

Higher Education and Training for Asian American/Asian Students in Oregon

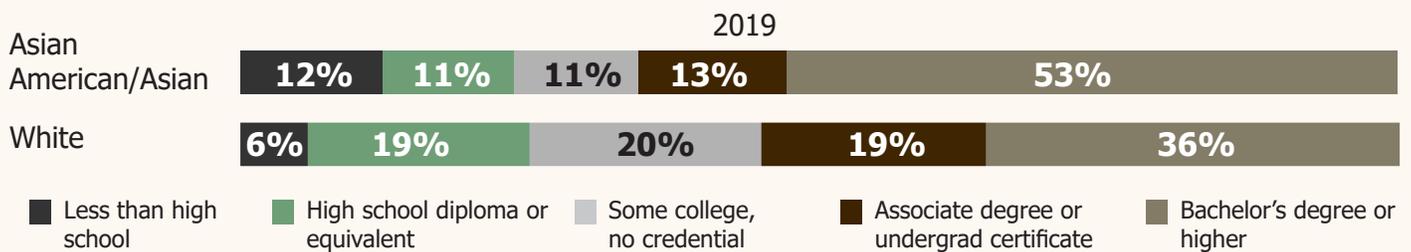
November 2021



This report presents information about education and training after high school for Oregonians who identify as Asian American/Asian, focusing mostly on their experience at Oregon’s community colleges and public universities. Postsecondary education and training is the primary route to upward mobility and economic stability for individuals and for communities, and it is a key to Oregon’s recovery from the pandemic recession. However, Oregonians do not experience these benefits to the same degree. This report compares Asian American/Asian learners with White learners to show where equity gaps exist and where progress in reducing these gaps has or has not been made. We note that no group experiences these benefits fully. Data shown here come from educational records, employment wage records, and the U.S. Census. We use the terms, “Asian American” and “Asian,” interchangeably, to reflect terms used by student groups and on identification forms. Adult learners self-select their racial/ethnic identity usually from seven options: “American Indian or Alaska Native, Asian, Black or African American, Hispanic, Native Hawaiian or Pacific Islander, White,” and no selection.

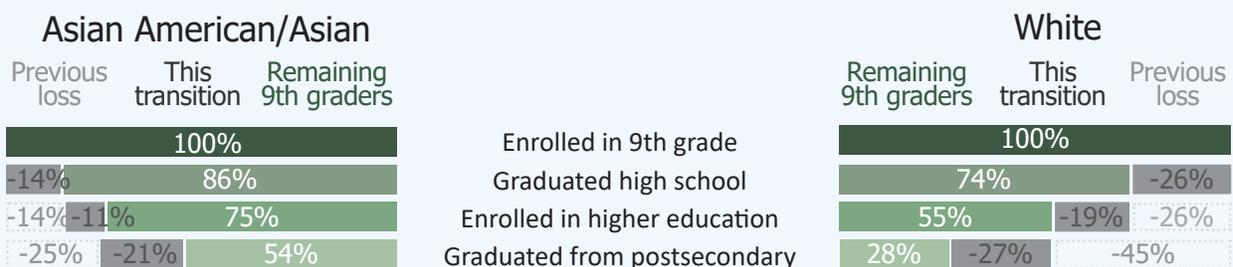
Many Asian American/Asian Oregonians Experience the Benefits of Postsecondary Education

The licensures, degrees, and career and technical certificates earned in postsecondary education and training open the door to lifelong benefits for individuals, families, and communities. Asian American/Asian Oregonians have some of the highest rates of educational attainment but also have some of the highest rates of having less than a high school diploma. The graph below shows how many Oregon adults over 25 have different levels of education and training. The rest of this report shows some of the issues leading to these differences.



Source: U.S. Census American Community Survey, Adults 25 and older.

Oregon Loses Asian American/Asian Talent at Every Step



46% of Asian/Asian American 9th graders did not obtain a college degree or certificate within six years after high school.

72% of White 9th graders did not obtain a college degree or certificate within six years after high school.

