To: Foothill-De Anza Community College District (FHDA)

From: FHDA Institutional Research & Planning
David Ulate, Executive Director (CS)
Bibhuti Nakarmi, Data Analyst (CS)
Elaine Kuo, Director (FH)
Doreen Finkelstein, Senior Research Analyst (FH)
Liz Leiserson, Senior Research Analyst (FH)
Matt Weisinger, Senior Research Analyst (FH)
Mallory Newell, Director (DA)
Lisa Ly, Senior Research Analyst (DA)

Date: February 1, 2025

Subject:   Asian Disaggregation

## Background

The California Community Colleges CCCApply Standard application expanded their racial/ethnicity categories. For FHDA Institutional Research & Planning (IRP) to best utilize/operationalize these data for the purposes of research and analytics, there is a need to be able to disaggregate the Asian student population.

## Design principles:

IRP conducted an exhaustive field analysis to identify a set of database design principles that supports district efforts to better understand academic trends and outcomes for different groups of students. We reviewed a variety of existing methodologies, considered the populations of FHDA, and decided on the following:   .

- Align with current district methodologies for data disaggregation, reporting, and analytics.
- Align with external systems (CCCCO, LEA, county, state, etc.)
- Maintain anonymity of underlying students
- Is inclusive and flexible to changes.
- Easily integrated into existing data dashboarding systems and supports custom reporting needs both internally and externally.
- Is consistent with current database development and management practices.
- Can be replicated for additional disaggregation of student characteristics

## Final Data Table

Each student can identify one or more race/ethnicity values in their CCCApply application. Using these race/ethnicity values and logic based on the design principles above, each student is reported as belonging to one or more of the following 10 Asian groups[1]:

1. Central Asian
2. South Asian
3. Southeast Asian
4. East Asian
5. Western Asian
6. Pacific Islands
7. Asian Other
8. Asian Unspecified
9. Multi-Asian
10. None

## Asian Disaggregation Methodology

In concordance with database design and data table principles, we implemented a logic that assigns one Asian group for each student and thus creates reportable categories among students who identify as Asian or Asian American as part of their heritage (see Table 1 for examples). The logic follows the following steps:

1. For a student who is in only one regional group (#1 - #8), that regional group is reported.
    a. Example:  Table 2 – Student 1, Student 2, and Student 3
2. For a student who is in only one regional group (#1 - #7) and Asian Unspecified, the regional group (#1 - #7) is reported.
    a. Example:  Table 2 – Student 4
3. A student who is in more than one regional group (#1 - #7) is reported as Multi-Asian.
    a. Example: Table 2 – Student 5
4. A student who is in more than one regional group (#1 - #7) and Asian-Unspecified is reported as Multi-Asian.
    a. Example: Table 2 – Student 6
5. For a student who is in one of more regional groups (#1 - #9) and None, the regional group is reported.
    a. Example: Table 2 – Student 7
6. A student not identified in any category #1 - #9 is reported as None.
    a. Example: Table 2 – Student 8

---

[1] Race/ethnicity data reflect values submitted in a student's most recent CCCApply application.

Table 1: Regional Grouping Examples[2]

| SELF-IDENTIFIED RACE/ETHNICITY | | ASIAN REGION |
|---|---|---|
| Chinese<br>Japanese | Korean<br>Taiwanese | East Asian |
| Afghan | | Central Asian |
| Asian Indian<br>Bangladeshi | Pakistani<br>Sri Lankan | South Asian |
| Cambodia<br>Filipino<br>Hmong | Laotian<br>Thai<br>Vietnamese | Southeast Asian |
| Egyptian<br>Iranian/Persian<br>Iraqi<br>Israeli<br>Jordanian<br>Lebanese | Middle Easterner<br>Moroccan<br>Palestinian<br>Turkish<br>Other Middle Eastern<br>Other North African | Western Asian |
| Guamanian<br>Hawaiian | Samoan<br>Other Pacific Islander | Pacific Islands |

