian lands. There are two types of compensation outlined in Title VIII and relevant to this discussion, Basic Support Payment (BSP) as described by 8003 (b) and funding for children with disabilities (CWD) as detailed in 8003 (d). In California, for the fiscal year 2011, BSP Title VIII funding was about \$15 million and CWD Title VIII was about \$500,000. Importantly, some Indian Tribes, LEAs, organizations and post-secondary institutions are eligible and receive both Title VII and Title VIII funding.

Title VII and Title VIII provide important funding for K–12 AI/AN students. This short summary is provided as an outline of the unique responsibility the federal government has to AI/AN students. While the funding seems on its face to be substantial, questions of whether the federal government is living up to their responsibility arise when we recall the high dropout rates of AI/AN’s in California. Research and discussion about the high dropout rates and other concerns regarding AI/AN achievement at the K–12 level need to take place. We are particularly interested in the lack of government transparency regarding distribution and use of Title VII and Title VIII funds by various institutions and organizations.

¹³ Data on funding for California comes from the U.S. Department of Education: Impact Aid Program, 8003 Categorical Details for the fiscal year 2011.



HIGHER EDUCATION

CALIFORNIA'S MASTER PLAN

California's Master Plan for Education was passed by the California Legislature in the spring of 1960 as the Donahoe Higher Education Act. The Donahoe Act enumerated many of the components for the future of public higher education in California. The Master Plan has four major dimensions:

1. It created a system that combined quality higher education with access.
2. It transformed the public colleges and universities of California into a coherent system.
3. It established a framework that allowed each of the three higher education segments to focus on creating its unique form of excellence along with its own responsibilities.
4. It acknowledged the role that independent colleges and universities played in California's higher education structure.



CALIFORNIA COMMUNITY COLLEGES SYSTEM

The California Community Colleges System (CCCS) is an integral part of California's Master Plan for Education. The primary Mission of CCCS is to provide academic and vocational instruction to a diverse population of students. California Community Colleges also offer students an opportunity to complete lower-division course work or the first two years of their undergraduate work. Additionally, California Community Colleges provide remedial instruction, English as a second language (ESL) courses, adult non-credit courses, community service courses, and workforce training. Importantly, California Community Colleges offer admittance to all students who would benefit from instruction. Additionally, these students have the ability to transfer to the UC or CSU system, originally based on a 1:2 ratio for every incoming freshman straight from high school.



TOTAL ENROLLMENT BY RACE/ETHNICITY

Today there are 112 California Community Colleges administered by 72 districts located throughout the state. The campuses served more than 2.6 million students for the 2010-2011 school year.¹⁴

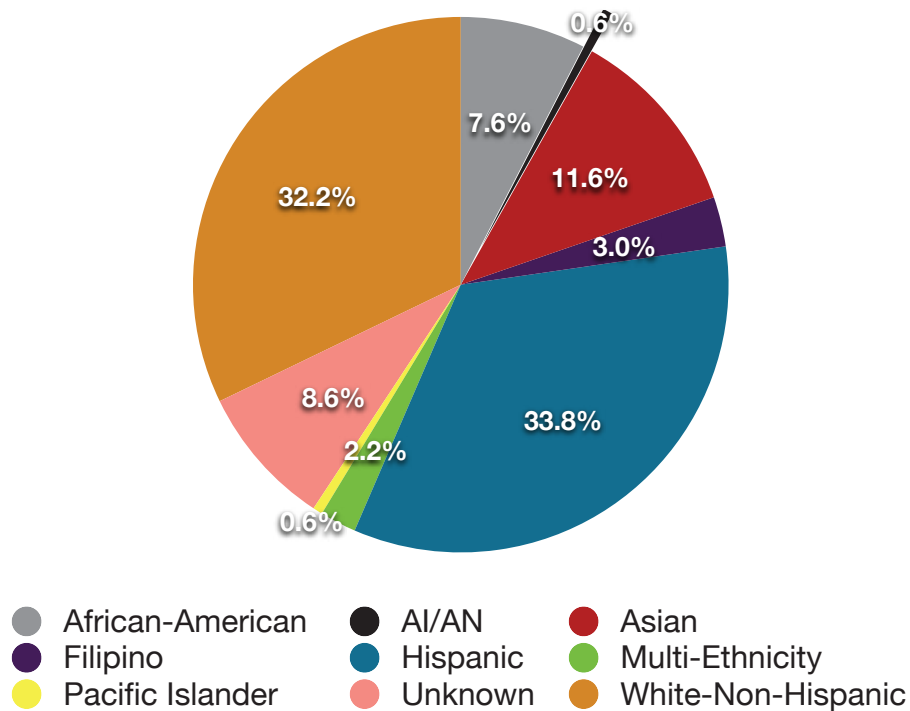


Chart 9. Total Enrollment by Race/Ethnicity

The 2010-2011 enrollment for AI/AN students was 15,307 or about .6% of the total California Community College population. The San Diego Community College District had the most enrolled AI/AN students of any district at 909, followed by the Los Rios Community College District in Sacramento with 868.¹⁵

¹⁴Student enrollment data in this section is based on students who meet the full-term reporting criteria in at least one of the terms during the 2010-2011 academic year, as outlined by the California Community Colleges Chancellor's office.

¹⁵ Source: California Community Colleges Chancellor's Office, Enrollment Status Report. http://datamart.cccco.edu/Students/Enrollment_Status.aspx



ENROLLMENT: NON-DISTANCE AND DISTANCE EDUCATION ¹⁶

What follows is a look at enrollment in non-distance education and distance education courses offered at California Community Colleges.¹⁷ This section is organized by retention and success rates regarding basic skills, credit, degree applicable, transferable, and vocational courses.¹⁸

Basic Skills

Basic skills courses are remedial courses offered to students who do not do well on the college placement exams. These courses are non-credit and non-transferable. These courses are required if students want to enroll in transferable credit courses. The data shows that basic skills courses often work as a roadblock.

Credit

Students taking courses for credit make up the largest number of the overall student population. These courses may meet transfer, A.A degree, and occupational requirements.

Degree Applicable

Students enrolled in degree applicable course have identified a major and are working on fulfilling the requirements for achieving a degree.

Transferable

Transferable courses are courses that fulfill both CSU and UC requirements for enrollment.

Vocational

Vocational courses train students for jobs that range from craft to skilled levels.

¹⁶ This section uses the data on Distance Education, Internet based delayed interaction courses for fall 2011. They are defined by the California community college system as “Session(s) under supervision for instructor, not available by line of sight, using the Internet without the immediate involvement of the instructor.”

¹⁷ Retention rates, measure whether a student stays enrolled in a course until the course is completed. Success rates, measure students who complete the class with a passing grade.

¹⁸ Source: Data on Distance and Non Distance Education comes from the California Community Colleges Chancellor’s Office.



