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The Impact of Affirmative Action on College Admissions: A Quantitative Analysis of Demographic Shifts and Academic Outcomes

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The Impact of Affirmative Action on College Admissions: A Quantitative Analysis of
Demographic Shifts and Academic Outcomes

In recent years, the debate over affirmative action has intensified, raising crucial questions about its impact on higher education. As universities grapple with the challenges of creating diverse and inclusive environments, the effectiveness of these policies remains a contentious issue. More specifically, how does affirmative action influence the demographic makeup of universities and their graduation rates? By examining data from multiple universities and analyzing changes in both student diversity and the graduation rates of these universities, I am able to compare the differences in school systems that utilized affirmative action, and those that didn't. In my research, I find that affirmative action does not cause a significant change in demographics and graduation rates. It is much more likely that other confounding variables such as regional demographics and the demographics of the applicant pool as the culprit for differences in the student compositions on each campus and the percentages of degree completion.

Context and Significance:

The college application process did not used to be as cutthroat. For instance, in 1997, UCLA had fewer than 30,000 applicants and had an acceptance rate of 36.3% (Curran). And for the Fall of 2024, UCLA had over 146 thousand applicants with fewer than 14 thousand accepted (University of California). UCLA by no means is an outlier. As each year passes by, the

admissions process continues to become more challenging. The Common Application reported a drastic increase in applicants from 5.4 million for the Fall of 2019 to seven million applicants three years later (Magouirk). As the admissions process to college becomes more and more competitive, it becomes imperative to understand the sets of metrics admissions officers use when considering one's application. The concept of affirmative action is significant because factoring race and gender in an application can be the deciding factor for numerous students on the bubble between admission, being waitlisted, or a rejection.

Affirmative action remains a contentious topic within both public and academic discourse. Supporters of these diversity initiatives have argued that affirmative action is “one of the best tools colleges and universities have to promote diversity,” and it is essential to factor one’s race to make up for past discrimination on historically oppressed people (Maxwell). While advocates against affirmative action will argue that it is “reverse discrimination” and “damaging to the goal of equality” which ultimately undermines a meritocracy based admissions process (Basile). This issue is even contentious in the state of California. The state has provided its citizens with multiple opportunities to vote directly on whether affirmative action should be allowed to be implemented. For context, California Democrats outnumber Republicans two to one (Baldassare). There are many powerful Democrats in California that express support for affirmative action based policies such as Governor Gavin Newsom, Secretary of State Shirley Weber, and U.S. Representative Nancy Pelosi (California Proposition 16).

Despite being an overwhelmingly blue state, the California proposition for affirmative action failed to pass by a margin of more than ten percentage points (The New York Times). In California, the discrepancy between the amount of support for Democrats and the amount of support for affirmative action was noticeable. Within Los Angeles county, Asian American

support for Biden was 64% while support for affirmative action was 39% (Powell). This distance of 20+ percentage points between support for Biden and affirmative action was also consistent among Hispanic and White Americans (Powell). While for African Americans, the gap was 15 percent (Powell). California's ban on race conscious affirmative action is important because they are one of the states that creates a clear contrast in their public universities admissions process compared to the other state schools that factor race in an undergraduate application.

Measuring the impact of affirmative action is important in all states because it is vital to understand the nuances of the application process for undergraduate education and see how it determines the student compositions of universities. It is also important to compare state university institutions that didn't use affirmative action to ones that did. California is not the only state that outlawed race and gender based affirmative action policies. There are other states such as Florida, Michigan, Arizona, and multiple others where race is not allowed to be considered in a college application (Saul). The states that did not impose affirmative action restrictions would eventually be forced to after a pair of Supreme Court rulings in the summer of 2023. Those Supreme Court cases were the Students for Fair Admissions v. President and Fellows of Harvard College, and the Students for Fair Admissions v. University of North Carolina. In those cases, it was determined that using race as a factor violated the Equal Protection Clause in the 14th amendment (Harris). In the Supreme Court decision, Chief Justice John Roberts did leave a small but noticeable caveat. If an applicant mentions how their race shaped their character or their unique experiences in this world, then an admissions officer is able to take that into account (Mokam).

Literature Review:

Demographics:

The implementation and subsequent bans of affirmative action policies have had notable effects on the demographic composition of university campuses, particularly impacting the enrollment of underrepresented minorities. For the universities of Texas and Texas A&M, the administrators found that without affirmative action, “Hispanics were more disadvantaged relative to whites in the admissions process,” (Lempert, 35). According to those administrators, in order to better diversify the campus, it would be imperative to implement affirmative action. On the other hand, the statewide bans of affirmative action in California caused “enrollments of [African Americans to fall] by about two-thirds at UC Berkeley and by about 50% at [UCLA]” (Lempert, 35). This phenomena also applied to the University of Michigan where a proposition banning race based affirmative action caused black American enrollment to fall “by almost a third” (Lempert, 36). Some universities did not see much change in results from a ban of affirmative action. This was the case for the University of Nebraska in Lincoln. “The proportion of blacks on campus, which was never as high as 3%, did not change much with the abolition of race conscious admissions,” (Lempert, 36).

Zachary Bleemer from UC Berkeley would observe the effects of an affirmative action ban in California and assess how it would impact the demographic composition of the students attending a University of California school. He starts off in his academic article by emphasizing how the goal of affirmative action policies since the 1970s was to increase the amount of “low-income and under-represented minority” enrolled at colleges and ultimately “facilitate socioeconomic mobility” for those underprivileged individuals (Bleemer, 1). Empirical evidence determined that the prohibition of affirmative action would cause a decline in enrollment for these underrepresented minorities for all the UC’s, and those declines would be the sharpest at UC Berkeley and UCLA (Bleemer, 1). More specifically, the article was able to confidently

conclude that the implementation of proposition 209 caused the under-represented minority enrollment in the UC system to fall by at a minimum of 700 individuals (Bleemer, 10).

California's ban on affirmative action noticeably decreased the amount of diversity on the public college campuses. When such policies are removed, the immediate effect in previous decades was often a decline in the enrollment of these minority students.

States where affirmative action in public schools: ○ is not banned ● is banned

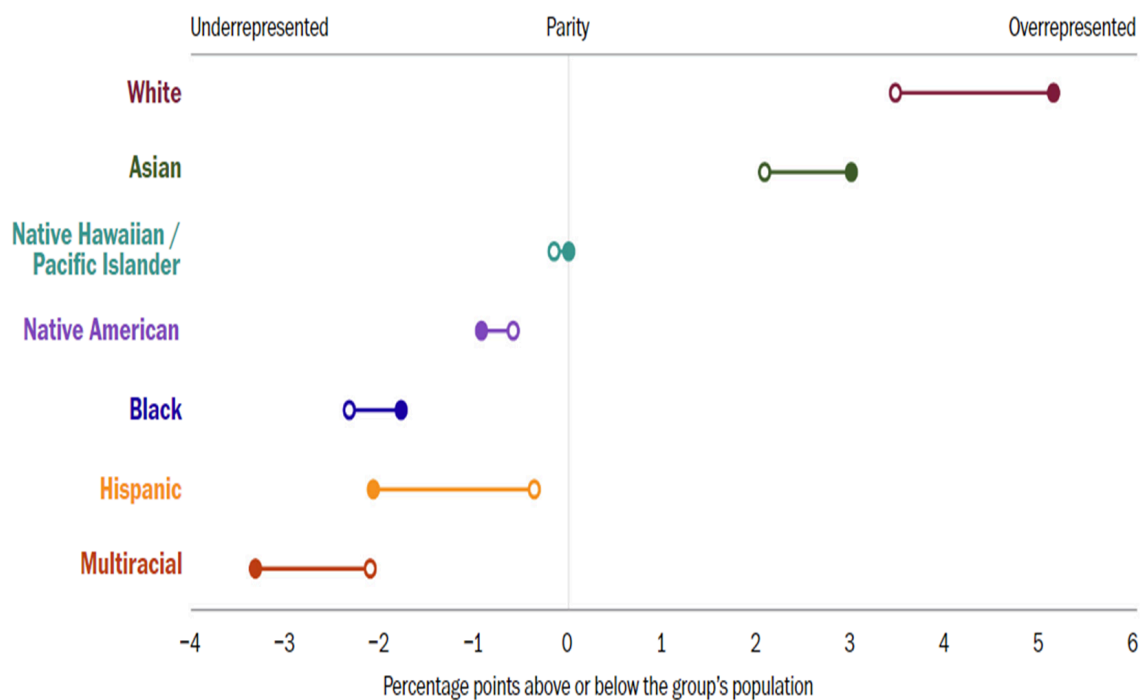


Figure 1: A connected Dot-Plot showing each ethnicity and how represented they are on average among universities. The dot that is empty indicates the averages among universities that use race based affirmative action. The dot that is filled in indicates the averages among universities that don't use race based affirmative action. Source: Janice Kai Chen and Daniel Wolfe from The Washington Post.

