

The Price of Persistence: How Economic Burden and Mental Health Impact Retention Rates of  
Hispanic/Latinx Students in the UC System

By: Joshua Govea

The University of California (UC) system is widely recognized for its commitment to academic excellence and social mobility. However, despite its reputation as a pathway to opportunity, significant disparities remain in graduation rates across ethnic groups. While Hispanic/Latinx students comprise nearly 25% of the undergraduate population at UC campuses, their four-year graduation rate lags behind those of their peers. This disparity raises pressing questions about the barriers these students face, particularly the role of economic burden in shaping their academic trajectories.

Across the United States, disparities in higher education retention are significant, particularly among students from economically disadvantaged backgrounds. While universities such as the UC system aim to provide opportunities for upward mobility, economic barriers, including financial stress and food insecurity, persistently affect students' academic outcomes. This paper explores the ways in which these economic challenges disproportionately impact Hispanic/Latinx students within the UC system, hindering their retention rates.

This paper investigates the relationship between economic hardship and the academic outcomes of Hispanic/Latinx students within the UC system. Specifically, it seeks to answer the question: Does the economic burden—defined by financial stress and food insecurity—lead Hispanic/Latinx UC students to experience higher levels of stress, anxiety, and depression compared to other ethnic groups, which in turn lowers their undergraduate retention rates? The

study focuses on data from 2019 to 2023, analyzing trends across all nine undergraduate UC campuses.

To explore this question, I examine data from the UC Undergraduate Experience Survey (UCUES) and the UC Undergraduate Outcomes dataset. These datasets provide insights into students' financial stress, food security, and mental health, as well as graduation rates. By integrating statistical analyses of these variables, this paper aims to illuminate the mechanisms by which economic burdens disproportionately impact Hispanic/Latinx students and contribute to disparities in graduation outcomes. Ultimately, the goal is to inform targeted policy recommendations that address these barriers and promote equity within the UC system. Understanding the factors that drive these disparities is critical not only for addressing equity within the UC system but also for meeting California's broader workforce and social justice goals.

### **Context and Significance**

The disparities faced by Hispanic/Latinx students in the UC system are not merely statistical anomalies; they reflect deeper, structural challenges that affect their academic persistence and outcomes. While initiatives like the Hispanic-Serving Institutions (HSI) program have been implemented to enhance educational opportunities by providing federal funding to campuses enrolling at least 25% Hispanic/Latinx students, there are still significant gaps in addressing the compounded effects of financial stress, food insecurity, and mental health challenges. Not to mention that as of right now not all UC undergraduate campuses qualify as HSI. These issues create barriers to retention and graduation, even as the UC system strives to support its diverse student population.

Economic burdens disproportionately affect Hispanic/Latinx students, who are often overrepresented in lower-income brackets. These financial pressures force many students to balance academic responsibilities with work, prioritizing tuition and housing over basic needs such as nutrition, healthcare, and mental well-being. Such challenges can lead to academic disengagement, which further contributes to lower retention rates. In fact, Hispanic/Latinx students experience a significantly lower four-year graduation rate than their peers, a trend that is concerning not only for the students themselves but also for California's broader socio-economic landscape. Given that Hispanic/Latino individuals make up nearly 40% of California's population according to the U.S Census Bureau. Ensuring the academic success of these students is vital for fostering an equitable and robust workforce that reflects the state's demographic diversity.

Furthermore, disparities in resource allocation across UC campuses exacerbate these challenges. Campuses with fewer financial and institutional resources may struggle to provide adequate support for students, limiting the impact of programs like HSI. These inequities not only hinder student success but also perpetuate systemic disadvantages within higher education. The urgency of addressing these issues is amplified by California's commitment to increasing higher educational attainment levels across all ethnic and socio-economic groups. Governor Gavin Newsom has emphasized this need in his 2022-2023 state budget proposal, which aligns with the state's goal of achieving a 70% postsecondary degree and certificate attainment rate by 2030. This initiative is designed to support the state's economic competitiveness and workforce demands in preparation for a global economy, emphasizing the importance of equitable access to higher education for all students.

Addressing these intertwined challenges is critical for fostering equity within the UC system and preparing California's future workforce. While existing research has documented the impact of economic burdens on academic persistence and retention, there remains a lack of studies examining how these factors uniquely affect Hispanic/Latinx students within the UC system. This research seeks to bridge that gap, offering insights that can inform more targeted, effective policy interventions and contribute to the creation of an academic environment that truly promotes success for all students, regardless of their economic background.

