

A Brief Report on Asian And Pacific Islander Students at Pasadena City College, Fall 2015

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1.0 Need

1.a Magnitude of the Need

Pasadena City College (PCC) is an urban community college in greater Los Angeles. The ethnic and racial composition of college's credit enrolment is 43.2% Hispanic, 26.9% Asian and Pacific Islander (API), 9.5% White, 3.9 Black, 0.1% Native American, 7.7% Two or More Races, and 8.8% Decline to State Students. Nearly two thirds (65.1%) of the 12,043 Asian and Pacific Islander students at Pasadena City College in Fall 2015 attended high schools in the Los Angeles area, although a significant number of (resident) students attended high schools in other countries.

US high school	7,835
District high school	2,861
Local Non-district high school	4,814
Other high school	160
Adult school or no high school experience	78
Non-US high school	2,763
No high school reported	1,367
Total	12,043

The high schools attended by PCC API students tend to be minority serving high schools. 26.8% of PCC API student attended high schools with API enrollments of more than 50%, while an additional 14.6% attended high schools where 25-49% of the students were API.

The ethnic make-up the API students in these high schools, as reflected in the language services provided by the high schools, vary by community. Among high schools with enrollments of 50% or more API students, the most common languages served are Mandarin and Cantonese. High schools with 25-50% of API students also include relatively large numbers of families speaking Vietnamese, Korean, and Filipino/Tagalog/Pilipino. These languages are also represented among students attending high school outside of the use. (See Table 1), with large numbers of students from China/Hong Kong/Taiwan, the Philippines, and Vietnam. PCC also has a smaller, but still significant, number of students attending high school in Myanmar (Burma), many of whom are from also from Chinese backgrounds but speak Burmese.

The economic backgrounds of the communities where these high schools are located are highly diverse. In affluent suburban communities within the Pasadena Area Community College District, such as La Canada and San Marino, relatively few students qualify for federal assistance, with 1.0% and 4.5% of the students, respectively, qualifying for free or reduced lunches. At other district high schools providing

large numbers of API students to PCC the financial need is more obvious. At two poor urban high schools, Rosemead and Arroyo, 86.2% and 88.1% of the students, respectively, qualify for free or reduced lunches. The relatively high concentration in and around the PACCD, combined with the extreme diversity of the region's API community make the identification of student need problematic.

An important means of identifying need among PCC API students is the time to degree completion. Among API students last attending local high schools, a striking difference can be observed between schools in low SES communities with higher rates of English learners compared with students from wealthier communities. For example, students from three schools in the Alhambra district, accounting for 12.7% of PCC API students in Fall 2015, took an average of 5.1 years to 7.9 years to complete an associate degree at PCC.

Selected High Schools	Time to Completion (Years)	Fall 2015 PCC API Enroll	PCC Fin Aid	HS Free/Red \$ Lunch	EL+FEP ⁽²⁾ as % of Total HS Enroll
San Gabriel	7.9	417	86.1%	77.9%	83.9%
Mark Keppel	5.2	569	79.1%	60.5%	68.7%
Alhambra	5.1	548	79.2%	71.5%	72.3%

In contrast, students from high schools in three wealthier suburban school districts—La Canada, San Marino, and Arcadia—accounting for about 9.0% of PCC API students in Fall 2015, completed degrees in a much shorter average time, from 2.7 to 3.6 years.

Selected High Schools	Time to Completion (Years)	Fall 2015 PCC API Enroll	PCC Fin Aid	HS Free/Red \$ Lunch	EL+FEP ⁽²⁾ as % of Total HS Enroll
La Canada	2.7	55	20.0%	1.0%	28.7%
San Marino	3.3	158	25.3%	4.5%	43.6%
Arcadia	3.6	870	57.8%	18.9%	60.8%

The most widely spoken family language among the six high schools profiled above, Mandarin and Cantonese are most common. Among high schools where the most common home language is Korean, the economic background of the community appears not to influence the time to degree completion.