The underrepresentation among minority students is still visible to this day. Janice Chen and Daniel Wolfe conducted a 30 year review for The Washington Post. In their review they

compared the percentages of each ethnicity of the university to the ethnic percentages within the overall state population. This was done to identify how each race was represented in college relative to the rest of the state. For instance, if a state's population is 30% Asian and a university in that state has 35% of its undergraduate students who are Asian, then Asian Americans would be overrepresented by 5% at that university. With the data, they subsequently compared the representation percentages of students on campuses between states that permitted race based affirmative action policies and the eight states that didn't. Overall, they discovered that Asian Americans were overrepresented by two to three percentage points and white Americans were overrepresented by roughly three to six percentage points (Chen and Wolfe). The overrepresentation of students on campus for white and Asian Americans occurred regardless if the state permitted affirmative action.

On the other hand, the study showed that Hispanics reach much closer to parity for states that allow affirmative action over states that don't (Chen and Wolfe). This phenomenon doesn't apply to every underrepresented minority. African American representation is slightly closer to parity among colleges in states that banned affirmative action (Chen and Wolfe). Since affirmative action is inconsistent with directly creating more parity for underrepresented minorities, it raises questions about the effectiveness of such policies in achieving their intended goals. While affirmative action is designed to increase representation for underrepresented minorities, the data suggests that its impact may vary significantly across different groups. Therefore, a more nuanced approach may be necessary to address the disparities in higher education and to ensure that all underrepresented groups benefit equitably.

One of the factors that leads to the overrepresentation of white and Asian Americans may include test performance. The Scholastic Aptitude Test (SAT) is a standardized test taken by

many high school students as they head into college application season. Class of 2020 data reveals Asian Americans had the highest average math section score of 632, followed by white Americans at 547 (Smith and Reeves). The gap in test averages also applies to the reading section. The College Board determined that Asian Americans have the highest percentage of test-takers who meet the threshold of being “college ready” for reading and writing (Smith and Reeves). Since Asian and white Americans on average perform academically higher at the high school level, this may be the leading cause of overrepresentation on college campuses for Asian and white students.

The causes of difference in performance in high school may be from factors such as historical state policies like Redlining which forced many Hispanic and African Americans to be locked in ‘less desirable’ housing codes. Mountains of evidence have proven that “nearly all formerly redlined zones in the country are still disproportionately Black [and] Latino” in their surrounding metropolitan area, “while two-thirds of greenlined zones — neighborhoods that HOLC deemed ‘best’ for mortgage lending — are still overwhelmingly white,” (Best and Meija). Even though Redlining has been long outlawed, its effects are still lurking into society. Since most local school funding relies on property taxes, the amount of funding schools receive “vary a lot from neighborhood to neighborhood, district to district,” (Turner, et al). The systemic policies of racism have been a major contributing factor towards the disparity in academic performances for many underrepresented minority students.

Public Sentiment on Affirmative Action:

In the late 1990’s, William Smith from the University of Illinois at Chicago wanted to highlight the differences of public opinion on affirmative action. In his thesis, he explains that the differences in opinion of affirmative action are stronger among racial and ethnic lines than

for gender. More specifically, a majority of Asian and white Americans shared disdain for affirmative action while “Hispanics shared orientations with African Americans that predisposed their support of affirmative action,” (Smith, 126). Among those supporting affirmative action, “African American males were found to be the greatest supporters” (Smith, 135). Among those not supportive of affirmative action, European Americans had the highest percentage in opposition (Smith, 138). This study ultimately determined that the anti-affirmative action sentiment was not only held by white people, but was also held strongly by other minorities such as Asian Americans. The Asian American experience of affirmative action complicates the issue as it is no longer an issue split between white people and people of color.

The national perception of affirmative action among Asian and white Americans has remained relatively consistent from the late 1990’s. A recent poll revealed that more than 70% of white Americans and more than 60% of Asian American adults are against using race and ethnicity as a factor in college admissions (McCarthy). The shift in public perception is most notable among other minorities. The poll discovered that 68% of Hispanic Americans adults and roughly half of Black American adults are against race-conscious affirmative action (McCarthy). The decreasing approval for racial affirmative action among Latino and African American adults suggests a growing skepticism within these communities about the effectiveness and fairness of such policies. This shift in sentiment highlights the evolving complexity of public opinion on affirmative action, indicating that support for race-conscious policies is no longer as uniformly strong among minority groups as it once was.

Professor Nicholas Hartlep from Illinois State University explores the sentiment of affirmative action policies that impact Asian Americans. He first explains how it is vital to split Asian Americans into subcategories so that there is more nuance in the analysis. Then Hartlep

provides insight as to how harmful the model minority myth for Asian Americans can be. If people “perceive that Asian Americans are overly successful,” part of the model minority trope, then they “might hold negative attitudes toward Asian Americans because they view them as competitors for high grades and good jobs” (Hartlep, 373). In his research, Hartlep discovered that there “are no statistical correlations between attitudes toward Asians and principled policy attitudes toward affirmative action for either males or females,” (Hartlep, 378). Another interesting finding is that older students who are closer to graduating may be “more sensitive to competition from Asian students than younger students who were at an earlier point in their college education,” (Hartlep, 379). This indicates that those who are concerned with finding a job may invariably grow anti-Asian sentiment compared to those who don’t have finding a job front and center in their mind.

The Externalities Affirmative Action Theories:

When schools use physical attributes to factor in their admissions, a handful of students will inevitably make the final cut to a university based on their race or gender. One external theory that comes as a result of this is the ‘mismatch theory’. This theory indicates that those kinds of admissions criteria “end up hurting many of the supposed beneficiaries by inducing them to attend schools at which they are underprepared for the academic rigor of the course work relative to other students” (Arcidiacono, 497). If that is the case, then these diversity initiatives would end up being counterproductive towards the goal of helping to establish equity among each racial group.

The mismatch theory (if true) can branch off into many different possible consequences and implications. One of these consequences is that the universities that choose to use affirmative action will have lower graduation rates than if they chose not to. Even if this is the case, it would

be hard to prove. This is because, “students are at least as likely to graduate if they attend more elite schools—indeed, often more so,” (Verbruggen, 6). Since many academically prestigious universities with affirmative action have high graduation rates, it would be difficult to prove that they’re graduation rates without affirmative action would be even higher.

A second possible consequence of the mismatch theory is that ‘mismatched’ students are more likely to change their major and coursework rather than drop out from the university altogether. This is particularly relevant for students who struggle academically in more challenging fields of study. Research shows that “lower-scoring students are more likely to leave hard majors than are their higher-scoring peers,” (Verbruggen, 7). As a result, these students might shift to less demanding majors, where they feel more academically confident, rather than face the challenges that led to their initial mismatch.

Another potential pitfall brought up is that it is possible that negative externalities of affirmative action can appear after graduation. If future “employers respond to affirmative action by discriminating against URM [underrepresented minority] students, the intended benefit of affirmative action may no longer be present” (Arcidiacono, 498). Not only will there not be an intended benefit, but the entire purpose of affirmative action helping with equity will be defeated due to future employment discrimination.

