

401 Golden Shore, 5th Floor
Long Beach, CA 90802-4210

CSU Legislative Reports Website
<https://www.calstate.edu/legislativereports/>

Steve Relyea
Executive Vice Chancellor
and Chief Financial Officer

562-951-4600
srelyea@calstate.edu

July 17, 2024

Scott Wiener
Joint Legislative Budget Committee
1021 O Street, Suite 8620
Sacramento, CA 95814

Gabriel Petek
Legislative Analyst Office
925 L Street, #1000
Sacramento, CA 95814

Joe Stephenshaw, Director
Department of Finance
1021 O Street, Suite 3110
Sacramento, CA 95814

Erika Contreras
Secretary of the Senate
State Capitol, Room 307
Sacramento, CA 95814

Cara L. Jenkins
Legislative Counsel
1021 O Street, Suite 3210
Sacramento, CA 95814

Sue Parker
Chief Clerk of the Assembly
State Capitol, Room 319
Sacramento, CA 95814

RE: California State University, Asian American Native Hawaiian Pacific Islander Student Achievement Program

This report highlights milestones related to the launch of the Asian American, Native Hawaiian and Pacific Islander (AANHPI) Student Achievement Program. The program is designed to provide culturally responsive services to enhance student educational experiences and promote higher education success for low-income, underserved and first-generation AANHPI students and other underrepresented students at the California State University system.

The AANHPI Student Achievement Program will serve more than 66,000 students and the AANHPI community in closing equity and opportunity gaps and increasing services that enhance the student experience.

CSU Campuses
Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

CSU Report: California State University, Asian American Native Hawaiian Pacific Islander Student Achievement Program

July 17, 2024

Page 2

As required by Assembly Bill 190, which was signed into law in September 2022, the California State University shall submit a report on or before March 31 to the Department of Finance and the appropriate fiscal and policy committees of the Legislature on progress on both the infrastructural and funding allocation goals that will advance the AANHPI Student Achievement Program.

Should you have any questions about this report, please contact Nathan Dietrich, Assistant Vice Chancellor, Advocacy and State Relations at (916) 445-5983.

Sincerely,



Steven Relyea (Jul 18, 2024 11:31 PDT)

Steve Relyea
Executive Vice Chancellor and
Chief Financial Officer

SR:dr

Full report posted to <https://www.calstate.edu/impact-of-the-csu/government/Advocacy-and-State-Relations/Pages/legislative-reports.aspx>

c: Members, California State Legislature
Members, Joint Legislative Budget Committee
Lisa Qing, Principal Fiscal & Policy Analyst, Legislative Analyst Office
Nathan Evans, Deputy Vice Chancellor, Academic and Student Affairs
Dilcie Perez, Deputy Vice Chancellor, Academic and Student Affairs
Greg Saks, Vice Chancellor, External Relations & Communications
Nathan Dietrich, Assistant Vice Chancellor, Advocacy and State Relations
Ryan Storm, Assistant Vice Chancellor for Budget
Jeni Kitchell, Interim Assistant Vice Chancellor/Controller & Executive Budget Director
Mia Settles-Tidwell, Vice President for Inclusive Excellence & UDO, Sacramento State University

California State University, Asian American Native Hawaiian Pacific Islander Student Achievement Program

Executive Summary

The California State University (CSU) has made progress on both the central office infrastructural and funding allocation goals that will advance the Asian American, Native Hawaiian and Pacific Islander (AANHPI) Student Achievement Program. These efforts will serve the CSU and the AANHPI community to close equity and opportunity gaps and increase services that enhance the experiences of AANHPI students.

Background

California state law establishes an Asian American, Native Hawaiian and Pacific Islander Student Achievement Program at the California State University to provide culturally responsive services to enhance student educational experiences and promote higher education success for low-income, underserved and first-generation AANHPI students and other underrepresented student populations. California Assembly Bill 190 (AB 190), signed into law on September 27, 2022, makes changes related to higher education issues in the Budget Act of 2022. As part of AB 190, annual appropriations of \$8 million will be made available to the CSU for the purpose of establishing a campus-based, statewide central office to operate the systemwide AANHPI Student Achievement Program.