## **Literature Review**

The intersection of economic burden, mental health, and academic outcomes in higher education has long been studied, but significant gaps remain in understanding how these factors uniquely affect Hispanic/Latinx students, especially within the University of California (UC) system. Existing research demonstrates systemic inequities and barriers to access that disproportionately affect marginalized student populations, laying the foundation for this study's focus on the compounded effects of financial stress, food insecurity, and mental health on academic persistence.

## **Economic Burden and Educational Persistence**

Boatman and Long's (2016) study, *The Effects of Financial Aid on Student Engagement*, highlights the significant impact of reducing financial stress on students' ability to engage in both academic and extracurricular activities. Their research suggests that students who experience less financial strain are more likely to participate in campus and community activities, which contribute to their overall engagement and academic success (p. 678). However, they also highlight a gap in understanding whether these benefits are equally distributed among students

from different socioeconomic and ethnic backgrounds, particularly for groups such as Hispanic/Latinx students who face higher living costs. This limitation points to the need for more focused studies on how financial aid impacts students from lower-income backgrounds and how these impacts vary by ethnicity.

Building on this, Ceja (2021) in *The Pathway to Higher Education for Low-Income Students: Access, Persistence, and Barriers* provides a broader context by showing how financial barriers, such as low family income, exacerbate disparities in college attendance and persistence. She notes that “students who perform high academically and are low income are 20 percent less likely to attend college than those who are high academically and high income students” (Espenshade & Radford, 2009, as cited in Ceja, 2021, p. 7). This finding aligns with research on the broader structural barriers faced by low-income students, particularly Hispanic/Latinx students. These barriers often include limited access to quality academic advising, lack of affordable housing, and insufficient financial aid. Additionally, low-income students struggle with food insecurity and inadequate access to mental health services. This further underscores how financial stress, a key factor in the college experience, can hinder retention and completion rates, particularly for students already facing multiple disadvantages.

### **Mental Health and the Role of Stigma**

Eisenberg et al. (2009) explore the relationship between economic stress and mental health challenges in *Stigma and Help-Seeking for Mental Health among College Students*. Their research indicates that personal stigma is strongly linked to lower rates of help-seeking behavior, including the use of psychotropic medication, therapy, and other nonclinical support, while perceived stigma did not show a significant effect on help-seeking behavior (p. 14). This finding

is particularly relevant to Hispanic/Latinx students, for whom cultural and societal stigma surrounding mental health can compound the challenge of seeking help. Stigma related to mental health may prevent students from accessing necessary resources, as they fear judgment or rejection within their cultural or familial communities. Additionally, the societal expectation to remain strong and self-reliant makes it harder for Hispanic/Latinx students to reach out for support, exacerbating the mental health challenges they face. As mental health issues such as anxiety and depression increase in response to financial stress, the stigma surrounding mental health further discourages students from accessing the resources they need. This dynamic is particularly important in understanding the broader context of academic persistence, where mental health struggles become a barrier to engagement and success in higher education.

Reyes-Portillo et al. (2022) further build on this by examining the *Psychological, Academic, and Economic Impacts of COVID-19 on College Students of Color*. Their findings indicate that “Black and Latinx students reported the most consistent financial and academic consequences of the pandemic, reporting uncertainty about being able to complete current coursework and concerns about affording food and college” (p. 483-4). The compounded effects of financial stress and mental health challenges during the pandemic offer valuable insight into how systemic inequities impact students of color, including Hispanic/Latinx students. The study points to the urgent need for tailored interventions that address both the economic and psychological barriers these students face.

### **Academic Outcomes and Intersectionality**

Lastly, Schuyler, Childs, and Poynton (2021), in *First-Generation College Students: A Socioeconomic and Racialized Perspective*, extend the conversation by highlighting the

compounded challenges faced by first-generation students of color (FGSOC). They argue that these students are at a heightened risk due to their multiple marginalized identities—low socioeconomic status, being people of color, and being first-generation college students. These challenges significantly impact their academic persistence, an argument that directly ties to the earlier findings of economic barriers and mental health challenges. They state that “FGSOC are academically, socially, and psychologically at-risk (Gray, 2013) due to their multiple marginalized identities (low SES, person of color, first-generation college student), highlighting the need for an increased understanding of the unique challenges they face” (p. 12). This highlights the urgent need for targeted, inclusive support systems that can address the unique barriers these students face, particularly in the context of higher education institutions that are often not equipped to meet their complex needs.