One way that affirmative action can potentially be beneficial is ‘the college quality effect’. The notion of this theory is that if underrepresented minorities have “access to better colleges and more resources” then “graduation rates [will] increase” (Arcidiacono, 500). Arcidiacono shuts down that theory by using empirical evidence to explain that “affirmative action bans do not affect minority college graduation rates” (Arcidiacono, 501). A possible

explanation for this phenomenon outlined by Arcidiacono is that schools without affirmative action may be more inclined to help the underrepresented minorities that are on their campus.

If the purpose of affirmative action was to increase the number of underrepresented minorities enrolled in colleges and universities, then Arcidiacono argues that it is not an effective tool. This is due to the fact that “affirmative action is practiced most aggressively at more elite schools”, which means that “eliminating racial admissions preferences likely alters where students attend rather than whether they attend college” (Arcidiacono, 499). Increasing the amount of underrepresented minority students attending college will likely require more support systems for students struggling in high school, middle school, and elementary schools.

While the peer review articles helped with explaining how demographics shifted within a certain university, public sentiment on affirmative action, and the external theories, it did not provide full explanations as to how major university systems compare with each other. In my research I will be compiling data and distinguishing the different demographics from multiple university systems that used affirmative action and other university systems that didn't use affirmative action. The data will provide more insight into how affirmative action impacts demographics across statewide university systems.

Theory:

In universities that do not employ race-conscious affirmative action, there is likely to be a slightly higher percentage of Asian American students compared to universities that utilize affirmative action policies. This theory is grounded in the observation that without affirmative action, admissions processes may place greater emphasis on academic metrics such as standardized test scores and GPA, areas where Asian American students, on average, tend to perform strongly (Smith and Reeves). As a result, the absence of race-conscious admissions

could lead to a more meritocratic approach, benefiting those who excel in these areas, and consequently increasing the representation of Asian American students in these institutions.

Additionally, despite potential differences in the demographic composition, it is expected that the graduation rates between universities with and without race-conscious affirmative action will not significantly differ. This is based on the understanding that once admitted, students at both types of institutions have access to similar resources, support systems, and academic environments that promote successful degree completion. Therefore, while the initial composition of the student body may vary, the overall academic outcomes, as measured by 6-year graduation rates, are anticipated to remain consistent across institutions regardless of their affirmative action policies.

Conceptual Hypothesis:

In university systems that do not utilize race-conscious affirmative action policies, I expect the demographic composition of the student body to remain mostly consistent, except for an increased representation of Asian American students. This expectation is based on the assumption that race-neutral admissions processes emphasize academic achievements, such as standardized test scores and GPA, where Asian American students typically excel (Smith and Reeves).

Furthermore, I anticipate that the six-year graduation rates will not significantly differ between universities with and without race-conscious affirmative action. This is because the quality of academic support and resources provided by these institutions is likely to ensure similar outcomes for students once they are admitted.

Operational Hypothesis:

In universities where race-conscious affirmative action has been abolished, I expect the percentage of Asian American students enrolled in the fall of 2023 to be 3-5 percentage points higher compared to universities that continue to implement such policies. This anticipated increase is based on the likelihood that race-neutral admissions processes place greater emphasis on academic metrics, such as standardized test scores and GPA. Asian American students, on average, perform the highest on the SAT (Smith and Reeves). As a result, these institutions may see a higher representation of Asian American students.

Additionally, I expect that there will be no significant differences in the six-year graduation rates between university systems with and without race-conscious affirmative action. This is because, once admitted, students at both types of institutions have access to similar resources, support systems, and academic environments that promote successful degree completion. Therefore, the differences in admissions policies are not expected to impact the overall academic outcomes, as measured by graduation rates.

Causal Mechanism:

The increase in Asian American representation in universities without race-conscious affirmative action can be understood as a result of admissions processes that place a strong emphasis on academic performance metrics. In race-neutral admissions, these academic criteria will likely be even heavier factors in selection, leading to higher enrollment rates for groups that perform well in those specific areas. With this in consideration, Asian Americans have the highest average scores for both the SAT reading/writing and math section (Smith and Reeves). This dynamic results in a modest increase in the proportion of Asian American students at institutions where admissions are based solely on academic achievements.

Regarding graduation rates, the lack of significant differences between universities with and without race-conscious affirmative action would be attributed to confounding variables such as the robust support systems in place at most institutions. Universities generally offer a range of resources, including tutoring, advising, and mentoring programs, which help all students navigate their academic journeys. Unlike highschool, where students are subject to the quality of education based on the amount of funds their school receives from property taxes, once a student is admitted, across each institution they'll likely benefit similarly from these resources. This will lead to comparable rates of degree completion regardless of the specific admissions policies in place.

Research Design:

In this project, my independent variable will be whether the university system used race-based affirmative action in their admissions process for the fall semester/quarter of 2023. These are multiple cases at a single point in time. The information as to whether these schools used race conscious admissions is publicly stated on their school websites for admissions criteria. Since my project is around affirmative action, this has to be my independent variable. The four states that I will be observing are California, New York, Michigan, and Wisconsin. Both Wisconsin and New York permitted race conscious affirmative action while California and Michigan did not. I chose those four states because I thought it would be best appropriate to compare California to a state with a large population that allows affirmative action. And I believed that comparing Michigan and Wisconsin would be beneficial because both states are in the Midwest. Within California, the University of California and California State University systems are split into separate variables. This is to see if there are even differences in

demographics and graduation rates that are observable among public university systems within the same state.

The fall of 2023 was my first control variable because the 2022-23 admissions cycle was the last year where certain university systems were allowed to consider ethnicity before the Supreme Court ruling overturned it. My second control variable is that each university observed must have an undergraduate population over 5,000 students. This is because there were multiple small colleges most notably in the Michigan, New York, and the California State University systems with only a few thousand students. I was concerned that the small colleges would potentially skew the data and cause misleading results on the possible demographic and graduation rate shifts caused by affirmative action. As a result, a total of sixty-five universities were observed.

The dependent variables are the graduation rates and the ethnic composition of the university systems. Those numbers will be expressed in percentages. The data on these percentages will be provided by the universities. The graduation rates will be specifically for students from the class of 2017. I am measuring six year graduation rates because some students take more than four years to graduate. This may be because a student took a gap or has decided to take an extra quarter/semester of coursework. Every university observed had data for six year graduation rates. Most universities have a common data set with the information on their demographics for others to observe. Sometimes the common data sets provide direct percentages. Other times they only provide the amount of enrolled students. In that case, I would have the amount of undergraduate students of each ethnicity divided by the total number of undergraduate students at the university. Students who weren't seeking a degree were not counted. It was also important to include international students as its own category. This is because lumping foreign

students with other minorities may potentially distort the results. For instance, a South African student who comes from a very wealthy family is considerably different from a black American who grew up in a lower income neighborhood. It is imperative to prevent potential confounding variables from causing skewed data.

Both of the demographic and graduation rate charts will be box and whiskers plots. I believe that box and whiskers plots will be much more helpful to understand the data than raw averages. This is because it will include all of the data from each university observed while potentially showcasing the trends, common themes, and notable differences between the university systems. In my box and whiskers plots I excluded Native Americans because their box and whisker plots were squeezed within one percent.