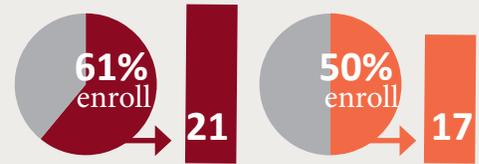
Some students are disengaged before high school and may not enroll in 9th grade. Students lost along each step in our educational system are less equipped to find and maintain economic stability for themselves, their families, and their communities. Opportunities exist at each stage to interrupt this cycle of loss and begin in the earliest grades.

Source: Oregon Department of Education (ODE) and HECC analysis of student-level data. Rates may differ from ODE due to cohort definitions.

High School is the Foundation for Postsecondary Education

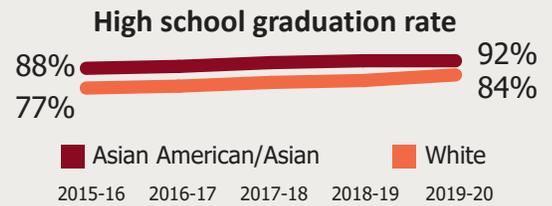
Increasing options to earn college credit while in high school help many students jump-start college at little to no cost. Many Asian American/Asian students are more likely to enroll in college courses (61%) and in fact earn more college credits before high school graduation, on average, than White students.

% of students taking college courses in high school and average # of credits they earn



Gaps in high school graduation have been closing, and 92% of Oregon's Asian American/Asian students graduate today, compared to 84% of Whites. Graduation rates were lower for earlier classes, which puts current adults seeking to earn a postsecondary credential at a greater disadvantage.

Note: The ODE high school graduation rates shown here use a different calculation than the percentages shown on page 1.



For those who do graduate from high school, about four out of five Asian American/Asian students enroll in college or university within 16 months.

Note: The college-going rates shown here use a different definition than the percentage shown on page 1.

College-going rate for 2017-18 class

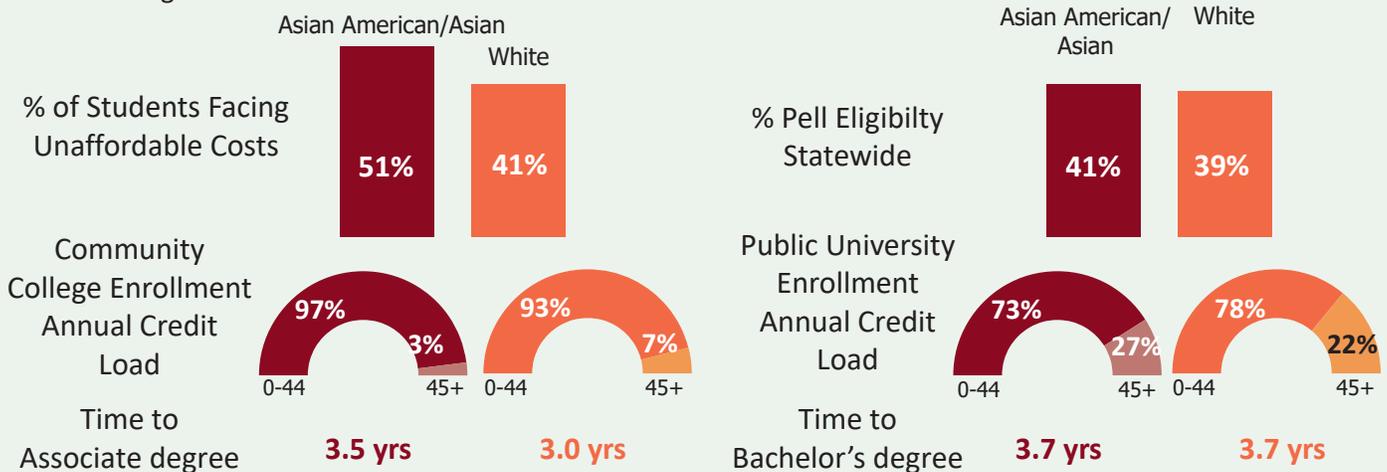


Source: Oregon Department of Education and HECC analysis of student-level data.