Selected High Schools	Time to Completion (Years)	Fall 2015 PCC API Enroll	PCC Fin Aid	HS Free/Red \$ Lunch	EL+FEP ⁽²⁾ as % of Total HS Enroll
Crescenta Valley	5.4	150	39.3%	15.0%	43.2%
South Pasadena	4.5	218	51.4%	17.2%	33.7%

Lower income PCC API students share many of the characteristic areas of vulnerability identified in an October 2015 report by National Commission on Asian American and Pacific Islander Research in Education (CARE) and the Asian and Pacific Islander American Scholarship Fund (APIASF). This study found that API students at three community colleges with high API enrollments demonstrated:

- A high level of vulnerability due to lower income and family responsibilities
- The need to work more and work longer hours
- The interference of work with students' academic engagement
- A wide range of family responsibilities among API students

- A high rate of immigrant origin backgrounds
- A high proportion of first generation college students

Historically, PCC has aggregated API students without controlling for economic or immigration status. The result has been that high need PCC API students have been underserved. Given that an estimated one third or more of PCC API students take five or more years to complete their associate degree, that the majority of students enroll at PCC with the intent to transfer to a four-year university, and that federal financial aid (Pell Grant) is limited to 12 semesters, many high need PCC API students risk not attaining their higher education goals because of a lack of financial resources and academic support.

To address the need for academic and financial support, PCC proposes the following AANAPISI grant funded activities:

- Develop an API Success Center at the Rosemead campus, with culturally relevant services to include language support, support for transition from high school or non-credit/adult education to college to career, outreach recruitment at local high schools and non-credit/adult school programs, and coaches and tutors available for learning support.
- Endowment to fund student scholarships and leadership training opportunities for API youth.

1.b Focus on Serving the Needs of Disadvantaged Individuals

PCC currently has a campus located in the City of Rosemead, a lower income urban region with near a high concentration of Asian and Pacific Islander Americans. The campus is strategically located closer to high schools with high concentrations of lower income API high school students and closer to an area with a high concentration of API businesses, where many students and their parents work. In addition to offering PCC credit classes, the PCC-Rosemead also offers a limited number of non-credit classes for English learner students. 92.2% of students enrolled in four non-credit sections of ESL are API students. PCC-Rosemead is an ideal location for an API Student Success Center. The proximity to source high schools for PCC API students provides increased opportunities for outreach to students and their parents to promote early college awareness and to disseminate information about academic and financial resources. Providing culturally relevant services to prospective students in Cantonese, Mandarin, Vietnamese, and, possibly, Burmese empowers students and their parents, as well as other older learners, to achieve their academic goals.

Features of the API Student Success Center at PCC-Rosemead include:

- Culturally relevant student support team: coaches and tutors available for learning support in Math, ESL, and English
- Computers and other technology to support student learning and counseling efforts
- Language support through translated documents and bilingual staff for Cantonese-, Vietnamese-, Mandarin-, and possibly Burmese-speaking students and their families.
- Support for transition from high school to college to career, as well as from non-credit/adult education to college to career.

The PCC API Student Success Center will build on several key high impact practices identified by the Center for Community College Student Engagement and the American Association of Colleges and Universities. These practices, which have also led to success in the college's award-winning Pathways program, include

- *Assessment and placement.* The number of PCC API students taking placement examinations and enrolling in basic skills classes is limited. By offering assessment and placement in the API Success Center and offering high demand basic skills classes at PCC-Rosemead at times accessible to working students, student completion of required classes will be expedited.
- *Culturally and linguistically appropriate orientation.* Because many students and their parents, as well as other older students, lack fluency in English, the effectiveness of traditional college orientation practices is limited. By providing more appropriate orientations, students will have a more detailed understanding of degree completion requirements, allowing them to complete more quickly.
- *Academic goal setting and planning.* Through counseling services and advisement by center coaches, students develop clear pathways with milestones to help them achieve their academic goals more quickly.
- *Assistance for registration before classes begin.* Working students typically have limited access to course information prior to registering for classes. Providing a range of accessible information through technology, counseling, and advisement, the API Success Center helps students choose classes where they can succeed and which help them realize their academic goals more quickly.
- Alert and intervention by center coach(es)
- *Tutoring.* Studies suggest that participation in tutoring increase GPA and course passing rates. Tutors also serve as peer mentors to provide support and enhance intervention among struggling students.