Results:

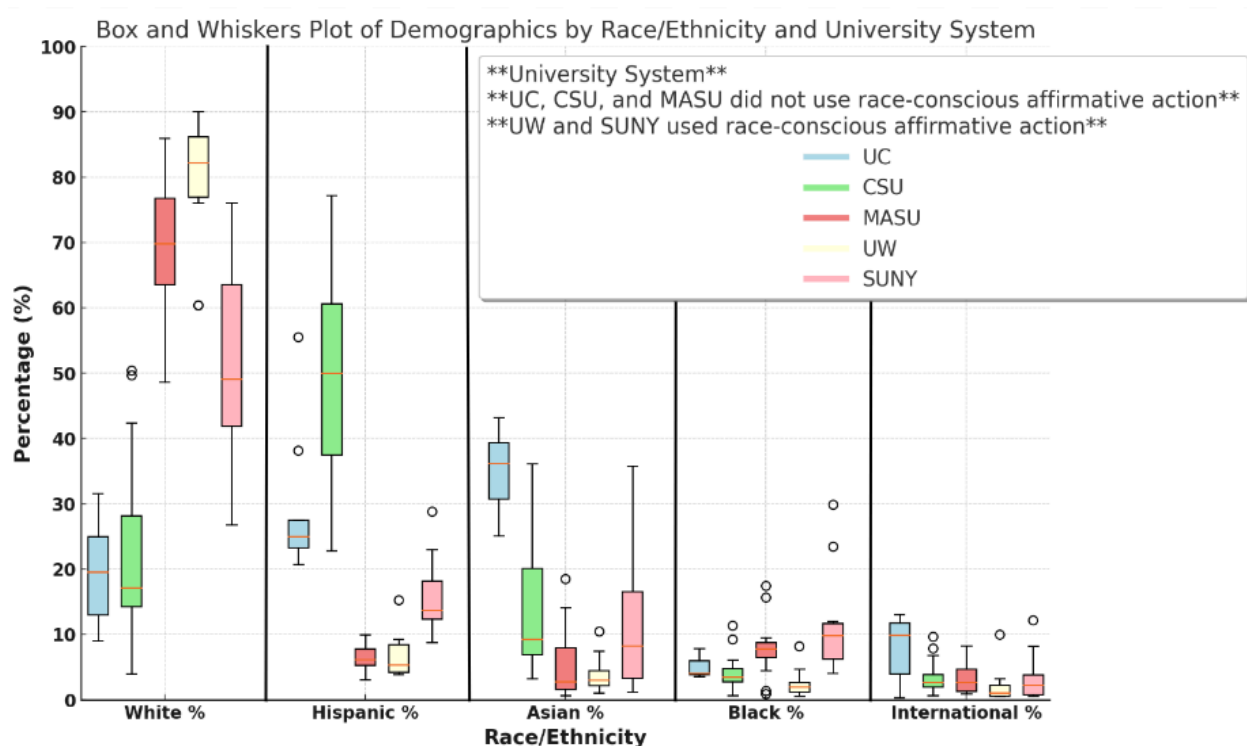


Figure 2: Box and Whisker Plots of Ethnic Demographics between the UC, CSU, MASU, UW, and SUNY university systems. Self-conducted.

What the Data Represents:

These box and whiskers plots explain the distribution of each ethnicity per university system. Each university system is color coded. Each ethnicity is labeled on the x-axis. The percentages are labeled on the y-axis. The lowest point (the 0th percentile) for each box will either be a whisker or a dot. If it is a whisker, then it is not an outlier. If it is a dot, then it is an outlier. The box in between the whiskers represents the interquartile range. The bottom of the box represents the 25th percentile. That means that 75 percent of universities have a higher percentage of x students within that specific university system. The middle line cutting through each box represents the median. That means that half of the universities within their university system have a greater percentage of x students on their campuses. And the top of the box is the 75th percentile. This means that only 25 percent of universities have a higher percentage of x students within that specific university system. The highest point (whether that be a whisker or a dot) represents the 100th percentile. This means that that university has the highest percentage of x students within their university system.

Key Takeaways from Figure 2:

The university systems without race-conscious affirmative action did not have significantly higher percentages of Asian students compared to the university systems with it. This is proven because the California State University and State of New York University systems have very similar distributions of Asian students. The median Asian student percentage is 8.3% for New York and 9.3% for the California State University system. The delta between percentages of Asian students between the UC and CSU systems indicate that affirmative action is not the key factor for the demographic differences between systems. The Michigan and Wisconsin university systems have fairly similar distributions of minority students. The 25th

percentiles among Hispanics are 4.2% and 5.3% for Wisconsin and Michigan, respectively. And the 75th percentiles of Hispanics for those two states are 8.7% and 8.4%. This may be due to geographical similarities. Both Wisconsin and Michigan are located in the Midwest. Both states have a 3% Asian population (Census Profile: Wisconsin). Wisconsin is 8% Hispanic, whereas Michigan is 6% Hispanic (Census Profile, Michigan). The greatest variance among the minority students between Wisconsin and Michigan is Black Americans. This phenomenon corresponds with the two state populations. Six percent of the people in Wisconsin are African American while 13% of the people in Michigan are African American (Census Profile, Michigan). The distribution of international students is similar for all of the university systems except for the UC system.

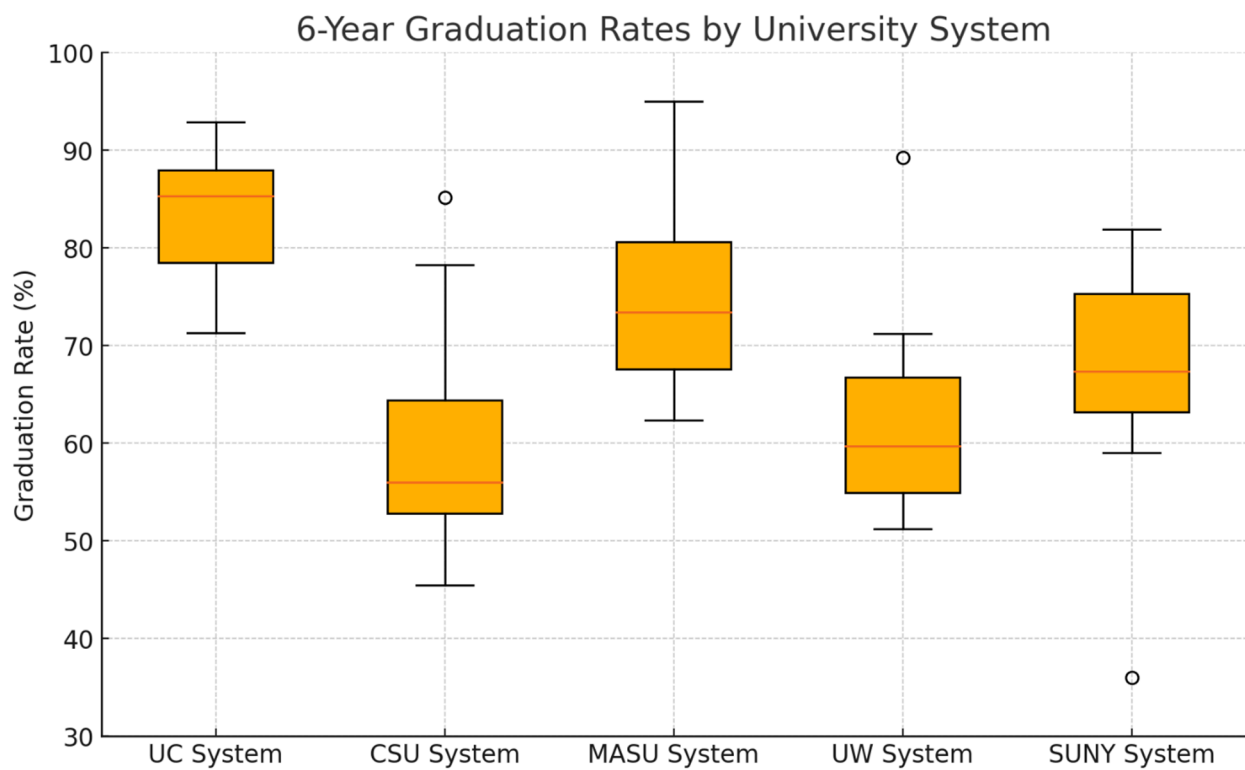


Figure 3: Box and Whisker Plots for 6-Year Graduation Rates across the UC, CSU, MASU, UW, and SUNY university systems. Self-conducted.

Key Takeaways from Figure 3:

The six year graduation rates vary regardless of whether a university system utilizes affirmative action or not. The UC system has the highest 0th percentile, 25th percentile, median, and 75th percentile for graduation rates compared to every other university system. The University of Michigan, Ann Arbor has the highest 6-year graduation rate at 95%. The CSU system has the lowest 25th percentile, median, and 75th percentile of graduation rates. The MASU system has the second highest 75th percentile, median, and 25th percentile. The SUNY system has the third highest 75th percentile, median, and 25th percentile. The UW system has the 4th highest 75th percentile, median, and 25th percentile. The gap between the median and the 75th percentile is larger than the gap between the median and the 25th percentile among each university system except for the UC system.