Oregonians who identify as Asian American or Asian are a diverse group with family origins from Eastern Asia, Southeastern Asia, and the Indian subcontinent. With many different cultural ethnicities, the postsecondary experiences of these students are just as diverse.

Paying for School is a Barrier for Many Asian American/Asian Students

Asian American/Asians are the most likely to face unaffordable costs of education, compared to other racial/ethnic groups. Half of Asian American/Asian students in Oregon's public colleges and universities face educational costs that are higher than their expected resources, compared to 41% of White students. (Expected resources include grants and scholarships, most institutional aid, expected family contribution, and estimated student earnings). These rates are despite Asian American/Asian students' greater likelihood of coming from low-income backgrounds (measured with Pell eligibility). Thus, federal, state, institution, and private grants and scholarships are one way to support Asian American/Asian student success. Affordability worsens the longer it takes to earn a credential, as costs rise and the higher wages that come with the certificate or degree are postponed. Though Asian American/Asian students are about as likely as White students to enroll full time, these students take about one-half year longer to complete Associate degrees.



Source: HECC analysis of student-level data.

Not All Asian American/Asian Students Return for their Second Year

Most Asian American/Asian students return after their first year in college or university, but about one in seven do not. How many students return after their first year in college or university (the retention rate) is one indicator of the obstacles students face, which may include financial need, cultural isolation, academic challenge, and competing obligations outside of school.



2019-20 Retention Rate By Sector

	Asian American/Asian	White
Public Universities	92.9%	83.6%
Community Colleges	74.0%	74.6%

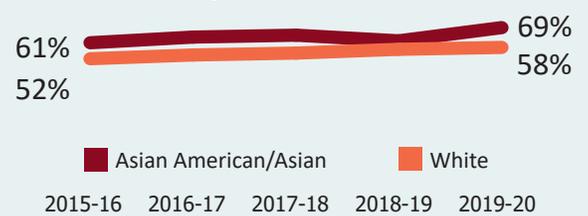
Source: HECC analysis of student-level data.

Graduation and Transfer Rates are Higher for Asian American/Asian Students

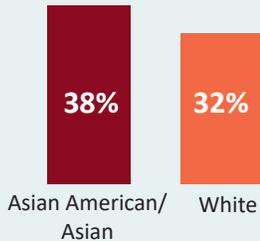
2019-20 Completion Rate By Sector

	Asian American/Asian		White
	Num	%	%
Public Universities	1,150	79%	68%
Community Colleges	587	60%	54%

Completion



Transfer*



Graduation rates at the universities and completion and transfer rates at the community colleges have been rising for both Asian American/Asian and White students and Asian American students have the highest completion rates, compared to other racial/ethnic groups. However, about three out of every ten Asian American students do not complete their program of study.

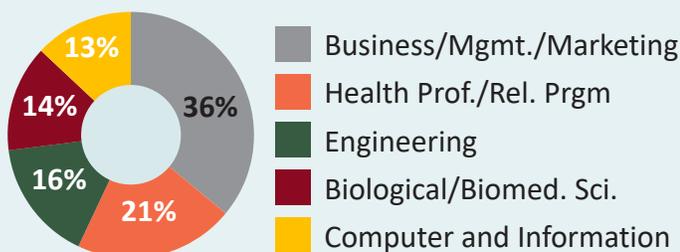
*Transfer to any four-year institution nationwide.
Source: HECC analysis of student-level data.

Scholarship makes clear how the “model minority” myth harms Asian American/Asian learners, and how “significant educational and economic achievements do not effectively shield them” from racial discrimination. - Chou, R.S. and J.R. Feagin. 2014. *The Myth of the Model Minority: Asian Americans Facing Racism*. New York: Routledge.