RETENTION RATES

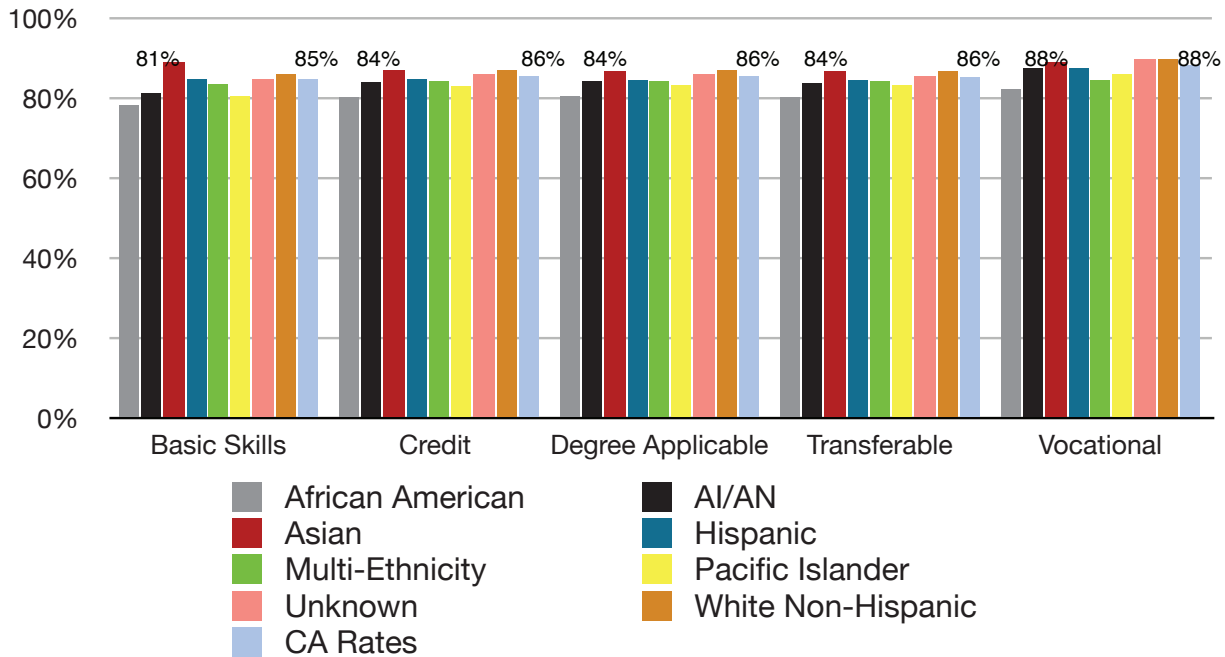


Chart 10. Retention Rates Non-Distance Education

AI/AN non-distance education retention rates are slightly lower than the state rate in the various courses offered with the exception being vocational courses, which are the same at about 88% retained.

The overall rate of retention¹⁹ for non-distance education courses taken by AI/AN was about 84%, which is lower than that of all but African American and Pacific Islanders.

¹⁹ The overall retention rate is the average of the five course types: basic skills, credit, degree applicable, transferable and vocational.



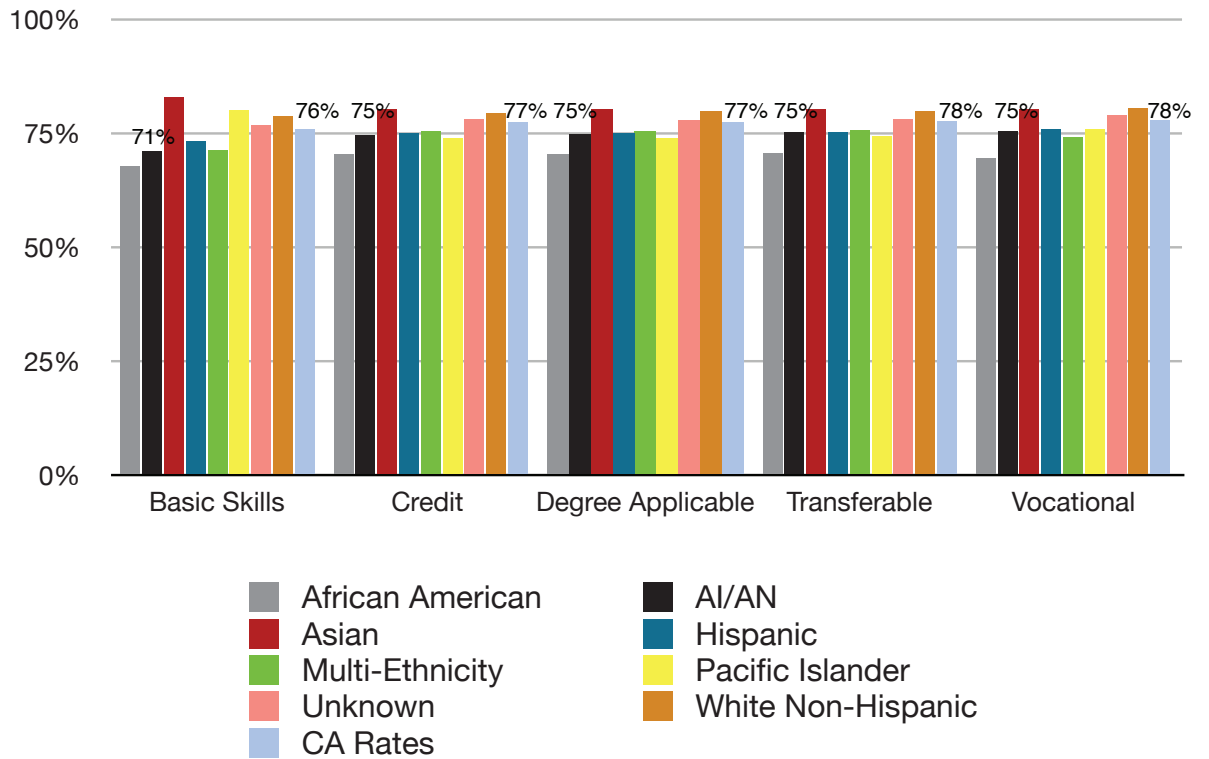


Chart 11. Retention Rates–Distance Education

AI/AN retention rates in distance education are lower in every course category when compared to state rates. The highest margin of difference is in the basic skills courses, which shows that AI/AN are retained at a rate that is about 6% lower than the state rate.

The overall rate of retention for distance education courses taken by AI/AN's was about 74%, which is lower than that of all racial/ethnic groups except African Americans.

Comparing the overall retention rates of non-distance (84%) and distance education (74%) reveals that AI/AN's are retained 10% less in distance education courses.