Establishing the Campus-Based AANHPI Student Achievement Program Central Office

The following provides a timeline of actions for developing the infrastructure and staffing of the AANHPI Student Achievement Program (SAP) central office.

Executive Director AANHPI SAP Central Office	
Dates	Actions
January 2023	On January 26, 2023, the CSU Chancellor’s Office (CO) released a Request for Proposals (RFP) to identify a university to serve as the AANHPI SAP statewide central office. The deadline for campus-based proposals was February 27, 2023.
March 2023	On March 27, 2023, Sacramento State was selected to serve as the campus-based hub for the AANHPI SAP statewide central office.
June 2023	Under former university president, Robert S. Nelsen, a Memorandum of Understanding (MOU) was established between the Chancellor’s Office and Sacramento State.
July 2023	On July 16, 2023, new university president, J. Luke Wood, assumed the role and office of the president of Sacramento State.
July 2023	On July 25, 2023, outreach for the search committee for the executive director of the AANHPI was solicited (original search).
August - September 2023	Search committee activities – review applications, interviews, recommendation of finalists (original search) – took place.
September 2023	On September 25, 2023, President J. Luke Wood moved the AANHPI SAP Center reporting from Student Affairs to the Division of Inclusive Excellence.

October 2023	On October 30, 2023, the original search was paused for hiring the inaugural executive director of the AANHPI SAP central office. With the reporting transition of the AANHPI SAP central office to the Division of Inclusive Excellence, the original search for hiring the inaugural executive director, led by Student Affairs, was paused. The Division of Inclusive Excellence assumed leadership of and became actively engaged in the search process.
November 2023	On November 3, 2023, in partnership with the Chancellor's Office, Dr. Mia Settles-Tidwell, the vice president of Inclusive Excellence and University Diversity Officer at Sacramento State, relaunched the search for the executive director of the AANHPI SAP central office.
December 2023 - February 2024	A systemwide search committee was established with Dr. Darlene Daclan, director of Academic and Student Affairs Business Systems, in the Chancellor's Office serving as chair of the search committee. Search activities began including position description updates, committee inclusive search hiring training, review of diverse (ethnic/gender/regional/experience) pool of applications, round-one virtual interviews (seven candidates), round-two finalist interviews (three finalists), performance task activity, and systemwide community forum presentations.
March 2024	On March 14, 2024, an official offer to Dr. Timothy Fong was made to serve as the inaugural executive director of the AANHPI SAP central office. Dr. Fong accepted the offer.
March 2024	On March 21, 2024, a public announcement was issued regarding Dr. Timothy Fong's appointment to this position.
Sacramento State Downtown Location for AANHPI Student Achievement Program Central Office	
September 2023	On September 12, 2023, a space request was issued to the Sacramento State Campus Space Planning Council for the AANHPI Central Office to be housed at Sacramento State's Downtown location: 304 S. Street, Sacramento, California 95811.
January 2024	On January 30, 2024, President J. Luke Wood signed and approved the allocation of a set of offices to be subleased on the third floor of Sacramento State Downtown, with a total 1,184 sq. ft. The specific offices are as follows: Office 307 (302 sq. ft.) Office 308 (165 sq. ft.) Office 309 (154 sq. ft.) Office 310 (165 sq. ft.) Open office/cubicle (234 sq. ft.) Conference 314 (split/shared use) (164 sq. ft)
March 2024	Sublease agreement and rental rates are being drawn up for the AANHPI SAP Central Office location housed at Sacramento State.