1.c Gaps/Weaknesses Addressed

Currently, PCC API students make use of general services offered to all students demonstrating economic or academic need. However, the college has no service designed specifically with needy API students in mind. The lack of culturally and linguistically appropriate services and support for API students creates the following gaps:

- Lack of counseling and academic support for financially challenged students with limited English proficiency
- Lack of pathways to education for API students who dropped out of high school or worked after graduation
- Lack of awareness by campus staff and administration about the needs of specific API populations

Time to Completion for Students from Schools that are 10+% Asian & Pacific Islander Students

High School	Time to Completion (Years)	Fall 2015 PCC API Enroll	API Placed into Basic Skills Eng/ESL ⁽¹⁾	API Placed into Basic Skills Math ⁽¹⁾	PCC Fin Aid	HS Free/Red \$ Lunch	EL+FEP ⁽²⁾ as % of Total HS Enroll	API EL + FEP as % of All HS EL+FEP	API HS Cohort Dropout Rate	HS Language Support ⁽³⁾
San Gabriel	7.9	417	84.2%	77.5%	86.1%	77.9%	83.9%	56.7% (1,052)	2%	Cantonese, Vietnamese
Crescenta Valley	5.4	150	54.1%	70.7%	39.3%	15.0%	43.2%	23.4% (632)	1.5%	Korean
Glendale	5.4	137	64.3%	73.7%	61.3%	68.3%	72.3%	10.0% (257)	0%	(Filipino ⁽⁴⁾) ⁽⁵⁾
Mark Keppel	5.2	569	74.2%	62.4%	79.1%	60.5%	68.7%	84.2% (938)	1%	Mandarin, Cantonese
Alhambra	5.1	548	78.3%	72.2%	79.2%	71.5%	72.3%	64.5% (1,052)	2%	Mandarin
El Monte	4.9	89	79.5%	64.9%	88.8%	97.2%	86.5%	14.0% (226)	2%	(Cantonese)
South Pasadena	4.5	218	60.4%	66.3%	51.4%	17.2%	33.7%	31.0% (396)	3%	(Korean)
Temple City	4.2	665	67.8%	71.4%	64.1%	43.2%	65.3%	57.7% (797)	5%	Mandarin, Cantonese
John Marshall	4.1	87	44.1%	63.3%	62.1%	68.0%	13.4%	17.2% (424)	8%	(Filipino)
Rosemead	4.0	427	74.6%	77.0%	82.7%	86.2%	80.0%	44.8% (653)	3%	Cantonese
Herbert Hoover	3.8	59	78.2%	72.3%	62.7%	66.6%	86.0%	9.2% (159)	6.5%	(Filipino)
Gabrielino	3.7	523	77.5%	59.7%	77.4%	51.0%	67.9%	51.6% (643)	10%	Cantonese
Abraham Lincoln	3.7	97	91.9%	93.3%	93.8%	62.1%	21.1%	28.9% (281)	8.7%	Cantonese
Arcadia	3.6	870	60.6%	60.1%	57.8%	18.9%	60.8%	88.4% (1,780)	0%	Mandarin
San Marino	3.3	158	55.9%	46.6%	25.3%	4.5%	43.6%	88.9% (461)	2%	Mandarin
Eagle Rock	3.0	152	79.5%	95.1%	69.1%	52.9%	44.9%	10.8% (267)	4.5%	(Filipino)
La Canada	2.7	55	50.0%	71.4%	20.0%	1.0%	28.7%	19.5% (410)	0%	(Korean)
Arroyo	2.8	228	70.6%	77.6%	83.3%	88.1%	68.7%	22.9% (27)	1%	(Vietnamese, Cantonese)

(1) Percent of students who took the placement test and placed into basic skills classes.