### **How This Research Contributes**

Existing research has extensively documented the barriers faced by minority students in higher education, including economic burdens, mental health challenges, and disparities in academic outcomes. However, these issues are often studied separately, leaving gaps in understanding how these factors intersect to impact student success. This study addresses these gaps by exploring the compounded effects of economic stress, basic needs insecurity, and social challenges on the academic persistence and graduation rates of students within the University of California system.

Focusing on the UC system provides a unique lens to examine these issues in a context where Hispanic/Latinx students represent a growing and significant portion of the student population. By leveraging existing data and analyzing institutional practices, this research seeks

to offer insights into how economic and social pressures contribute to disparities in educational attainment. It also integrates dimensions such as food security and mental health, which have often been examined in isolation. This approach not only highlights the immediate academic challenges but also the broader institutional and systemic inequities that exacerbate these issues.

Ultimately, the study aims to enhance understanding of the interconnected challenges and provide evidence to inform policies and programs that better support the success of Hispanic/Latinx students. By doing so, this research contributes to the broader goal of fostering equity and inclusion within higher education.

### **Theory, Hypotheses, and Causal Mechanism**

This study is grounded in a socio-ecological framework, which emphasizes the interconnectedness of individual, institutional, and societal factors that influence student outcomes. According to this framework, economic burden, particularly financial stress and food insecurity, does not act in isolation but interacts with other aspects of student life, such as mental health and institutional support, to shape academic persistence and graduation rates. I believe that understanding these interactions is critical to uncovering the unique challenges faced by Hispanic/Latinx students in the UC system. By using this model, I aim to explore how these interconnected factors contribute to the academic outcomes of Hispanic/Latinx students.

I hypothesize that economic burdens—defined by financial stress and food insecurity—directly impact the academic persistence of Hispanic/Latinx students. Specifically, I believe that Hispanic/Latinx students who report higher levels of financial stress, food insecurity, or mental health challenges (e.g., stress and depression) will be less likely to persist to graduation compared to White and Asian students, as indicated by data from the UC Undergraduate



Experience Survey (UCUES) and the UC Undergraduate Outcomes dataset. I expect to find that the compounded effects of these factors—economic stress, food insecurity, and mental health challenges—disproportionately impact Hispanic/Latinx students.

The causal mechanism behind these hypotheses is rooted in the way financial stress, food insecurity, and mental health challenges interact. I believe that financial stress directly impacts students' ability to engage academically by reducing the time and energy they can devote to their studies. Students who experience high financial strain may need to work longer hours, thereby cutting into time that could otherwise be spent on academic work. Financial stress can also lead to food insecurity, which impairs cognitive function, concentration, and energy levels, further hindering academic performance. As these economic pressures accumulate, they often contribute to mental health challenges such as anxiety and depression. These mental health struggles reduce students' motivation, resilience, and engagement with academic tasks, creating a feedback loop that perpetuates academic disengagement. This cycle is particularly concerning for Hispanic/Latinx students, who are disproportionately represented in lower-income demographics and are thus more likely to experience high levels of financial stress, food insecurity, and mental health challenges. The combination of these factors creates a set of barriers that significantly hinder academic persistence and retention. By examining these interconnected challenges, I aim to highlight the unique struggles faced by Hispanic/Latinx students and provide evidence for targeted interventions that can support their academic success.

## **Methodology**

## **Research Framework**

This study aims to investigate how economic burdens—specifically financial stress and food insecurity—affect academic persistence among Hispanic/Latinx students in the University of California (UC) system. The goal is to understand the extent to which these economic challenges contribute to disparities in retention and graduation rates, particularly when compared to other ethnic groups such as White and Asian/Pacific Islander students. By examining how economic factors intersect with food security and mental health, this research will provide insights into the barriers faced by Hispanic/Latinx students and how these challenges influence their academic outcomes.

### **Variables and Measurements**

The independent variables in this study are levels of financial stress and food insecurity, both of which will be measured using data collected from the UC Undergraduate Experience Survey (UCUES). Financial stress will be measured by students' responses to questions about concerns regarding tuition, housing, and overall financial stability. These responses are recorded on a scale where students indicate their level of concern, with options ranging from low to high concern. Similarly, food insecurity will be assessed by students' self-reported access to sufficient and nutritious food, with students selecting from one of three options indicating very low, moderate, or very high food security. These two variables—financial stress and food insecurity—are the primary economic burdens I hypothesize will influence academic retention.

The dependent variable in this study is academic retention, which will be measured through retention rates between the years 2019 to 2023, as reported in the UC Undergraduate Outcomes dataset. This dataset provides retention and graduation rates disaggregated by

ethnicity, allowing comparisons between Hispanic/Latinx students and other ethnic groups such as White and Asian/Pacific Islander students.