SUCCESS RATES

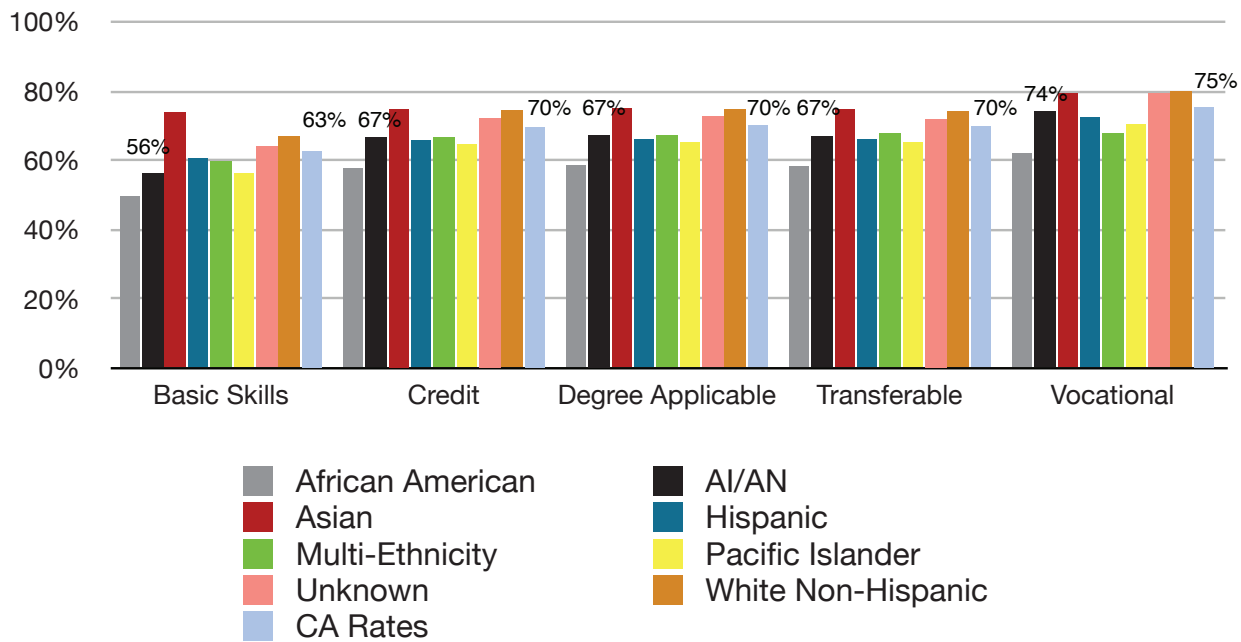


Chart 12. Success Rates–Non-Distance Education

AI/AN success rates in non-distance education courses fall below the state rate in every course category. The largest rate of difference is in basic skill courses where AI/AN succeed at 56% rate compared to the state rate of 63%.

The overall success rate²⁰ for AI/AN’s in non-distance education courses is 66%, which falls behind only, Asians, Whites Non Hispanics and Unknowns.

²⁰ The overall success rate is the average of the five course types: basic skills, credit, degree applicable, transferable and vocational.



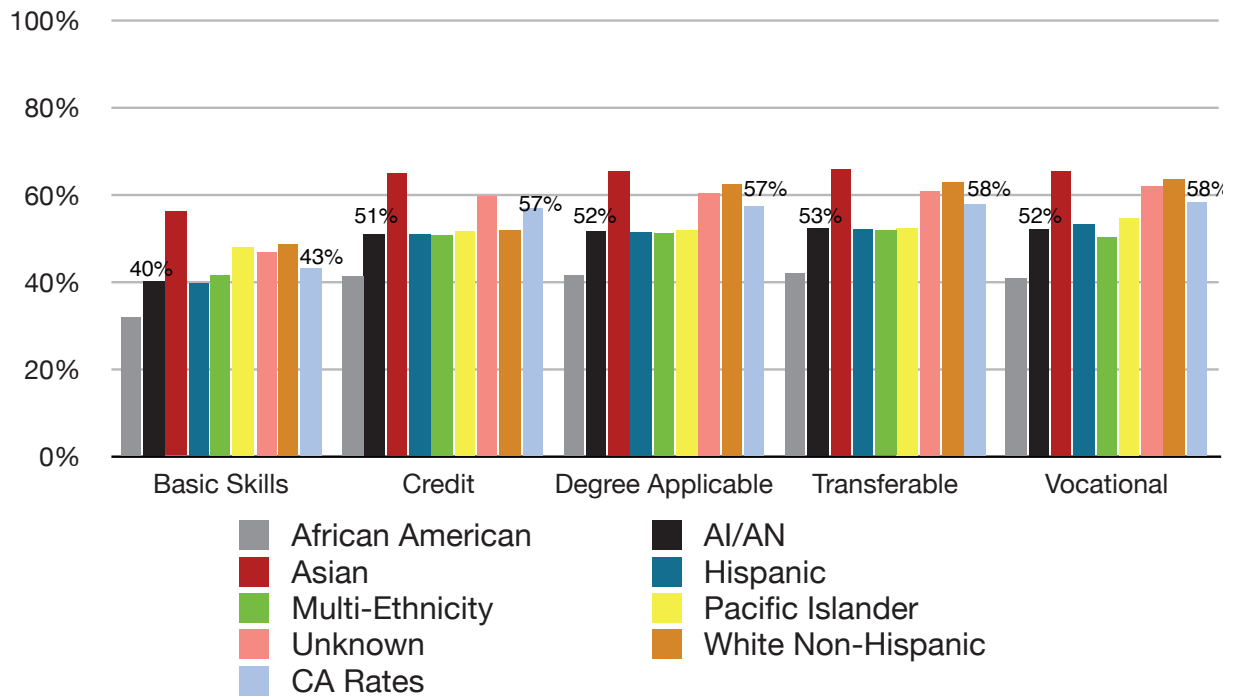


Chart 13. Success Rates—Distance Education

AI/AN success rates in distance education are lower in every course category when compared to state rates. The highest margin of difference is in credit courses, which shows that AI/AN's succeed at a rate that is about 6% less than the state rate.

The overall rate of success for distance education courses taken by AI/AN's was about 50%, which is lower than that of all racial/ethnic groups except African Americans and multi-ethnicities.

Comparing the overall success rates of non-distance education (66%) and distance education (50%) reveals that AI/AN succeed 16% less in distance education courses.



ASSOCIATE DEGREES BY RACE/ETHNICITY

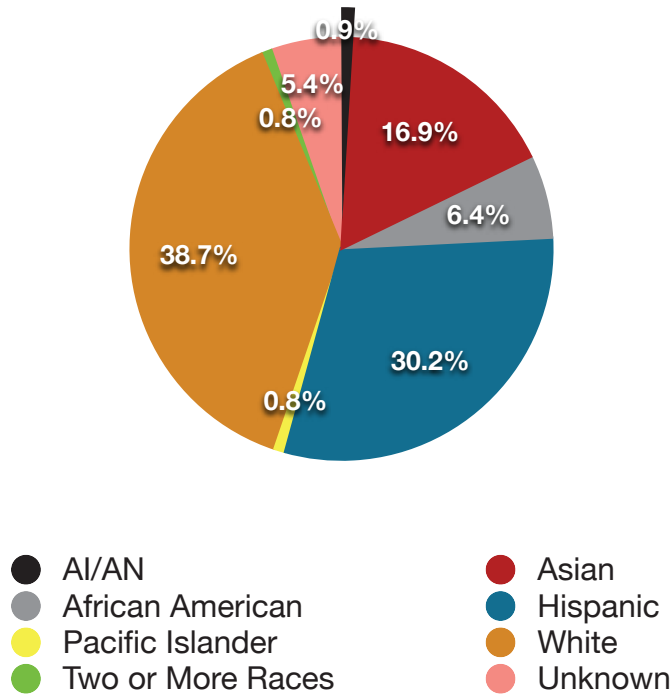


Chart 14. Associate Degrees by Race/Ethnicity

Looking at associate degrees awarded by race/ethnicity shows inequities in educational attainment.²¹ During the 2010-2011 academic year, 85,533 associate degrees were awarded.²²

AI/AN's were awarded about .9% of the associate degrees in 2010-2011 which is slightly more than was awarded to Pacific Islanders and individuals who identified as two or more races.