Research Implications:

For the demographic component, the results from those box and whisker plots contradicts my original hypothesis. My original hypothesis was that university systems without race-conscious affirmative action would have higher percentages of Asian students than universities with it. This was proven to not be the case. While the UC system does have the highest box and whiskers plot percentage of Asian American students, the CSU and SUNY systems have similar distributions, and the MASU and UW systems have similar medians. Since the CSU doesn't have race conscious affirmative action while the SUNY system does, it proves that affirmative action alone doesn't cause the discrepancies in percentages of ethnicities. This is especially true considering the fact that the UC and CSU system have different distributions of percentages of Asian American students. The UC system likely has a higher distribution because it is more of an academically competitive system compared to the other university systems

observed. Since Asian Americans do have higher test score averages on the SAT, they are more likely to attend competitive colleges like UCLA and UC Berkeley.

My hypothesis of there not being any significant differences in graduation rates between the university systems is correct. While the UC and MASU systems have the highest distributions of 6-year graduation rates, since the CSU distribution is the lowest, it demonstrates that a university's decision on whether they should consider race in an application does not create a concrete and clear impact on the graduation rates. The gap in distributions of graduation rates between the UC's and CSU's indicate that universities that are more academically prestigious (have lower acceptance rates) will be more likely to have higher graduation rates.

Both of the box and whisker charts determined that a university will not have notable shifts in graduation rates or their campus demographics regardless of whether they had race conscious affirmative action in their admissions process. These findings are particularly interesting, as it challenges the belief that affirmative action significantly alters the composition and success rates of student bodies.

Research Limitations and Research Extensions:

While I was able to discover the demographic distributions of multiple university systems, I did not have data on the demographics of the applicant pool for each university. There might have been a much greater correlation between the demographics of the applicant pool and the demographics of the university. For example, it would be interesting to see universities compositions between applicant pools that are 80% white to applicant pools that are 30%. Another potential confounding variable from Figure 2 is how the demographics of a region can lead to the different demographics within a university. For instance, the city of Irvine, California is composed of 44% Asian Americans (Irvine Demographics). And 43.2% of UC Irvine's

students are Asian American (Figure 2). The Inland Empire and Central California have high percentages of Hispanic Americans (Rio). UC Riverside and UC Merced have the highest percentages of Hispanic American students on their campuses within the UC system (Figure 2). If I had the opportunity to, I would try to observe if there is a correlation between the demographics of a region and the university demographics. I would also try to observe if there is a correlation between the demographics of the applicant pool and the university demographics.

The variances in 6-year graduation rates are likely to have had multiple confounding variables. The first confounding variable is the fact that a university's graduation rates may be tied to their academic prestige. To give a few examples, UC Berkeley, University of Michigan Ann Arbor, UW Madison, and Harvard University are a collection of universities with high graduation rates. Even though UC Berkeley and University of Michigan don't use race as a factor in admissions, Harvard and UW Madison did use it as a factor. Their high graduation rates are likely due to the fact that those schools are academically competitive. So the ones that are admitted and attending those colleges are more academically competitive compared to those that attend other universities. The difference in academic competitiveness between universities is the potential cause of differences in graduation rates among universities.

While it would be interesting to measure the correlation between a university's academic prestige/competitiveness via acceptance rate to the 6-year graduation rates for a future research project, there still would be another confounding variable that can't be ignored. Universities may have different standards of grading and different standards for graduation. The threshold to graduate may vary based on the amount of required credits, minimum grade point average, or minimum number of classes needed. There may be variances between different professors. Professors at one university may be more strict and less lenient compared to professors at other

universities. Courses graded on a curve might be more beneficial for students at a less academically competitive university. All of these confounding variables are potential pitfalls that may inevitably skew the results. A second research project diving into the variances in graduation rates could be less helpful than a research project addressing the discrepancies of demographics for each college.

Conclusion:

This research project has provided a comprehensive analysis of the impact of affirmative action on the demographic composition and graduation rates of university systems in the United States. Contrary to the initial hypothesis, the findings reveal that the presence or absence of race-conscious affirmative action policies does not significantly alter the percentage of Asian American students across different university systems. The comparison between the California State University system, which does not use affirmative action, and the State University of New York system, which does, illustrates that factors other than affirmative action play more substantial roles in shaping the demographic composition of student bodies. This suggests that while affirmative action may have a slight influence on the admissions process, it is not the sole determinant of campus diversity.

Furthermore, the analysis of six-year graduation rates across the UC, CSU, MASU, UW, and SUNY systems indicates that there is no significant difference in graduation outcomes between universities with and without affirmative action. The data suggests that confounding variables such as the quality of academic support, resources, and institutional prestige are more critical factors in determining graduation rates than the specific admissions policies employed by these universities. These findings have broader implications for future policy decisions and program designs. It emphasizes the need for a more nuanced approach to diversity initiatives that

considers the complex interplay of regional demographics, academic competitiveness, and student support systems. The research also highlights the importance of understanding the broader societal and regional factors that influence student success, beyond the scope of affirmative action alone.

Appendix A:

Figure 2: While most boxes contain whiskers, some don't. For instance, the UC system's distribution of Hispanic students doesn't have an upper whisker. This is because the 75th percentile is the highest value that isn't considered an outlier. The two outliers for Hispanic student percentages within the UC system are UC Riverside and UC Merced.

Figure 3: The outlier in the CSU system is California Polytechnic State University in San Luis Obispo. The outlier in the UW system is University of Wisconsin, Madison. The outlier in the SUNY system is Buffalo State University.