I will include several control variables to account for other factors that might influence academic persistence. These include student ethnicity, which will be measured using data from the UC Undergraduate Experience Survey (UCUES), and median income levels for each ethnic group, based on the average income in the communities surrounding the UC campuses, as obtained from the U.S. Census data. These control variables are intended to account for demographic and socioeconomic differences that may influence academic outcomes.

### **Research Methods**

To analyze the data, I will employ both descriptive statistics and inferential statistical methods. Descriptive statistics will summarize trends in financial stress, food insecurity, and retention rates across different ethnic groups. Regression analysis will be used to examine the relationship between financial stress and food insecurity on academic persistence. This will allow me to determine whether these economic burdens predict retention and graduation outcomes for Hispanic/Latinx students. These statistical methods will provide a comprehensive understanding of how economic stress and food insecurity intersect with academic persistence and retention rates.

### **Data Sources**

The data for this study will be sourced from three primary datasets. The first is the UC Undergraduate Experience Survey (UCUES), which provides detailed, self-reported data on various student experiences, including financial stress, food insecurity, and mental health

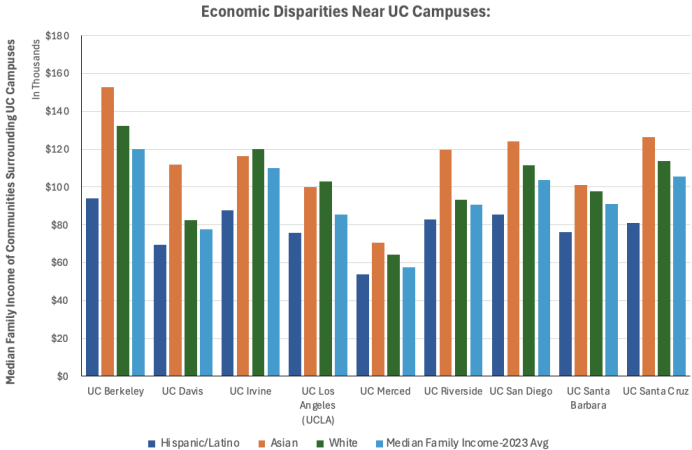
concerns. The second data source is the UC Undergraduate Outcomes dataset, which contains retention and graduation rates for all nine UC campuses. Finally, U.S. Census Bureau data on median family income by ethnicity will provide contextual information on income disparities that may impact students' ability to persist in higher education. By integrating this external data with the UCUES and UC Undergraduate Outcomes datasets, I will be able to contextualize the findings within broader socioeconomic trends and assess how economic disparities at the familial and institutional levels contribute to students' academic outcomes.

Together, these datasets will offer a comprehensive view of the factors influencing academic persistence in the UC system, with a specific focus on how economic stress, food insecurity, and mental health intersect to affect the retention and graduation rates of Hispanic/Latinx students.

**Results**

**Economic Disparities near UC Campuses:**

The graph *"Economic Disparities Near UC Campuses"* highlights a significant pattern of lower median family income in the communities surrounding UC campuses where Hispanic/Latinx students live. For example, UC Berkeley and UC



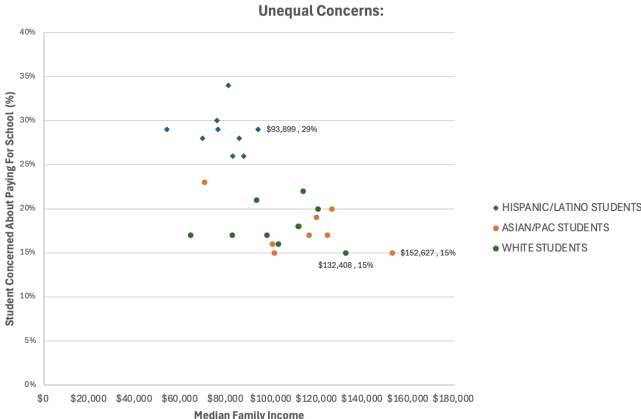
Irvine, both located in areas with high Hispanic/Latinx populations, show significantly lower median family incomes compared to surrounding areas with predominantly White and Asian

communities. This is critical because lower family income directly influences the financial stability of students. As the data suggests, students from lower-income backgrounds face greater challenges in securing the financial resources needed to succeed in higher education. They may struggle to pay for tuition, housing, and textbooks, all of which contribute to stress, anxiety, and overall academic difficulties.