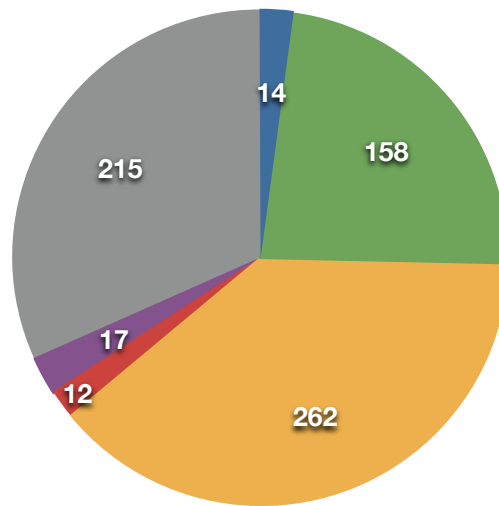
²¹Source: California Community Colleges Chancellor's Office, email 9/17/12. -

²² Data on associate degrees includes both associate of arts degrees and associate of science degrees.



Personnel

In the fall of 2011, California Community Colleges had a total of 85,487 employees. 1,968 educational administrators; 17,620 tenured/tenure track; 38,875 academic temporary; 1,463 classified administrators; 2,119 classified professionals; and 23,442 classified support.²³



- Educational Administrator
- Tenured/Tenure Track
- Academic Temporary
- Classified Administrator
- Classified Professional
- Classified Support

Chart 15. Total AI/AN Employment by Number

AI/AN employment totaled 678 or .8% of the statewide employee head count. The chart above shows the actual AI/AN numbers by employment classification.

²³ Source, Report on Staffing for Fall 2011, California Community Colleges Chancellor's Office.



The chart below compares AI/AN rates and state rates by employment classification. Our analysis focuses on education and classified administrator rates along with tenured/tenure track rates.

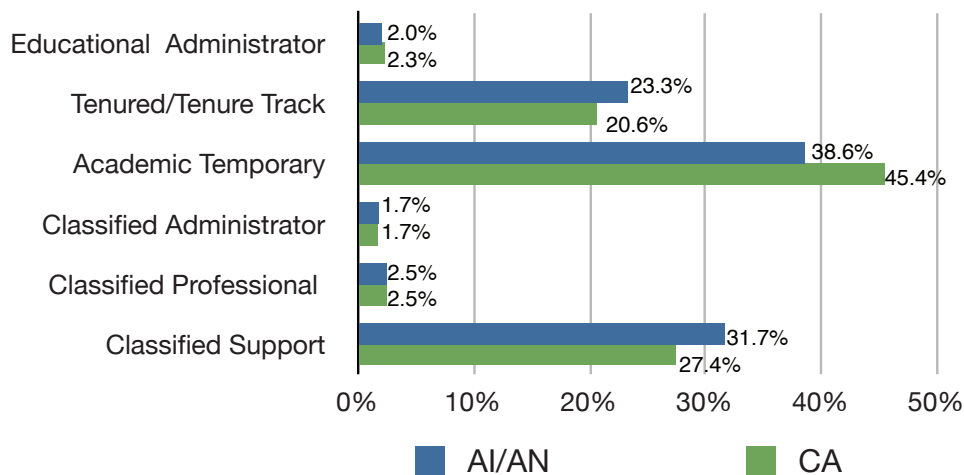


Chart 16. AI/AN Personnel Rates Compared to State Rates

Classified and education administrator classifications are the lowest of any AI/AN employment classification at a rate of 1.7% and 2% respectively. The state rate for educational administrators is 2.3%, which is slightly higher than the AI/AN rate. The classified administrator rate is 1.7%, which is about the same as the AI/AN rate. AI/AN tenured/tenure track staffing is slightly higher 23.3% than the state average of 20.6%.



A more telling way to look at the rates of AI/AN staffing in the California Community Colleges system is to compare the staffing numbers at the Community Colleges with AI/AN student enrollment. The following table examines the California Community College districts that had more than 350 AI/AN's enrolled for the 2010–2011 school year.

	Student Enrollment 2010-2011	Student % of Enrollment	Staffing Percentage Educational Administrator	Tenured/ Tenure Track	Classified Administrator
San Diego	909	5.94%	0%	0.61%	0%
Los Rios	867	5.66%	0%	1.41%	0%
Los Angeles	652	4.26%	0%	0.50%	0%
Redwoods	643	4.20%	5.56%	1.15%	2.86%
Kern	538	3.51%	0%	0.55%	1.56%
Shasta Tehama	458	2.99%	4.00%	1.68%	0%
State Center	448	2.93%	0%	1.84%	0%
Butte	445	2.91%	0%	1.19%	0%
Rancho Santiago	444	2.90%	0%	2.24%	0%
Sonoma	365	2.38%	0%	1.77%	0%
Palomar	356	2.33%	10.53%	1.47%	0%

Table 3. Personnel Rates Compared to Student Enrollment Rates

This table shows that the three Community College districts with the highest AI/AN enrollment have staffing numbers that do not reflect that enrollment including no educational administrators and classified administrators. On the other hand some school districts like Redwoods, Shasta Tehama, and Palomar have adequate numbers of reported staffing to AI/AN student enrollment.



CALIFORNIA STATE UNIVERSITY SYSTEM

The CSU system is primarily focused on undergraduate education and graduate education through the master's degree, with an emphasis on professional and teacher education. In terms of access, the CSUs select from the top one-third of the high school graduating class. CSUs have a responsibility to provide enough spaces for upper division community college transfers, giving them priority over freshman in the admission process.