AANHPI Student Achievement Program Funding Allocations

Concurrent to building out the central office, in December 2023, the CSU Chancellor's Office, in partnership with Sacramento State, released a Call for Proposals for funding for campus programs serving AANHPI students. In February 2024, a total of \$6,405,000 in awards were allocated to 19 campuses that submitted proposals. Allocations were increased to account and project for inflation/cost-of-living changes, especially for hiring for positions; to account for increases in salary and benefits cost associated with contract negotiations and MPP merit increases; and to support data assessment for high-impact practices that advance AANHPI populations. The chart below outlines funding allocation by university.

University	AANHPI Award
Bakersfield	\$200,000
Channel Islands	\$300,000
Chico	\$400,000
Dominguez Hills	\$225,000
East Bay	\$370,000
Fresno	\$360,000
Humboldt	\$360,000
Long Beach	\$375,000
Los Angeles	\$370,000
Maritime Academy	\$360,000
Pomona	\$360,000
Sacramento	\$360,000
San Bernardino	\$360,000
San Diego	\$360,000
San Francisco	\$460,000
San José	\$160,000
Sonoma	\$325,000
San Luis Obispo	\$325,000
San Marcos	\$375,000

Highlights of Proposed AANHPI Services

The following provides highlights of the CSU campuses' proposed strategies to support AANHPI students in areas identified by California Education Code 89297.1, including providing culturally responsive learning communities, advising and counseling services, mental health counseling and awareness services, career development services, supplemental instruction and tutoring, course and curriculum development, and leadership development, internships and mentorships.

California State University, Bakersfield

CSUB established the Runner Scholars Mentor Program in fall 2022 to increase retention and graduation rates and eliminate equity gaps for students. The goal is to provide a supportive and caring faculty or staff mentor for students, help students develop connections to the university and encourage the use of campus resources available for student success. Mentors in the program are faculty and staff who volunteer their time and are committed to student success. To support AANHPI staff and faculty to mentor students, CSUB proposes expanding this mentorship to include peer mentors. Admitted AANHPI students who receive Pell grants and are first-generation students will be invited to participate in a summer bridge program to help transition students into university life and build a sense of belonging. Participants will also be paired with a peer mentor. Additionally, the university will continue work towards an AANAPISI designation by increasing student recruitment efforts through outreach events throughout the year that include

cultural programming, outreach staffing and support, organized campus tours and events with families.

California State University, Channel Islands

CSUCI proposes the development of a culturally responsive learning community for AANHPI students. CI Learning Communities (LCs) are designed to foster a sense of belonging to the university and develop academic efficacy among students in their first year at CSUCI. This particular AANHPI program is being facilitated and led through a partnership between CSUCI's Division of Student Affairs Social Justice, Equity, & Inclusion Center (SJEIC) and the Division of Academic Affairs High Impact Practices & Experiential Education (HIPEE). Programming throughout the year would embed peer mentoring and faculty within the program and aims to deliver academic coaching, encourage campus resource engagement (health services, tutoring, student life, cultural centers) and intentionally introduce high-impact practices available across campus, such as student research, study abroad, internships and campus employment. Through this approach, the university seeks to increase student success as measured in first-year retention rates, especially for students from historically underserved groups.

California State University, Chico

Chico State is one of the few CSU campuses that does not have culturally specific student resource centers. University leadership is committed to opening culturally specific student support and retention centers, including an AANHPI student center, by fall 2024. The AANHPI Student Center will be a dedicated space for AANHPI students and will offer services including those in the areas of mental health and mentorship/leadership development. To further support retention and success, the center will include: academic support and tutoring; academic advising; emotional support and well-being; professional and leadership development; community and physical space; faculty, staff and peer mentoring; and undergraduate research opportunities.

California State University, Dominguez Hills

As recently as 2017, CSUDH met the eligibility requirements to apply for an AANAPISI designation. However, its AANHPI enrollment has been on a steady decline since COVID-19. It has become clear that while work is occurring in various university departments, it is not connected, cross-divisional or adequately measured for effectiveness in improving AANHPI student outcomes. Given that AANAPISI institutions play a unique role in supporting low-income, first-generation AANHPI students, CSUDH is developing a strategic plan to recruit and retain AANHPI students and set the stage to understand the true diversity of its community while preparing for longer-term improvement of student outcomes and reaching equity gap closure and belonging goals.