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University (Must	6-Year Graduat	White %	Hispanic %	Asian %	Black %	International %		Native American %	Total Enrollment	Male %	Female %
UC Berkeley	92.9	19.6	20.7	39.9	4	11.5		0.5	33078	42.6	54.4
UC Davis	85.1	20.7	23.3	36.2	3.7	13.1		0.5	31797	39.1	57.7
UC Irvine	86.4	13	25	43.2	3.9	11.9		0.8	29503	43.2	54.7
UCLA	92.6	25	22	34.8	6.5	7.7		0.7	33040	38.2	60.1
UC Merced	71.3	9	55.5	25.1	7.9	0.3		0.4	8372	51.4	46.3
UC Riverside	78.5	10.6	38.2	39.2	6	4		0.2	22646	46.1	50.5
UC San Diego	88	18.2	24.1	39.4	3.6	11.8		0.4	33792	44.6	51.9
UC Santa Barba	85.3	31.6	25.1	25.7	4.1	9.9		0.8	23232	41.8	55.6
UC Santa Cruz	77.5	30.8	27.5	30.8	4.6	3.1		0.7	17812	45.4	48.5
Cal State Bakers	49.3	13	68.2	6.8	4.2	1.5		0.1	9399	35	65
Cal State Chann	53.5	22.6	60.9	6.2	2.2	1		0.2	5127	34.8	65.2
Cal State Chico	63.6	42.4	37.3	5.6	2.7	2.6		0.5	13999	43.6	56.1
Cal State Doming	46.9	5.2	68.9	7.4	11.4	2.2		0.1	14299	38.7	61.1
Cal State East Ba	45.5	15.2	40.9	21.9	9.3	2.4		0.1	11771	41.3	58.5
Cal State Fresno	54.8	15.1	59.9	11.9	2.9	4.3		0.2	23832	40.7	59.1
Cal State Fullert	69.2	15.2	52.3	21	2.5	2.8		0.1	41326	42.6	57.4
Cal State Humbol	46.6	50.4	29.3	3.3	2.6	6.8		1.3	5976	39.85	48.4
Cal State Long B	69.9	14.9	49.7	20.2	4	3.8		0.1	39530	40.1	59.2
Cal State Los An	52.6	4	77.2	10.1	3.9	1.1		0.1	24673	43.3	56.4
Cal State Monter	63.2	29	46	9	3	2		1	6271	39	61
Cal State Northri	56.2	19.7	55.8	8.9	5	4		0.1	36368	46	53.7
Cal State Pomona	66.7	13	53	22	3	2		0.1	26415	55	45
Cal State Sacran	55.8	22	38	20	6	3		0.1	30193	44	56
Cal State San Be	54.7	11	69	6	5	3		1	18510	39	61
Cal State San Di	78.3	34.7	34	8.1	3.7	3		0.2	37538	37.5	47.7
Cal State San Fr	50.1	16.4	35.2	22.4	6.1	7.9		0.2	23700	44	56
Cal State San Jo	64.7	14.1	28.2	36.1	3.3	9.7		0.01	32229	52	48
Cal Poly SLO	85.2	49.7	22.8	14.1	0.69	1.4		0.1	22279	49.7	50.2
Cal State San Ma	54.2	25.6	50.4	9.5	3.8	2.5		0.3	13932	40.4	59.3
Cal State Sonom	60.5	41.6	40.6	5.3	2.6	0.7		0.3	5865	38	62
Cal State Stanis	58	17.9	61.6	8.8	2.9	4		0.2	9440	33	67
Central Michigan	77.2	75.8	5.3	1.4	8.3	3		0.9	10,079	38.6	61.4
Eastern Michiga	64.4	55.3	9.9	3.4	17.5	4.7		0.3	11,129	40.5	59.5
Ferris State	67.6	75	6.6	1.6	8.8	1.3		0.8	8940	47.4	52.6
Grand Valley Sta	80.6	76.8	7.8	2.8	6.5	1.3		0.4	19243	39.7	60.1
Michigan State	90.8	66.9	6.2	8	6.5	5.7		0.3	40483	48.6	51.4
Michigan Tech	83.7	83.7	3.1	2	0.9	0.9		0.5	5903	70.5	29.5
Northern Michiga	68.4	86	4.6	0.7	1.4	1		1.4	6170	39.9	58
Oakland	73.4	69.8	5.4	6.3	9.5	1.9		0.2	12719	42	58
Saginaw Valley S	62.4	77	5	1	8	3		0	5993	36.4	63.6
Michigan (Ann Ar	95	48.6	10	18.5	4.5	8.3		0.1	33730	47	53
Michigan (Dearb	71.9	68.4	6.1	9.5	7.4	2.7		0.1	5012	54.8	45.2
Wayne State	67.4	54.8	6.9	14.1	15.7	2		0.2	16266	39.4	56.7
Western Michiga	74.8	63.6	9	2.6	7.8	4.7		0.4	12742	49.4	50.6

UW-Eau Claire	67.6	86	3.9	2.9	1	2.1		0.3	9259	39.3	60.7
UW-Green Bay	54.6	76.1	8.5	4.5	2.5	1.3		1.3	10350	38.3	61.4
UW-La Crosse	71.2	88.7	4	2	0.6	0.6		0.1	9205	43.9	58.1
UW-Madison	89.3	60.4	8.3	10.5	2.5	10		0.2	35665	47	53
UW-Milwaukee	51.2	60.4	15.3	7.5	8.2	2.3		0.4	16889	45.3	54.7
UW-Osh Kosh	57.9	81.4	6	4.3	2.8	0.6		0.4	7001	39.4	60.6
UW-Platteville	61.5	90	4.8	1.1	1.4	0.8		0	6053	64.5	35.5
UW-Stevens Point	56	86.3	4.3	2.9	1.3	0.5		0.4	7522	43.5	56.5
UW-Stout	52.5	83	4.2	3.1	1.2	3.3		0.4	6080	56.9	43.1
UW-White Water	64.3	79.4	9.3	1.9	4.7	0.6		0.2	9165	50.2	49.8
Binghamton	81.9	52.7	13.4	18.4	4.9	4		0	14400	47.3	52.7
Buffalo State	36	45.5	12.4	6.8	29.9	0.6		0.6	5507	43.2	56.8
Stony Brook	77.8	26.8	15.3	35.8	6	8.2		0	17420	49.1	50.9
Brockport	62.8	68.2	10	2.6	12	0.8		0.4	5376	41.3	58.7
Courtland	68	76.1	12.3	1.2	4.1	0.8		0.2	5905	46.9	53.1
Farmingdale	59	40.9	28.8	13	10.63	2.2		0.3	9508	59.1	40.9
New Paltz	78.4	59	23	5	7	1		0	6111	36	64
Oswego	66.7	65.1	14.1	2.8	10.8	3.2		0.2	5618	48.3	51.7
Albany	64.4	38.8	19.2	9.8	23.5	2.3		0.2	12100	46.2	53.8
Buffalo	68	45	8.8	17.8	9	12.2		0.5	20284	53.8	46.2

UC System: Doesn't Use Affirmative Action

<https://www.ucop.edu/institutional-research-academic-planning/files/factsheets/2023/admission-table-2-1.pdf>

<https://www.universityofcalifornia.edu/about-us/information-center/admissions-residency-and-ethnicity#:~:text=Gender%20identity%20%E2%80%93%20Prior%20to%202016,in%20the%20most%20recent%20year> .

Systemwide:

<https://www.universityofcalifornia.edu/about-us/information-center/fall-enrollment-glance>

1. UC Berkeley (33,078)

- i. 42.6%
- ii. 54.4%
- a. 19.6%
- b. 20.7%
- c. 39.9%
- d. 4.0%
- e. 0.5%
- f. 11.5%

2. UC Davis (31,797)

- i. 39.1%
- ii. 57.7%
- a. 20.7%
- b. 23.3%
- c. 36.2%

d. 3.7%

e. 0.5%

f. 13.1%

3: UC Irvine (29,503)

i. 43.2%

ii. 54.7%

a. 13.0%

b. 25.0%

c. 43.2%

d. 3.9%

e. 0.8%

f. 11.9%

4: UCLA (33,040)

i. 38.2%

ii. 60.1%

a. 25.0%

b. 22.0%

c. 34.8%

d. 6.5%

e. 0.7%

f. 7.7%

5: UC Merced (8,372)

i. 51.4%

ii. 46.3%

a. 9.0%

b. 55.5%

c. 25.1%

d. 7.9%

e. 0.4%

f. 0.3%

6: UC Riverside (22,646)

i. 46.1%

ii. 50.5%

a. 10.6%

b. 38.2%

c. 39.2%

d. 6.0%

e. 0.2%

f. 4%

7. UC San Diego (33,792)

i. 44.6%

ii. 51.9%

a. 18.2%

b. 24.1%

c. 39.4%

d. 3.6%

e. 0.4%

f. 11.8%

8: UC Santa Barbara (23,232)

i. 41.8%

ii. 55.6%

a. 31.6%

b. 25.1%

c. 25.7%

d. 4.1%

e. 0.8%

f. 9.9%

9: UC Santa Cruz (17,812)

i. 45.4%

ii. 48.5%

a. 30.8%

b. 27.5%

c. 30.8%

d. 4.6%

e. 0.7%

f. 3.1%

CSU System: Doesn't Use Affirmative Action

<https://www.calstate.edu/csu-system/about-the-csu/facts-about-the-csu/enrollment/Pages/student-enrollment-demographics.aspx>

By Age*	Headcount	Percent
17 and under	8,335	1.8%
18-24	341,452	75.1%
25-29	56,903	12.5%
30-34	22,341	4.9%
35-39	10,931	2.4%
40-49	10,214	2.2%
Over 49	4,464	1.0%

By Ethnicity*	Headcount	Percent
Hispanic/Latinx	219,747	48.3%
White, Non-Latinx	92,648	20.4%
Asian American	71,571	15.7%
Two or More Races	20,163	4.4%
Black/African American	18,343	4.0%
International Student	14,882	3.3%
Race and Ethnicity Unknown	15,102	3.3%
Native Hawaiian/Pacific Islander	1,351	0.3%
American Indian	833	0.2%

By Gender**	Headcount	Percent
Female	256,200	56.4%
Male	198,440	43.6%

*Totals may not add up to 100 percent due to rounding.
**According to federal reporting standards.