TOTAL ENROLLMENT BY RACE/ETHNICITY

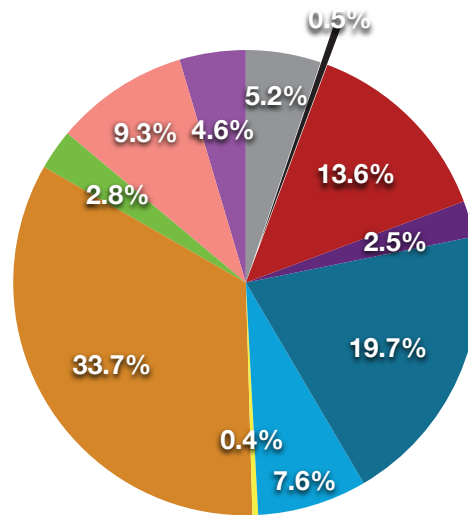
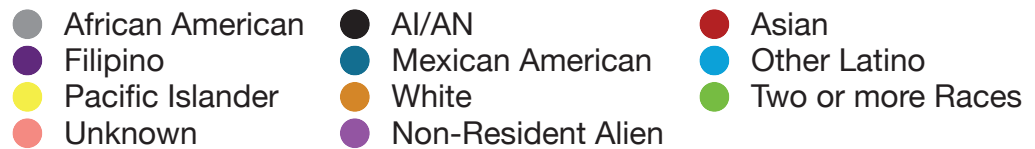


Chart 17. Total Enrollment by Race/Ethnicity at CSU



The enrollment data above shows the racial/ethnic proportion of all students enrolled in 2010. In the fall of 2010, the total enrollment of the CSU system was reported as 412,372. AI/AN totaled 2,005 or 0.5% of the total CSU student enrollment at that time.²⁴

²⁴ Source: CSU Enrollment by Ethnic Group, Fall 2010.
http://www.calstate.edu/as/stat_reports/2010=2011/feth01.htm



CSU AI/AN ENROLLMENT OVER 10 YEARS

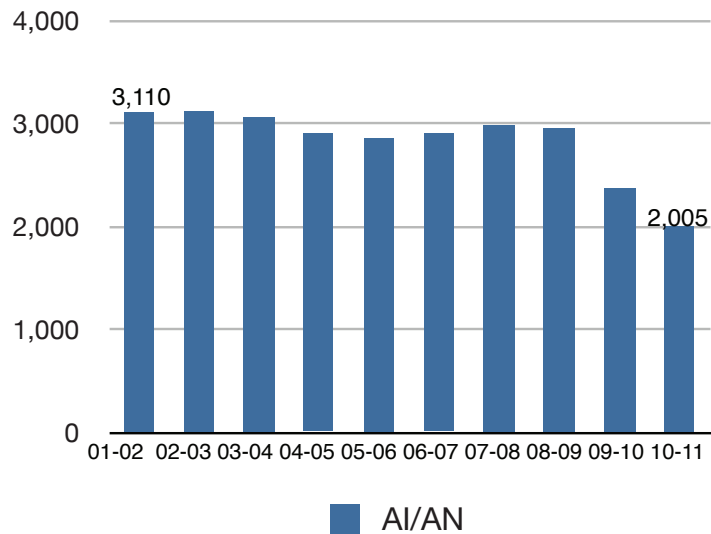


Chart 18. CSU AI/AN Enrollment over 10 Years

The graph above shows that over a 10-year period, from 2001–2010, there has been a consistent decline in AI/AN enrollment. For example in 2001, AI/AN enrollment stood at 3,110 or about 36% more than the AI/AN enrollment of 2,005 in 2011.²⁵

²⁵ Source: CSU Enrollment by Ethnic Group, Fall 2010.
http://www.calstate.edu/as/stat_reports/2010=2011/feth01.htm



GRADUATION RATES BY RACE/ETHNICITY

Graduation rates show the number of students who have received their bachelor's degrees within four, five, and six years. For the 2004 cohort, a total of 39,085 first-time, full-time freshmen were enrolled at the CSU campuses. The chart below shows comparative graduation rates within the CSU system by race/ethnicity.²⁶

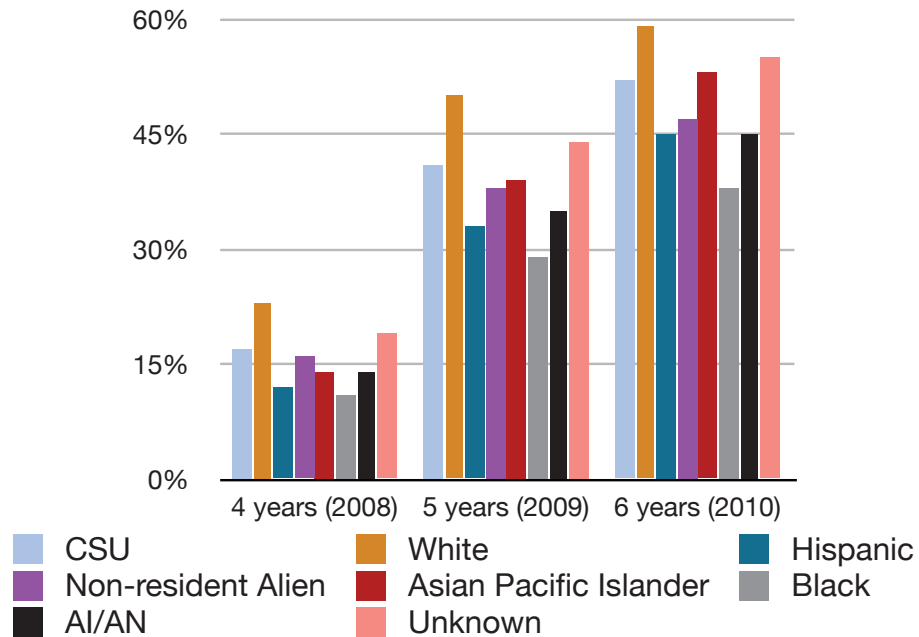


Chart 19. CSU Graduation Rates

Within four years, about 17% of students completed a bachelor's degree. Within five years, about 41% completed a bachelor's degree; and within six years, about 52% completed a bachelor's degree.

The 2004 AI/AN cohort of first-time freshmen at CSU campuses totaled 248. Within four years, 14% graduated with a bachelor's degree. Within five years, 35% completed bachelors degree. And within six years, 45% graduated with a bachelor's degree.

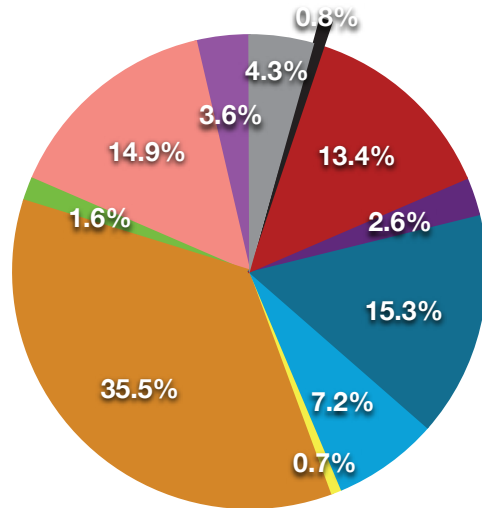
At the four, five, and six year levels AI/AN graduation rates at CSU are lower than the state average and that of all groups except Hispanics and Blacks.

²⁶ Source: 2000-2009 Degree-Seeking FTF Campus Reports.
<http://www.asd.calstate.edu/csrde/ftf/2009htm/sys.htm>



BACHELOR’S DEGREES BY RACE/ETHNICITY

For the 2010-2011 academic school year, a total of 77,731 Bachelor’s Degrees were awarded across the CSU campuses. The following chart measures educational attainment by comparatively looking at the proportion of Bachelor’s Degrees by race/ethnicity.²⁷



- African-American
- AI/AN
- Asian American
- Filipino
- Mexican American
- Other Latino
- Pacific Islander
- White
- 2 or More Races
- Unknown
- Non-Resident Alien

Chart 20. Bachelors Degrees Awarded by CSU

In 2010-2011, AI/AN were awarded 599 or .7% of bachelor’s degrees by CSU. Of the 23 CSU campuses, CSU Long Beach awarded 193 bachelor’s degrees to AI/AN’s which was the most of any CSU.