California State University, East Bay

Cal State East Bay will support AANHPI students in four ways: developing a learning community grounded in Asian American/Pacific Islander Studies courses and curriculum; launching the Collaborative Leadership Development Series; the creation of an AANHPI Community of Practice; and integrated faculty and staff development. As related specifically to an integrated curriculum, the goals are to promote and develop AANHPI identity empowerment, navigational skills, recognition of community cultural capital and career preparation for entering into the workforce. Students will develop a sense of empowerment to see themselves in the workplace and understand how organizations match or mismatch with their cultural values and strengths. Courses will also provide opportunities for leadership development, mentorship and insight into the bamboo ceiling—cultural, organization and individual barriers that keep Asian Americans from attaining career progress and leadership positions.

California State University, Fresno

Fresno State is poised to implement a range of initiatives aimed at enhancing the educational experience for AANHPI students. The university's foremost commitment is to establish culturally responsive learning communities. By integrating diverse perspectives, histories and contributions of AANHPI communities into their curriculum, culturally rich and inclusive learning environments including workshops, events, digital repositories and support from cultural advisors will be created. This ensures that students benefit from a comprehensive educational experience that reflects the diversity of their historical backgrounds. Additionally, a mentorship program will be created under Fresno State's AANHPI Student Success Center. To further create a holistic and supportive educational environment, a listserv to connect current AANHPI students with legacy students will be developed. Working closely with and growing AANHPI-identified student clubs and organizations are essential goals as well. These efforts aim to address the unique needs of AANHPI students and prepare them for success in academia and beyond.

California State Polytechnic University, Humboldt

Cal Poly Humboldt has a student-led cultural center named the Asian Desi Pacific Islander Collective, which has recently expanded to include Middle Eastern and North African identities, adopting the name ADPI-MENA Collective. In collaboration with ADPI-MENA, the established intention for the funds is building strong networks among AANHPI students, staff and faculty through enriching curricular support that will diversify AANHPI perspectives and expand services to the AANHPI community. Through support for culturally affirming events and activities, planned and organized by ADPI-MENA, connections can be established. Activities include culturally specific celebrations, clothing and decor, hospitality in the space, and campus and community knowledge-building events, including increased leadership and paid internship opportunities. Additionally, funds will be used to support instructors of AANHPI-focused courses through their pedagogical choices; support for guest speakers; and to build a student-accessible course material library through the ADPI-MENA center. Funds will also be used for mental health, basic needs and suicide prevention educational events specific to the needs of the AANHPI community. The funds will help build the foundation for a long-term support system for AANHPI students at Cal Poly Humboldt. As the university continues to grow into its polytechnic designation, efforts are being made to continue to diversify student identity and ensure that Cal Poly Humboldt is a place where AANHPI students can feel a deep sense of belonging.

California State University, Long Beach

Cal State Long Beach has launched successful programs that have improved persistence, graduation rates and academic support for AANHPI students, and it has been the recipient of two five-year AANAPISI grants and the CSU APIDA grant to enhance academic support that centers the experiences and unique needs of AANHPI and low-income students. However, these much-anticipated grants have also revealed the invisible, increased and often uncompensated work of dedicated faculty, staff and administrators who develop and implement these programs. Cal State Long Beach plans to use the allocated funds to develop a comprehensive, coordinated approach to implement and institutionalize ongoing efforts. Hiring a full-time staff member dedicated to AANHPI initiatives will allow Cal State Long Beach to intentionally uplift and coordinate efforts to address AANHPI students' needs across campus. Additionally, this coordination will allow for gaps in services to be identified and filled through a cohesive approach. The staff member will prioritize and institutionalize AANHPI initiatives on campus; this is a time-sensitive initiative as most support services that target AANHPI students are funded by AANAPISI grants.