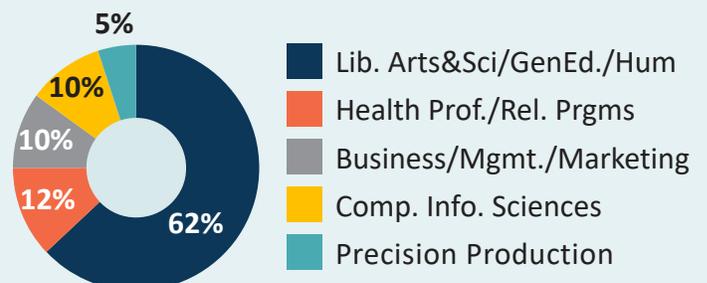
Top Majors Among Asian American/Asian Students

Asian American/Asian students earn certificates and degrees in areas that are similar to those earned by White students.

Top 5 University Majors



Top 5 Community College Majors



Source: HECC analysis of student-level data.

Long-term Outcomes for Asian American/Asian Students

Both Asian American/Asian and White students who graduate from Oregon’s public colleges and universities experience the higher earnings and lower unemployment that postsecondary credentials bring. Earnings outcomes are higher for Asian American/Asian graduates than for White graduates with the exception of career certificates.

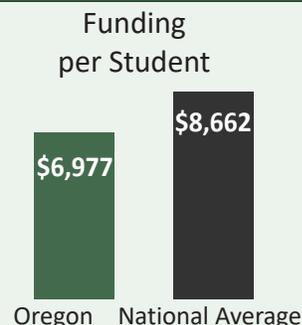


* National data for adults age 25 to 34 employed full-time, year-round.

Source: HECC analysis of student-level data matched with wage records from Oregon Employment Dept. for assoc. and bach. degree graduates. Includes those employed in Oregon. National Center for Education Statistics data for high school graduates, https://nces.ed.gov/programs/raceindicators/indicator_rfd.asp

State Investment in Higher Education and Training

One way to close equity gaps in education is to invest in student outcomes. Research shows that nationally and in Oregon, increasing student financial aid increases successful completion of postsecondary programs. However, Oregon lags in per capita funding of postsecondary education and training for both students and institutions, as indicated in the chart to the right. In addition, recent evidence shows that low-income students who receive Oregon’s financial aid grants are more likely than other low-income students to complete their program of study. These programs disproportionately serve Asian American/Asian students. For example, 30% of Asian American/Asian students received an Oregon Opportunity Grant, compared to 24% of White students (among FAFSA filers) at all Oregon institutions.



Sources: Nguyen, T. D., Kramer, J. W., & Evans, B. J. (2019). The Effects of Grant Aid on Student Persistence and Degree Attainment: A Systematic Review and Meta-Analysis of the Causal Evidence. *Review of Educational Research*, 89(6), 831-874. Higher Education Coordinating Commission (Cox et al). Annual Evaluation of the Oregon Opportunity Grant: House Bill 2407 (2015), 2021. Data show funding per full-time equivalent student and are from State Higher Education Executive Officers, *State Higher Education Finance Report*, 2020.

The Work in Front of Us...

The discrete measures and charts in this research brief give only a glimpse into students’ experiences. Yet even this glimpse indicates there is work to do to make the benefits of postsecondary education and training experienced equitably across Oregon. Structural investments in culturally responsive systems, financial aid, and community and student engagement can shift student trajectories to more equitable outcomes. Some of this work includes:

- **Build** on the diversity, equity, and inclusion standards for an inclusive campus culture required at all community colleges and public universities by House Bill 2864, 2017. We need to ensure the standards are fully implemented and used and have the resources needed to create culturally responsive pedagogies and safe environments for students, faculty, and staff.
- **Increase** financial aid for students. State grants increase retention and completion and disproportionately support Asian American/Asian students.
- **Engage** culturally specific community organizations and students in the postsecondary enterprise as key partners to serve learners better.
- **Improve** coordination across institutions and across the K-12, community college, and public university sectors to increase college-going rates, transfer, and graduation and to reduce the time to completion.

Let us know how we can improve this report. info@hecc.oregon.gov

Created by HECC Office of Research and Data. Data in this version published 01/07/2022