(2) EL+FEP = English Learners (EL) and former English learners who have been reclassified to Fluent English Proficient (FEP).

(3) CA Education Code §48985. (a) If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language.

Sample home language survey forms: <http://www.cde.ca.gov/ta/cr/el/forms.asp>.

(4) Filipino (Tagalog or Pilipino).

(5) The use of parentheses – E.g., (Filipino) – indicates that no API language reached the 15% threshold for mandated document translation into the home language. The indicated language is the highest reported API language at the school.

Time to Completion for Students from High Schools in Select Countries outside of the US: Fall 2015

Country of High School ⁽⁶⁾	Time to Completion (Years)	Fall 2015 PCC API Enroll	% F-1 Visa Students ⁽⁷⁾	Basic Skills Engl/ESL	Basic Skills Math	PCC Fin Aid	HS Language of Instruction
Hong Kong	9.1	83	39.8%	90.0%	74.2%	20.9%	Cantonese, English (Mandarin)
Myanmar/Burma	6.6	43	25.6%	83.3%	90.9%	67.4%	Burmese
Vietnam	5.6	147	27.9%	100%	66.0%	70.1%	Vietnamese
Taiwan	4.2	131	39.7%	92.5%	52.6%	26.0%	Mandarin
China	3.8	1,774	25.0%	93.5%	54.3%	34.6%	Mandarin
Philippines	3.2	155	3.2%	66.7%	98.1%	56.8%	Filipino (Tagalog or Pilipino), English
Japan	2.5	45	80.0%	91.7%	100%	15.9%	Japanese
South Korea	2.3	120	90.0%	79.5%	64.3%	29.2%	Korean

(6) NB: Some students have attended a high school in a country other than their country of origin or the US.

(7) NB: Some F-1 visa students attend high school in a country other than their country of origin. Numbers of F-1 visa students and students receiving financial aid may total more than 100%.

>50% API Students

High School	Enrollment	% API	Fall 2015 PCC API Enroll	School District	CCD
Mark Keppel HS	2,306	72.5%	569	Alhambra USD	Los Angeles
Arcadia HS	3,454	70.0%	870	Arcadia USD	Pasadena
Temple City HS	2,116	68.1%	665	Temple City USD	Pasadena
San Gabriel	2,326	60.6%	417	Alhambra USD	Los Angeles
San Marino HS	1,189	60.2%	158	San Marino	Pasadena
Gabrielino	1,836	59.5%	523	San Gabriel USD	Los Angeles

25%-50% API Students

High School	Enrollment	% API	Fall 2015 PCC API Enroll	School District	CCD
Rosemead HS	1,457	48.1%	427	El Monte Union	Pasadena
Alhambra HS	2,726	43.6%	548	Alhambra USD	Los Angeles
South Pasadena HS	1,533	40.9%	218	South Pasadena	Pasadena
Crescenta Valley	2,693	31.0%	150	Glendale USD	Glendale
Eagle Rock HS	2,469	28.9%	152	Los Angeles USD	Los Angeles
La Canada	2,102	26.8%	55	La Canada Unified	Pasadena
Arroyo HS	2,301	25.0%	228	El Monte Union	Pasadena

10%-24.9% API Students

High School	Enrollment	% API	Fall 2015 PCC API Enroll	School District	CCD
Abraham Lincoln HS	1,219	24.5%	97	Los Angeles USD	Los Angeles
John Marshall Sr HS	2,463	24.2%	87	Los Angeles USD	Los Angeles
Glendale HS	2,582	15.6%	137	Glendale USD	Glendale
El Monte HS	1,869	14.2%	89	El Monte Union	Rio Hondo
Herbert Hoover HS	1,719	13.3%	59	Glendale USD	Glendale