California State University, Los Angeles

Cal State LA's plan focuses on examining and addressing the support that AANHPI transfer students need to have two-year graduation outcomes on par with other groups, improving retention rates for first-year first-time students in their first two years at the university, and outreach and recruitment to slow and reverse the decreasing enrollment trend. Addressing these focal areas requires cross-campus collaboration as well as professional development for faculty and staff via proposed Faculty Learning Communities and workshops/awareness programs. Student Learning Communities will also be developed to increase student retention and sense of belonging through the sharing of academic and cultural knowledge and skills, and through increased connectedness to peers and other campus community members.

California State University, Maritime Academy

Cal Maritime's goals for AANHPI student achievement centers on five initiative areas: academic support, identity development, leadership, campus and community engaged learning, and sense of belonging. Academic planning, as part of Advising Services, directly supports the goal of helping students navigate their academic, personal and career goals. These services provide guidance to students, including those from Asian American, Desi American, Native Hawaiian and Pacific Islander backgrounds, to ensure a successful academic journey. Concurrently, an identity development initiative aligns well with the goal of increasing students' self-awareness of their personal history and identity. Creating culturally responsive learning communities ensures that academic environments are supportive and respectful of diverse backgrounds, fostering a sense of belonging. Career development and readiness initiatives further align with the goal of leadership development. Internships, mentorships and career services empower students to take initiative, advocate for their social needs and become leaders in their respective fields. Mental health counseling and awareness services contribute to the overall sense of belonging on campus. This initiative supports the goal of advancing students' sense of belonging and connection by addressing mental health needs and promoting a healthy campus environment.

California State Polytechnic University, Pomona

Cal Poly Pomona seeks to provide culturally relevant programs and experiences that empower and engage the diverse nature of the APIDA community and to implement intentional and targeted interventions and strategies for the advancement and academic achievement of Pacific Islander students. Among its proposed services includes the creation of the Pacific Islander Summer Institute, which will develop a one-day on-campus experience for high school and college students, host engagements that focus on cultural development, college admissions, resource development and the collegiate experience, and offer a parent and supporter track partnership with New Student Programs and Family Engagements.

California State University, Sacramento

Sacramento State offers an array of comprehensive student support services to AANHPI students underscoring their safety, sense of identity and belonging, academic success, engagement as community leaders, and future career development. These services include the Full Circle Project (FCP), a comprehensive academic support program that began in 2011 and helps incoming, first-year and transfer AANHPI students transition from high school and community college with an array of services that recognize student needs and their cultural/historical backgrounds, and the Asian Pacific Islander Desi American (APIDA) Center. Launched in February 2023, the APIDA Center is a safe gathering space where students can receive advice and support from their peers. To build on these student support services, Sacramento State intends to leverage the use of technology and predictive analytics to monitor and support academic progression of underrepresented and underserved AANHPI students, especially Southeast Asian and NHPI students. The university will build a collaborative ecosystem that augments technology with early intervention advising provided through FCP and the APIDA Center to integrate student

development and progress to degree completion. Additionally, Sacramento State will initiate updating the curriculum in select lower- and upper-division Asian American Studies (AAS) courses to integrate and expand Southeast Asian and NHPI histories and experiences. Expanding the curriculum and moving courses to upper division will allow courses to be offered more frequently each year and will increase enrollment. These strategies aim to achieve measurable student outcomes in one year, and long term, they will increase student retention/persistence that will support Sacramento State's Graduation Initiative 2025 goals.