²⁷ Source: Report on degrees awarded by the CSU 2010-2011. http://www.calstate.edu/as/stat_reports/2010-2011/deg11.htm



PERSONNEL BY RACE/ETHNICITY

In fall 2011, there were 31,878 staff members employed at CSU campuses in California. About 228 or .7% of them were AI/AN's.²⁸

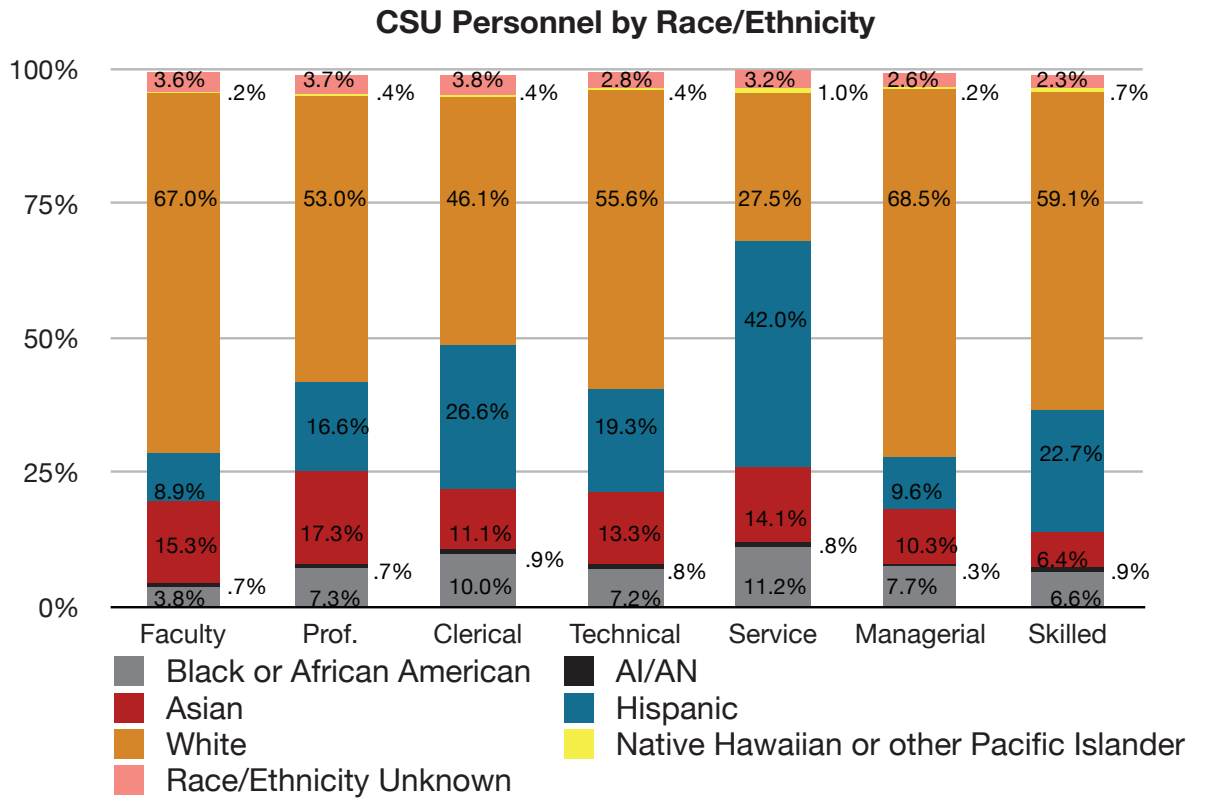


Chart 21. Personnel at the CSU

The chart above breaks down CSU personnel by category and race/ethnicity. AI/AN are represented at the lowest rate in the managerial category.

²⁸ Source: The California State University Profile of CSU Employees, Fall 2011. <http://www.calstate.edu/hr/employeeprofile/archive.shtml>



AI/AN PERSONNEL RATES AND STATE RATES AT CSU

The chart below shows that AI/AN rates for faculty, managerial and other professional positions are below the state average. Although AI/AN faculty is proportionally the largest personnel grouping, there is no data available that looks at the percentage of tenured and non-tenured faculty. This is a crucial piece of missing data.

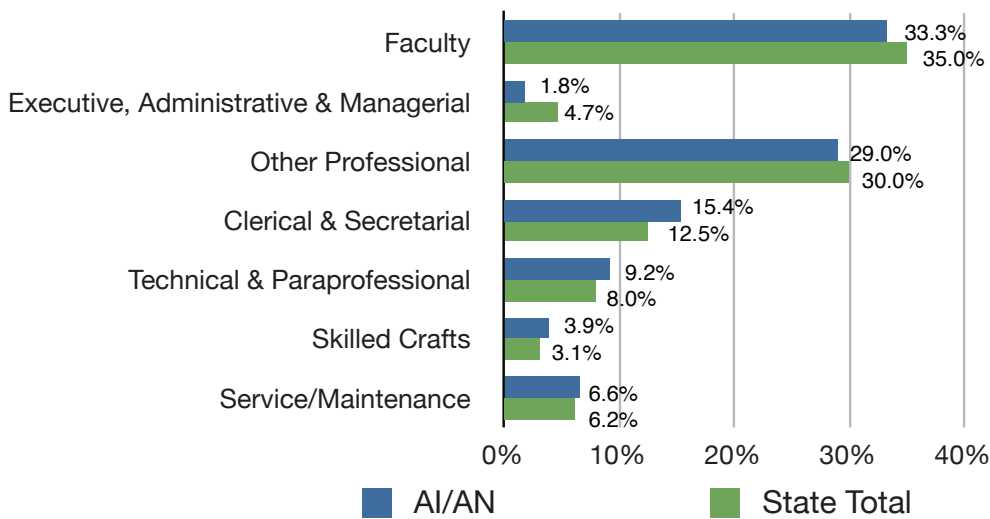


Chart 22. AI/AN Personnel Rates Compared to State Rates at CSU

The total AI/AN personnel proportionally breaks down as follows: faculty, 33.3%; executive, administrative and managerial, 1.8%; other professional, 29.8%; clerical and secretarial, 15.4%; technical and paraprofessional, 9.2%; skilled crafts, 3.9%; and service/maintenance, 6.6%.



UNIVERSITY OF CALIFORNIA SYSTEM

The UC system and its 10 campuses focus on academic research providing education at the undergraduate, graduate and professional levels. According to the Master Plan on Public Higher Education, the UC system has the exclusive authority to offer doctoral degrees, as well as instruction in law and medicine. Access to the UC system was directed at the top one-eighth of the high school graduating class.