Systemwide:

1. Cal State Bakersfield: (Total Enrollment: 9,399) Fall 2023

https://www.csub.edu/about/_files/CSUB_FACT_BOOK_2024.pdf

- i. Male: 35%
- ii. Female: 65%
- a. White: 13%
- b. Hispanic: 68.2%
- c. Asian: 6.8%
- d. Black: 4.2%
- e. Native American: 0.1%
- f. International: 1.5%

2. Cal State Channel Islands (Total Enrollment: 5,127) Fall 2023

<https://oneci.csuci.edu/t/IRPEGuest/views/FallEnrollmentpublic/EnrollmentDashboard?%3Aembed=y&%3Aiid=1&%3AisGuestRedirectFromVizportal=y>

i. Male: 34.8%

ii. Female: 65.2%

a. White: 22.6%

b. Hispanic: 60.9%

c. Asian: 6.2%

d. Black: 2.2%

e. Native American: 0.2%

f. International: 1%

3. Cal State Chico (Total Enrollment: 13,999) Fall 2023

<https://www.csuchico.edu/about/chico-facts.shtml>

i. Male: 43.6%

ii. Female: 56.1%

a. White: 42.4%

b. Hispanic: 37.3%

c. Asian: 5.6%

d. Black: 2.7%

e. Native Americans: 0.5%

f. International: N/A

4. Cal State Dominguez Hills (Total Enrollment: 14,299) Fall 2023

<https://www.csudh.edu/uepa/student-data/fall-enrollment>

- i. Male: 38.7%
- ii. Female: 61.1%
- a. White: 5.2%
- b. Hispanic: 68.9%
- c. Asian: 7.4%
- d. Black: 11.4%
- e. Native American: 0.1%
- f. International: 2.2%

5. Cal State East Bay (Total Enrollment: 11,771) Fall 2023

<https://www.csueastbay.edu/about/files/docs/2024-factsbk.pdf>

- i. Male: 41.3%
- ii. Female: 58.5%
- a. White: 15.2%
- b. Hispanic: 40.9%
- c. Asian: 21.9%
- d. Black: 9.3%
- e. Native Americans: 0.1%
- f. International: 2.4%

6. Cal State Fresno (Total Enrollment: 23,832) Fall 2023

<https://tableau.fresnostate.edu/views/Enrollment/RaceEthnicityDetail?%3Aembed=y&%3AisGuestRedirectFromVizportal=y>

- i. Male: 40.7%
- ii. Female: 59.1%
- a. White: 15.1%
- b. Hispanic: 59.9%
- c. Asian: 11.9%
- d. Black: 2.9%
- e. Native American: 0.2%
- f. International: 4.3%

7. Cal State Fullerton (Total Enrollment: 41,326) Fall 2023

https://www.fullerton.edu/data/_resources/pdfs/facts/CSUF%20Facts%20Fall%202023.pdf

- i. Male: 42.6%
- ii. Female: 57.4%
- a. White: 15.2%
- b. Hispanic: 52.3%
- c. Asian: 21%
- d. Black: 2.5%
- e. Native American: 0.1%
- f. International: 2.8%

8. Cal State Humboldt: (Total Enrollment: 5976) Fall 2023

<https://irar.humboldt.edu/node/552>

- i. Male: 39.85
- ii. Female: 48.4%
- a. White: 50.4%
- b. Hispanic: 29.3%
- c. Asian: 3.3%
- d. Black: 2.6%
- e. Native American: 1.3%
- f. International: 6.8%

9. Cal State Long Beach (Total Enrollment: 39,530) Fall 2023

<https://data.ir.csulb.edu/t/IRA-Public/views/BeachDataAtAGlance/AtAGlance?.iid=3&.isGuestRedirectFromVizportal=y&.embed=y>

- i. Male: 40.1%
- ii. Female: 59.2%
- a. White: 14.9%
- b. Hispanic: 49.7%
- c. Asian: 20.2%
- d. Black: 4%
- e. Native American: 0.1%
- f. International: 3.8%

10: Cal State Los Angeles (Total Enrollment: 24,673) Fall 2023

<https://www.calstate.edu/csu-system/about-the-csu/facts-about-the-csu/enrollment>

- i. Male: 43.3%
- ii. Female: 56.4%
- a. White: 4%
- b. Hispanic: 77.2%
- c. Asian: 10.1%
- d. Black: 3.9%
- e. Native Americans: 0.1%
- f. International: 1.1%

11. Cal State Monterey Bay (Total Enrollment: 6,271) Fall 2023

- i. Male: 39%
- ii Female: 61%
- a. White: 29%
- b. Hispanic: 46%
- c. Asian: 9%
- d. Black: 3%
- e. Native American: 1%
- f. International: 2%

12: Cal State Northridge (Total Enrollment: 36,368) Fall 2023

<https://www.csun.edu/institutional-research/csun-profiles>

- i. Male: 46%

- ii. Female: 53.7%
- a. White: 19.7%
- b. Hispanic: 55.8%
- c. Asian: 8.9%
- d. Black: 5%
- e. Native American: 0.1%
- f. International: 4%

13: Cal State Pomona (Total Enrollment: 26,415) Fall 2023

<https://www.cpp.edu/research/sponsored-program/docs/fall-2023-enrollment-summary.pdf>

- i. Male: 55%
- ii. Female: 45%
- a. White: 13%
- b. Hispanic: 53%
- c. Asian: 22%
- d. Black: 3%
- e. Native American: <0.1%
- f. International: 2%

14: Cal State Sacramento (Total Enrollment: 30,193) Fall 2023

https://www.csus.edu/experience/fact-book/_internal/_documents/fact-book24-web.pdf

- i. Male: 44%
- ii. Female: 56%

- a. White: 22%
- b. Hispanic: 38%
- c. Asian: 20%
- d. Black: 6%
- e. Native American: <0.1%
- f. International: 3%

15: Cal State San Bernardino (Total Enrollment: 18,510) Fall 2023

<https://www.csusb.edu/about-csusb/facts-and-stats>

- i. Male: 39%
- ii. Female: 61%
- a. White: 11%
- b. Hispanic: 69%
- c. Asian: 6%
- d. Black: 5%
- e. Native American: <1%
- f. International: 3%

16: Cal State San Diego (Total Enrollment: 37,538) Fall 2023

<https://asir.sdsu.edu/enrollment-data/enrollment-ethnicity-data-table/>

- i. Male: 37.5%
- ii. Female: 47.7%
- a. White: 34.7%

- b. Hispanic: 34%
- c. Asian: 8.1%
- d. Black: 3.7%
- e. Native American: 0.2%
- f. International: 3%

17: Cal State San Francisco (Total Enrollment: 23,700) Fall 2023

<https://marcomm.sfsu.edu/sf-state-facts>

- i. Male: 44%
- ii. Female: 56%
- a. White: 16.4%
- b. Hispanic: 35.2%
- c. Asian: 22.4%
- d. Black: 6.1%
- e. Native American: 0.2%
- f. International: 7.9%

18: Cal State San Jose (Total Enrollment: 32,229) Fall 2023

<https://www.sjsu.edu/facts-and-accomplishments/facts.php>

- i. Male: 52%
- ii. Female: 48%
- a. White: 14.1%
- b. Hispanic: 28.2%
- c. Asian: 36.1%

- d. Black: 3.3%
- e. Native American: 0.01%
- f. International: 9.7%

19: Cal Poly Slo (Total Enrollment: 22,279) Fall 2023

<https://app.powerbi.com/view?r=eyJrIjojNjMwNzk3M2YtMjNiNS00NGI1LTg1MzUtNTlhMjJmMjllN2IxIiwidCI6IjFiMGQwMmRiLWZjOWUtNDQ5NS05NTM3LTFlkMzc5Y2NhMmFINyIsImMiOjZ9>

- i. Male: 49.7%
- ii. Female: 50.2%
- a. White: 49.7%
- b. Hispanic: 22.8%
- c. Asian: 14.1%
- d. Black: 0.69%
- e. Native American: 0.1%
- f. International: 1.4%