California State University, San Bernardino

The CSUSB Asian and Pacific Islander Center (API) was welcomed to the university on May 11, 2018. The name then expanded into the Asian, Pacific Islander and Desi American Center (APIDA) in December of 2023 to be more inclusive of the community served on campus. Since its inception, the main objectives of the APIDA Center are to create cultural competency, provide education through programming and help connect students to on- and off-campus resources designed to help them foster a sense of belonging. Additionally, CSUSB benefits from an active Asian Faculty, Staff and Student Association (AFSSA) Board. AFSSA's mission is to promote awareness of Asian/Pacific Islander American culture and to coordinate and promote activities leading to the betterment of Asian/Pacific Islander Americans at CSUSB and beyond. The use of funds at CSUSB will focus on enhancing support to AANHPI students and fostering Inland Empire-area relationships through the implementation of a new project entitled the Yotie Oso Undergraduate Retention for Success (YOURS) Program. The name has been developed, as Yotie is short for the CSUSB Coyote mascot, and Oso is Tagalog for "bear," signifying a bear walking alongside a coyote for strength, protection and support. YOURS is an identity-based program focused on providing culturally relevant mentorship with high-impact co-curricular experiences and community-building pathways. Specifically, the project is a holistic and integrated mentoring approach to address persistence and academic success by utilizing evidence-based research to develop wrap-around academic and psycho-social support structures. YOURS aims to increase retention, persistence and graduation while focusing on closing equity gaps.

San Diego State University

In order to improve and expand San Diego State's capacity to serve its AANHPI/APIDA students, which make up over 14% of its student population, it proposes ACCESS (APIDA College & Career Excellence in Scholarship and Success), a program that strives to improve the "Pathway to Achievement" so that underserved students (specifically AANHPI/APIDA students) can succeed in college and career. This Pathway focuses on college preparation, college success and career readiness by supporting students in their academic development, APIDA identity development and aspirational development. The ACCESS project has two major programs: ACES (APIDA College Experience Success), a program designed to create co-curricular learning support communities, which targets at-risk AANHPI students; and STARS (Students and Teachers for APIDA Research and Scholarship) which builds students' academic skills and helps to establish an APIDA Research Center. In addition, the university will also support the Asian American Studies program in developing more courses and creating a robust collection of resources.

San Francisco State

Currently, San Francisco State offers a range of services and support for AANHPI students. Asian American and Pacific Islander (AA&PI) Student Services is a unit under the Division of Equity and Community Inclusion in Student Affairs and Enrollment Management, that was originally formed through a 2016 AANAPISI initiative: Asian American and Pacific Islander Retention and Education (ASPIRE). AA&PI Student Services advocates and creates opportunities for access and visibility for AA&PI students on the San Francisco State campus. A recent evaluation of ASPIRE, however, found that while participating Pacific Islander students appreciated the access to academic

support and other resources provided on campus, they saw an immediate need for culturally relevant and community-responsive Pacific Islander-centered services. To address these gaps and recognize the unique needs of Pacific Islander students, San Francisco State proposes the establishment of a new Pacific Islander Student Support Initiative that will focus on Pacific Islander student engagement, retention and graduation. Funds will be used to hire a program coordinator to oversee the initiative. Activities will center on advising Pacific Islander students, including wrap-around services such as academic and social-emotional advising and referral for student services in financial aid, housing and basic needs programs. A student leadership component is also part of the initiative, recently hiring a student community leader and recruiting Pacific Islander student interns for AA&PI Student Services who provide additional peer-advising support, event planning and organizing on campus.

San José State University

San José State's proposed program, Re-envisioning Asian American Studies: Transforming San José Across Campus and Community, seeks to transform the relationship between Asian American Studies and the city of San Jose through leveraging the city's rich Asian American and Pacific Islander activist history and significant youth culture. The program aims to re-invigorate campus/community relationships; develop youth leadership pipelines; and amplify the presence of Asian American Studies on campus. Comprising three sub-areas (community engagement, campus outreach, and co-curricular development), this program will host activities, events and ongoing collaborations that unfold across the academic year, with the participation of multiple stakeholders across campus.