TOTAL ENROLLMENT BY RACE/ETHNICITY

Total student enrollment, including undergraduates and graduates, at the University of California for fall 2010 was 234,464.²⁹

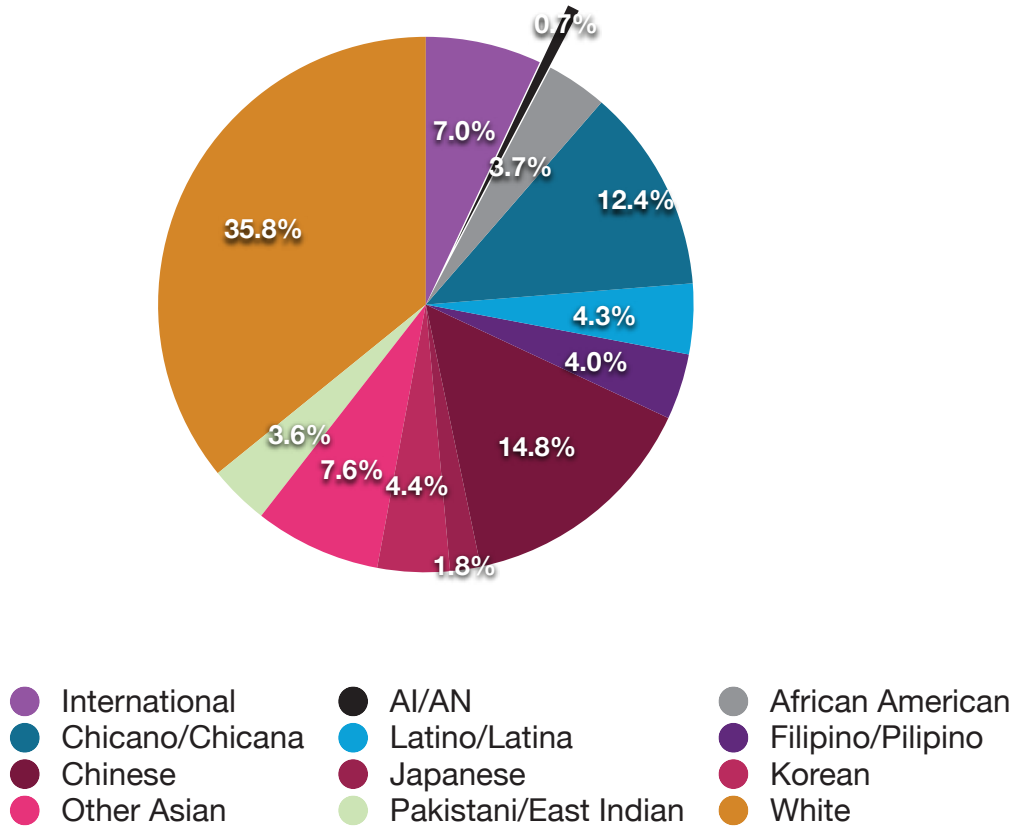


Chart 23. Total Enrollment by Race/Ethnicity UC

AI/AN UC enrollment totaled 1,539 or about .7%, which is the lowest percentage of any ethnic group in the UC system. About 1,162 AI/AN's were enrolled at the undergraduate level and 377 were enrolled at the graduate level.

²⁹ Source: Statistical Summary of Students and Staff, University of California Fall 2010. <http://www.ucop.edu/ucophome/uwnews/stat/>



GRADUATION RATES BY RACE/ETHNICITY

Graduation rates show how many students have received their bachelor's degrees in four, five and six years. This data for graduation rates at the UC comes from the 2004 first-time freshmen cohort. In 2004, 31,171 first-time freshmen enrolled at the UC. In year four, about 60% completed a bachelor's degree. In year five, about 80% completed a bachelor's degree. In year six, about 83% completed a bachelor's degree.

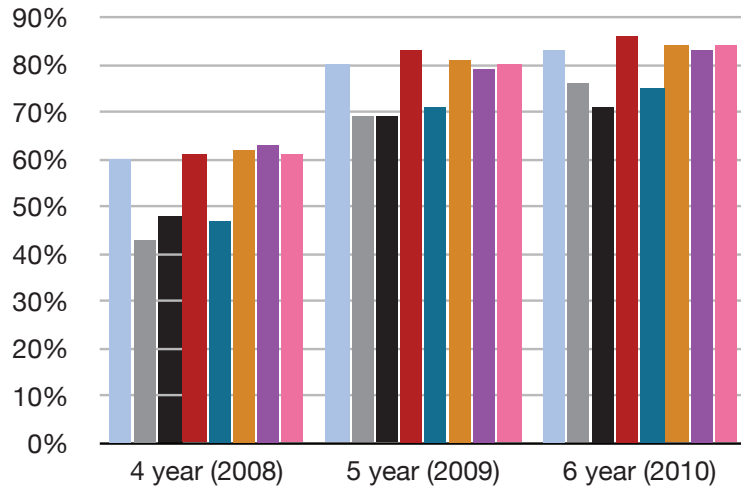


Chart 24. UC Graduation Rates

The chart above shows graduation rates by race/ethnicity. The total enrollment of the AI/AN cohort of first-time freshmen for 2004 was 142. In four years, 48% of AI/AN students graduated with a bachelor's degree, which is below the university average but higher than the percentage of both African American and Chicano/Latino students. In five years, 69% of AI/AN students graduated with a bachelor's degree, which again is lower than the University average and tied for the lowest rate with African Americans. In six years, 71% of AI/ANs graduated with a bachelor's degree, which is the lowest rate of any ethnicity.³⁰

³⁰ Source: CSS Ulong, Graduation Rates of All Incoming Freshman Entering Fall 1992–2007 Universitywide, Prepared by UCOP Institutional Research, 5/11/2012.



BACHELOR DEGREES AWARDED BY RACE/ETHNICITY

For the 2010–2011 academic year, the UC awarded 46,935 bachelor's degrees. The following chart measures educational attainment by comparatively looking at the proportion of bachelor's degrees by race/ethnicity.³¹