20: Cal State San Marcos (Total Enrollment: 13,932) Fall 2023

<https://news.csusm.edu/fast-facts>

- i. Male: 40.4%
- ii. Female: 59.3%
- a. White: 25.6%
- b. Hispanic: 50.4%

- c. Asian: 9.5%
- d. Black: 3.8%
- e. Native American: 0.3%
- f. International: 2.5%

21: Cal State Sonoma (Total Enrollment 5,865) Fall 2023

- i. Male: 38%
- ii. Female: 62%
- a. White: 41.6%
- b. Hispanic: 40.6%
- c. Asian: 5.3%
- d. Black: 2.6%
- e. Native American: 0.3%
- f. International: 0.7%

22: Cal State Stanislaus (Total Enrollment: 9,440) Fall 2023

- i. Male: 33%
- ii. Female: 67%
- a. White: 17.9%
- b. Hispanic: 61.6%
- c. Asian: 8.8%
- d. Black: 2.9%
- e. Native American: 0.2%

f. International: 4%

Michigan State University System (Didn't Use Affirmative Action):

1. Central Michigan

[https://www.cmich.edu/docs/default-source/academic-affairs-division/academic-administration/academic-planning-analysis/reports-\(public\)/common-data-sets/cds_2023_2024.pdf?sfvrsn=923b6d9c_7](https://www.cmich.edu/docs/default-source/academic-affairs-division/academic-administration/academic-planning-analysis/reports-(public)/common-data-sets/cds_2023_2024.pdf?sfvrsn=923b6d9c_7)

2. Eastern Michigan

<https://www.emich.edu/facts/index.php>

https://irim.emich.edu/datafiles/pdf/EMU_Databook_2023_v5.pdf

3. Ferris State University

<https://www.ferris.edu/admissions/testing/resources/common/CDS2023-2024.pdf>

4. Grand Valley State

https://www.gvsu.edu/cms4/asset/AB12929F-A59F-E70C-D683F00BD7BCE54D/census_report_for_website_090623.pdf

5. Michigan State

<https://ir.msu.edu/-/media/assets/ir/docs/fall-enrollment/EnrollmentReportFall.pdf>

6. Michigan Tech

<https://www.mtu.edu/about/facts/>

7. Northern Michigan

<https://nmu.edu/institutionaleffectiveness/sites/institutionaleffectiveness/files/2024-07/NMU%20CDS%20-%202023-2024.pdf>

8. Oakland

<https://oakland.edu/newsletters/grizz-facts/2023/fall-23-enrollment-profile>

<https://www.oakland.edu/oira/student-information/enrollment/>

9. Saginaw Valley State (Fall 2022)

<https://nces.ed.gov/ipeds/institution-profile/172051>

10. Michigan (Ann Arbor)

https://obp.umich.edu/wp-content/uploads/pubdata/factsfigures/enrollment_umaa.pdf

11. Michigan (Dearborn)

<https://www.collegefactual.com/colleges/university-of-michigan-dearborn/student-life/diversity/>

<https://www.forbes.com/colleges/university-of-michigan-dearborn/>

12. Wayne State

<https://irda.wayne.edu/dashboard/diversity>

13. Western Michigan

https://files.wmich.edu/s3fs-public/attachments/u965/2024/WMU_CDS_2023-24.pdf

https://files.wmich.edu/s3fs-public/attachments/u965/2023/WMU_CDS_2022-23_Update.pdf

Wisconsin State University System (Did Use Affirmative Action)

1. UW-Eau Claire

<https://www.uwec.edu/institutional-research/factbook-landing-page/factbook-enrollment/>

2. UW-Green Bay

<https://www.uwgb.edu/CMSAssets/ISE/factbook.asp>

3. UW-La Crosse
<https://www.uwlax.edu/globalassets/offices-services/institutional-research/ir-resources/cds-2023-2024.pdf>
4. UW-Madison
<https://uwmadison.app.box.com/s/50d3gbh8j6fltsphaxbqh7vpn0g4bdj0>
5. UW-Milwaukee
https://uwm.edu/institutional-research/wp-content/uploads/sites/268/2024/03/CDS23_24_public.pdf
6. UW-Osh Kosh
https://www.uwosh.edu/oir/wp-content/uploads/sites/109/2023/03/CDS_2022-2023_B_Enrollment-and-Persistence-1.pdf
7. UW-Platteville
<https://www.collegefactual.com/colleges/university-of-wisconsin-platteville/student-life/diversity/>
8. UW-Stevens Point
<https://www3.uwsp.edu/oire/Documents/Fall%202023%20Census%20Summary.pdf>
9. UW-Stout
https://public.tableau.com/views/FactBookEnrollment_16807069506540/Story1?%3Aembed=y&%3AshowVizHome=no
10. UW-White Water
<https://www.uww.edu/documents/ir/Fast%20Facts/Fall%20Profile.pdf>

New York University System: (Did Use Affirmative Action)

1. Binghamton

https://www.binghamton.edu/offices/oir/upload_data/cds20232024.pdf

2. Buffalo State

<https://suny.buffalostate.edu/facts>

3. Stony Brook

https://www.stonybrook.edu/commcms/irpe/fact_book/common_data_set_files/CDS_2023_2024.pdf

4. Brockport

<https://www.brockport.edu/live/files/7692-common-data-set-2023-2024>

5. Cortland

<https://www2.cortland.edu/admissions/undergraduate/enrollment-facts.dot>

6. Farmingdale

https://www.farmingdale.edu/institutional-research/pdf/fall_2023_enrollment_report.pdf

7. New Paltz

<https://www.newpaltz.edu/about/glance.html>

8. Oswego

<https://www.oswego.edu/institutional-research/common-data-set-0>

9. Albany

<https://www.albany.edu/ir/data-available/common-data-set-2023-2024>

10. University at Buffalo (different from Buffalo State)

https://www.buffalo.edu/content/dam/www/oia/Common-Data-Sets/CDS_2023-2024.pdf

6 year Graduation Rate Links:

<https://www.universityofcalifornia.edu/about-us/information-center/ug-outcomes>

https://tableau.calstate.edu/views/GraduationRatesPopulationPyramidPrototype_liveversion/SummaryOverview?iframeSizedToWindow=true&%3Aembed=y&%3Adisplay_count=no&%3AshowAppBanner=false&%3AshowVizHome=no

<https://www.mischooldata.org/success-rates-report/>

<https://www.wisconsin.edu/education-reports-statistics/retention-and-graduation/>

<https://collegecampaign.org/publication/a-rising-tide-in-graduation-rates-at-the-california-state-university-csu-a-persistent-divide-in-racial-equity>

https://www.binghamton.edu/about/by-the-book/graduation_retention.html

https://institutionalresearch.buffalostate.edu/sites/institutionalresearch.buffalostate.edu/files/uploads/Documents/Right%20to%20Know%20Grad%20Rates/2023-24_4-5-6-YearRates_fixed.pdf

https://www.stonybrook.edu/commcms/irpe/fact_book/data_and_reports/_files/graduation_retention/FTFTGradRetnRates_All.pdf#page=5

<https://www.brockport.edu/live/files/7475-common-data-set-2022-2023>

<https://www2.cortland.edu/offices/institutional-research-and-analysis/quick-data/graduation-and-retention.dot>

https://www.farmingdale.edu/institutional-research/pdf/six_year_graduation_rate_ft-ft-bacc_thru_2017cohort.pdf

<https://www.newpaltz.edu/schoolofbusiness/studentoutcomes/>

<https://www.oswego.edu/tomorrow/graduation-rates>

<https://waf.collegedata.com/college-search/university-at-albany/students>

<https://www.wgrz.com/article/news/investigations/investigative-post/suny-graduation-rates/71-dc-c7ab6e-cead-4a38-a98a-5fe98fbca844>

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<https://www.brookings.edu/articles/sat-math-scores-mirror-and-maintain-racial-inequity/>

Harris, Adam. “The Decision That Uperds the Equal-Protection Clause.” *The Atlantic*, 29 June

2023,

www.theatlantic.com/ideas/archive/2023/06/scotus-affirmative-action-ruling-implications

/674567/. Accessed 6 Aug. 2024.