Sonoma State University

With new seed funding allocated to the AANHPI Student Achievement Program (ASAP) at Sonoma State University, the university will be able to hire dedicated faculty and staff to create a central program that will streamline and grow its student support services and initiatives tailored to its AANHPI student population. The ASAP program will be a high-touch program that will serve the AANHPI student community to increase enrollment, persistence, retention and graduation. For enrollment, there will be intentional outreach efforts with local community partners such as the Santa Rosa Junior College and their Asian Pacific American Student Success (APASS) program to create a direct pipeline of local AANHPI students from the community college to Sonoma State University. Program development will focus on the creation of co-curricular and cultural enrichment experiences both on-campus and off-campus for ASAP students as well as the development of the ASAP Lecture Series that will be hosted in the fall 2024 semester.

California Polytechnic State University, San Luis Obispo

Cal Poly is expanding its support of AANHPI students in a variety of ways. These efforts include the creation of an Asian American/Pacific Islander (APIDA) Student Cultural Center (drawing on best practice programming gleaned from existing campus cultural centers), expanding the collaboration between Academic Affairs, Student Affairs and the Office of University Diversity and Inclusion (OUDI) through the utilization of a Faculty Fellow for the APIDA Student Cultural Center and the implementation of an Asian American advocacy-based class (taught by the Faculty Fellow) in the College of Liberal Arts.

California State University, San Marcos

For long-term sustainability, CSUSM proposes a multi-pronged, collaborative plan to support AANHPI students throughout the student lifecycle. Expanding existing services and introducing new ones can firmly position the campus as an AANAPISI institution with a commitment to serving all low-income, underserved and first-generation students. One goal for CSUSM's proposed plan is to encourage admitted students to enroll at CSUSM, improving yield rates. Through hosted

meet-up opportunities in San Diego County, webinars by the campus APIDA Student Life & Advising staff and hosting a CSUSM APIDA residential academy, students and families can connect with the university. A second goal of the plan is to offer culturally supportive services, informed by research, for enrolled students to succeed by building on the existing CSUSM NHPI Peer Navigator Program and connecting AANHPI students with a Student Achievement Success Navigator, a peer mentor who follows their academic progress and helps with barriers. A third goal of the CSUSM plan is to provide opportunities for students to successfully transition into their chosen career paths. Efforts such as coordinating community-engaged culture and language experiences and curriculum and exploring the establishment of the AANHPI Council for Public Archives and Culture seeks to provide students with culturally relevant opportunities to develop career-related skills while participating in high-impact practices.

Summary of Students Served

Number of Students Served by University

Asian American, Native Hawaiian, and Pacific Islander (AANHPI) Undergraduate Students Enrolled at the CSU: Fall 2023

Campus	State-support	Self-support
Bakersfield	567	<10
Channel Islands	317	31
Chico	761	21
Dominguez Hills	860	<10
East Bay	2,205	185
Fresno	2,563	<10
Fullerton	7,889	70
Humboldt	194	<10
Long Beach	7,291	<10
Los Angeles	2,166	12
Maritime	85	
Monterey Bay	346	22
Northridge	2,900	<10
Pomona	5,445	
Sacramento	6,116	34
San Bernardino	975	<10
San Diego	4,466	159
San Francisco	4,884	<10
San Jose	10,469	92
San Luis Obispo	3,140	16
San Marcos	1,233	75
Sonoma	284	<10
Stanislaus	767	33
International Program	42	
Total	65965	806
Grand Total		66771

Represents all undergraduate students (first-time freshmen, new undergraduate transfers, and all other undergraduates).

Includes both state and self-support students.

AANHPI students are not considered traditionally underserved according to current CSU definition used for Graduation Initiative 2025.