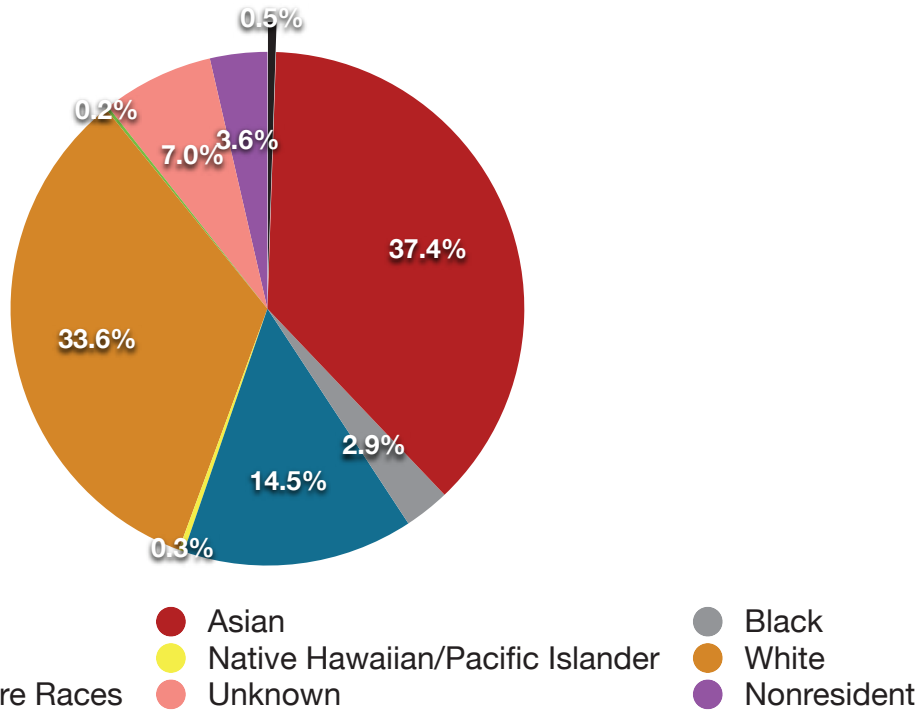


Chart 25. Bachelors Degrees Awarded UC

Whites and Asians made up about 71% of the students who received bachelor's degrees in 2011. AI/AN's were awarded 252 or .5% of the total bachelors degrees in 2011.

In 1996, 305 bachelor's degrees were awarded to AI/AN students at the UC. As mentioned above, the number of bachelor's degrees awarded dropped to 252 by 2011. This downward trend is even more disturbing when we take into account that the overall number of bachelor's degrees awarded at the UC increased by about 37% from 1996 to 2011. So while the UC increased the overall number of students with bachelor's degrees, the number awarded to AI/AN students decreased by about 17%.

³¹ Source: National Center for Education Statistics. <http://nces.ed.gov/ipeds/datacenter/Statistics.aspx>



PERSONNEL

In 2011, total UC personnel numbered 187,201. The UC system divided personnel into academic, non-academic and unclassified categories. Non-academic personnel were divided into senior management (SMG), management and senior professionals (MSP), and professional and support staff (PSS).³² Academic personnel totaled 57,627 while non-academic personnel totaled 129,120, with the SMG and MSP at 9,674 and the PSS at 119,446. Unclassified employees numbered 454.

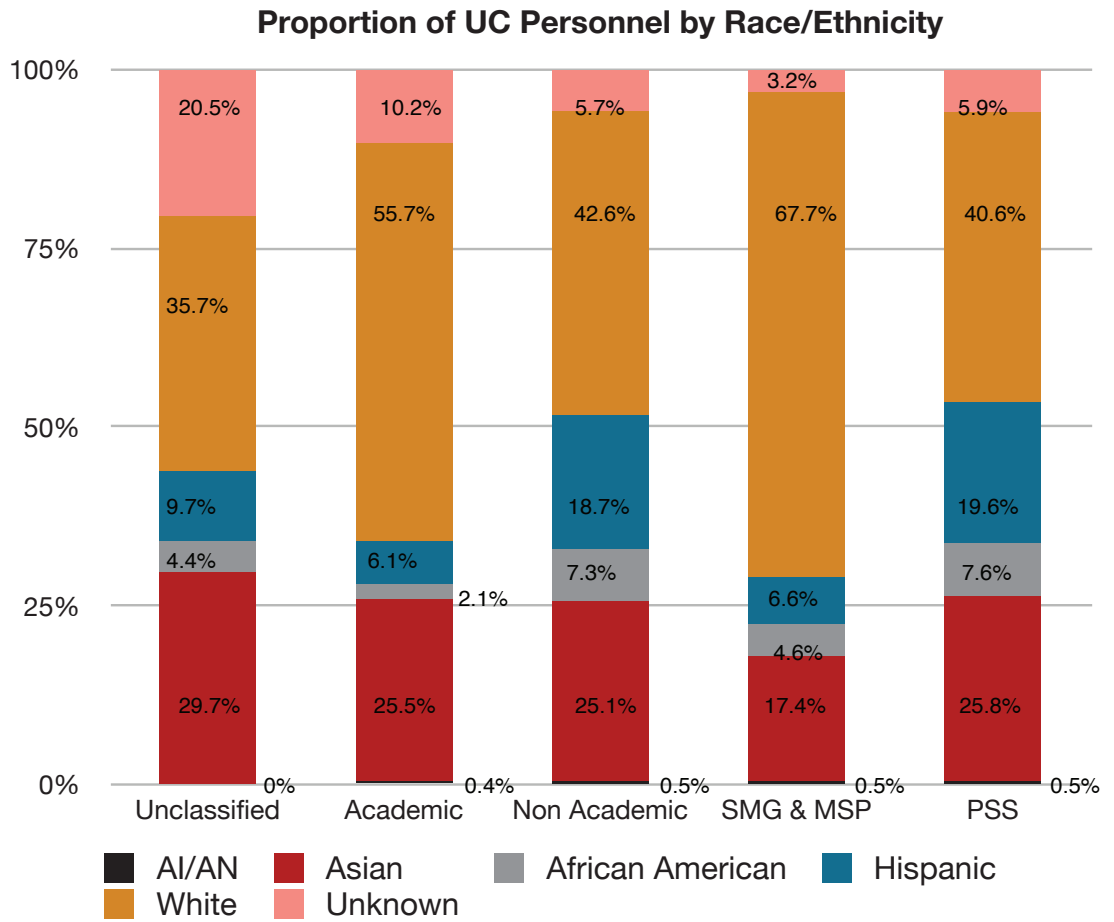


Chart 26. Personnel by Race/Ethnicity UC

AI/AN personnel at the UC totaled 922 or .5 %. AI/AN academic personnel totaled 245 or .4%. AI/AN non-academic personnel totaled 677 or about .5%. There were no AI/AN unclassified personnel.

³² Source: Statistical Summary of Students and Staff University of California Fall 2011 <http://www.ucop.edu/ucophome/uwnews/stat/>



The percentage of AI/AN personnel (.5%), when compared to the rate of AI/AN student enrollment (.7%), illustrates that there is a need for more student support at the personnel level.



RECOMMENDATIONS

This report concludes with four recommendations:

1. Data collection needs to be centralized, coherent, and accessible.

Navigating through the various data sources can be time consuming and frustrating particularly if the data needed is not readily available. Lack of access to data can mean the difference between getting funding and not getting funding for important education centers.

2. Discussions need to be held to determine what type of data is beneficial and informative to tribal communities.

Researcher's, tribal communities, and policy makers need to work together to determine what type of research projects need to be done in order to accomplish the educational needs and wants of tribal communities.

3. Funding allocations must be targeted toward AIAN populations.

There needs to be protocol set up to determine where the funding is going, how it is being used and who is benefiting from it. This is particularly important when it comes to the federal government's responsibility under Title VII and Title VIII.

4. Teacher training and resources need to be increased for all levels of education.

Educators at all levels need to have an understanding of the unique cultural experiences of AIAN students. Research shows that culturally relevant education and understanding can make for a better overall educational experience for AIAN students.