Table 2: Examples of Reported Grouping

| STUDENT | SELF-IDENTIFIED RACE/ETHNICITY | ASIAN REGION | REPORTED GROUP |
|---|---|---|---|
| Student 1 | 1. Korean | 1. East Asian | East Asian |
| Student 2 | 1. Chinese<br>2. Korean | 1. East Asian<br>2. East Asian | East Asian |
| Student 3 | 1. Other Asian | 1. Asian Other | Asian Other |
| Student 4 | 1. Jordanian<br>2. Turkish<br>3. Asian Unspecified | 1. Western Asian<br>2. Western Asian<br>3. n/a | Western Asian |
| Student 5 | 1. Korean<br>1. Vietnamese | 1. East Asian<br>1. Southeast Asian | Multi-Asian |
| Student 6 | 1. Chinese<br>2. Cambodian<br>3. Afghan<br>4. Asian Unspecified | 1. East Asian<br>2. Southeast Asian<br>3. Central Asian<br>4. n/a | Multi-Asian |
| Student 7 | 1. Black<br>4. Filipino | 1. n/a<br>4. Southeast Asian | Southeast Asian |
| Student 8 | 2. Mexican | 2. n/a | None |

---

[2] The full list of groupings can be found here: Asian Disaggregation Grouping.pdf

**Question 1:**     **What were the persistance rates of new students in the Fall, by race/ethnicity?**

**Table 1: Fall 2024 to Winter 2025 persistence\*, by race/ethnicit**

| Ethnicity | Asian Group | Did not enroll in Winter 2025 | | Did enroll in Winter 2025 | | Total Headcount |
|---|---|---|---|---|---|---|
| | | Headcount | % of Total | Headcount | % of Total | |
| Asian | | 133 | 27.5% | 351 | 72.5% | 484 |
| Black | | 18 | 19.4% | 75 | 80.6% | 93 |
| Filipinx | | 21 | 26.3% | 59 | 73.8% | 80 |
| Latinx | | 171 | 22.3% | 597 | 77.7% | 768 |
| Native American | | N/A | N/A | N/A | N/A | N/A |
| Pacific Islander | | N/A | N/A | N/A | N/A | N/A |
| Unreported | | 65 | 35.1% | 120 | 64.9% | 185 |
| White | | 112 | 26.0% | 319 | 74.0% | 431 |

*\* Student population is First-time students in Fall 2024.*

This table represents data analysis we have historically been able to do in that it looks at persistence based on the ethnicity segementation methodology curently in place.  This methodology places individuals in one of eight groups with no "multi-ethnicity" group as an option.

**Question 2:**     **What were the persistance rates of _Asian_  new students in the Fall, by race/ethnicity?**

**Table 2: Fall 2024 to Winter 2025 persistence\*, by Asian regional group.**

| Ethnicity | Asian Group | Did not enroll in Winter 2025 | | Did enroll in Winter 2025 | | Total Headcount |
|---|---|---|---|---|---|---|
| | | Headcount | % of Total | Headcount | % of Total | |
| | Western_Asian | 11 | 18.6% | 48 | 81.4% | 59 |
| | Southeast_Asian | 31 | 19.3% | 130 | 80.7% | 161 |
| | Multi_Asian | 13 | 22.8% | 44 | 77.2% | 57 |
| | South_Asian | 31 | 24.2% | 97 | 75.8% | 128 |
| | Asian_Unknown | N/A | N/A | N/A | N/A | 14 |
| | East_Asian | 77 | 34.1% | 149 | 65.9% | 226 |
| | Pacific_Islander | N/A | N/A | N/A | N/A | 17 |
| | Asian_Other | N/A | N/A | N/A | N/A | 18 |
| | Central_Asian | 11 | 42.3% | 15 | 57.7% | 26 |
| | **Grand Total** | **191** | **27.1%** | **515** | **72.9%** | **706** |

*\* Student population is First-time students in Fall 2024.*

This table represents a new level of analysis we can now do.  It focuses on persistence for any student who included one or more Asian race/ethnicity values in their CCCApply application.

Example:  A student who identifed as Black and Asian in their CCCApply  application would be included as Black in Table 1.1 and would not be included in Table 1.2. They would be included in Table 2 based on the specific Asian value they provided.