Number of Low-Income, Underserved and First-Generation AANHPI Students

**Asian American, Native Hawaiian, and Pacific Islander (AANHPI) Low
Income Undergraduate Students Enrolled at the CSU:
Fall 2021**

Campus	State-support	Self-support
Bakersfield	321	<10
Channel Islands	138	10
Chico	479	<10
Dominguez Hills	551	
East Bay	1,145	51
Fresno	1,826	<10
Fullerton	3,820	25
Humboldt	88	<10
Long Beach	3,685	<10
Los Angeles	1,554	15
Maritime	40	
Monterey Bay	156	<10
Northridge	1,503	
Pomona	2,660	
Sacramento	3,376	18
San Bernardino	443	<10
San Diego	1,320	15
San Francisco	2,520	
San Jose	4,115	<10
San Luis Obispo	683	<10
San Marcos	502	22
Sonoma	138	<10
Stanislaus	467	22
Total	31530	210
Grand Total		31740

Represents all undergraduate students (first-time freshmen, new undergraduate transfers, and all other undergraduates).

Includes both state and self-support students.

Reflects students enrolled as of Fall 2021. Pell data, which is used to determine low income, is not yet available for 2022 or 2023.

AANHPI students are not considered traditionally underserved according to current CSU definition used for Graduation Initiative 2025.

**Asian American, Native Hawaiian, and Pacific Islander (AANHPI) First
Generation Undergraduate Students Enrolled at the CSU:
Fall 2023**

Campus	State-support	Self-support
Bakersfield	142	<10
Channel Islands	34	<10
Chico	192	<10
Dominguez Hills	148	<10
East Bay	516	66
Fresno	727	<10
Fullerton	1,738	20
Humboldt	32	
Long Beach	1,482	<10
Los Angeles	619	<10
Maritime	<10	
Monterey Bay	51	<10
Northridge	475	
Pomona	976	
Sacramento	1,807	<10
San Bernardino	178	<10
San Diego	620	36
San Francisco	1,271	<10
San Jose	2,251	18
San Luis Obispo	522	<10
San Marcos	145	13
Sonoma	50	
Stanislaus	219	<10
International Program	<10	
Total	14208	197
Grand Total		14405

Represents all undergraduate students (first-time freshmen, new undergraduate transfers, and all other undergraduates).

Includes both state and self-support students.

AANHPI students are not considered traditionally underserved according to current CSU definition used for Graduation Initiative 2025.

Number of Students Served Who Completed Certifications, Attained Baccalaureate Degrees, Transferred, and Obtained a Job

**Asian American, Native Hawaiian, and Pacific Islander
(AANHPI) Students who Earned Bachelor's Degrees at the CSU:
2022-2023**

Campus	Degrees
Bakersfield	145
Channel Islands	119
Chico	220
Dominguez Hills	299
East Bay	815
Fresno	599
Fullerton	2,061
Humboldt	39
Long Beach	1,819
Los Angeles	723
Maritime Academy	15
Monterey Bay	133
Northridge	833
Pomona	1,544
Sacramento	1,482
San Bernardino	205
San Diego	1,140
San Francisco	1,534
San Jose	2,724
San Luis Obispo	628
San Marcos	374
Sonoma	89
Stanislaus	245
Total	17,785

Represents students who earned Bachelor's degrees at the CSU.

Includes both state and self-support students.

AANHPI students not considered traditionally underserved according to current CSU definition used for Graduation Initiative 2025.

Conclusion

As the work of staffing the central office and developing its operations continues, and as the work at the campuses to cultivate and advance efforts for AANHPI students moves forward, the CSU is laying the foundation for enduring support of AANHPI student achievement across the system. Immediate next steps are to monitor the campus efforts, not only for accountability for their plans and the use of funds, but also to collect those practices that show promise. The CSU recognizes that AANHPI student populations vary campus to campus; however, the system also wants to capture the campus strategies and codify those that have demonstrated the potential for high impact yet require more time to measure impact on AANHPI student outcomes.

Additionally, in fall 2024, the executive director of AANHPI SAP will host a kick-off conference convening for the 19 participating campuses to build a solid network across the CSU and onboard them to the types of programming available. As these strategies prove to be consistently successful in contributing to AANHPI student achievement, these practices can be institutionalized across the CSU and melded into the campus culture of bolstering success for not only AANHPI students but all CSU students.