The income disparity between communities surrounding UC campuses suggests that these students are already facing a structural disadvantage before even stepping onto campus. This economic disadvantage leads to increased financial stress, which is known to negatively impact students’ mental health, academic performance, and engagement with campus activities. The relationship here is clear: lower community income levels directly correlate with increased financial concerns among Hispanic/Latinx students, which then likely exacerbate other challenges like food insecurity and mental health struggles.

**Concerns about Paying for School:**

The data in "Unequal Concerns" shows that Hispanic/Latinx students are significantly more likely to worry about their ability to pay for school compared to White and Asian/Pacific Islander students. Nearly 30% of Hispanic/Latinx students report being extremely concerned



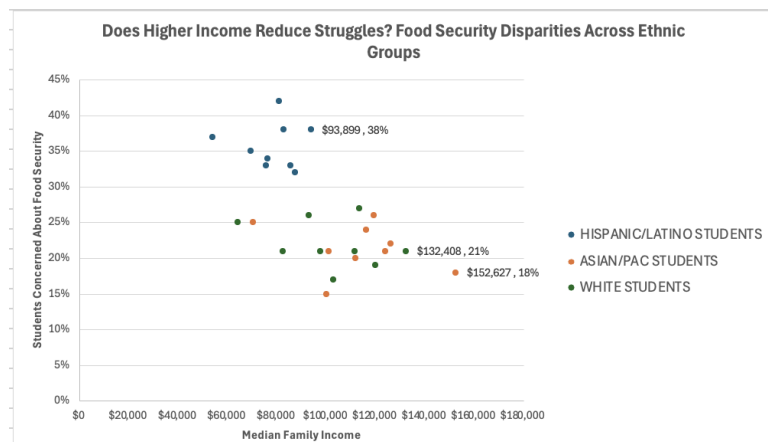
about financing their education, compared to just 15-20% of their peers. This stark difference is particularly relevant as it demonstrates the additional burden Hispanic/Latinx students face in terms of economic stress, which can have cascading

effects on both their academic persistence and mental well-being.

These concerns about paying for school suggest a causal relationship between financial stress and mental health challenges. The more concerned a student is about their financial situation, the more likely they are to experience emotional distress, anxiety, and depression, as evidenced in the following sections. The disparity in these concerns highlights the broader inequities in educational access and opportunities for marginalized groups, especially Hispanic/Latinx students. The financial burden appears not only to hinder academic engagement but may also serve as a barrier to success, affecting retention rates

### Food Insecurity Among UC Students:

The graph *"Does Higher Income Reduce Struggles? Food Security Disparities Across Ethnic Groups"* reveals that food insecurity is a significant issue for Hispanic/Latinx students, especially those from



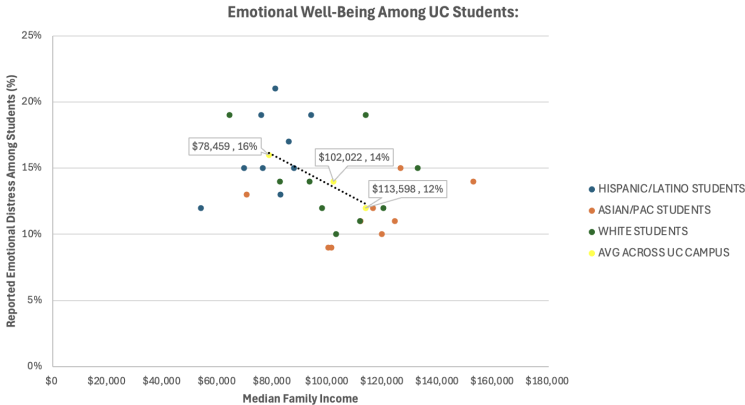
lower-income families. Nearly 38% of Hispanic/Latinx students from communities with median incomes around \$93,899 report concerns about food security, compared to just 18-21% of White and Asian/Pacific Islander students from higher-income households. This data underscores the intersectionality of economic stress—students facing financial difficulties are also struggling to meet basic needs like food security. The causal link between financial stress and food insecurity is apparent: as income decreases, food insecurity increases, further exacerbating the students'

emotional distress and academic challenges. This finding emphasizes the broader cycle of disadvantage that Hispanic/Latinx students face. Not only are they dealing with financial strain, but they are also struggling to access basic nutritional needs, which further erodes their ability to focus on academics and engage in campus life.

Moreover, food insecurity is often stigmatized, which may discourage students from seeking help. This creates a feedback loop in which financial insecurity, emotional distress, and food insecurity continuously reinforce each other, leaving students with fewer resources to address their academic needs..

**Emotional Distress Among UC Students:**

In the "Emotional Well-Being Among UC Students" graph, we see a strong relationship



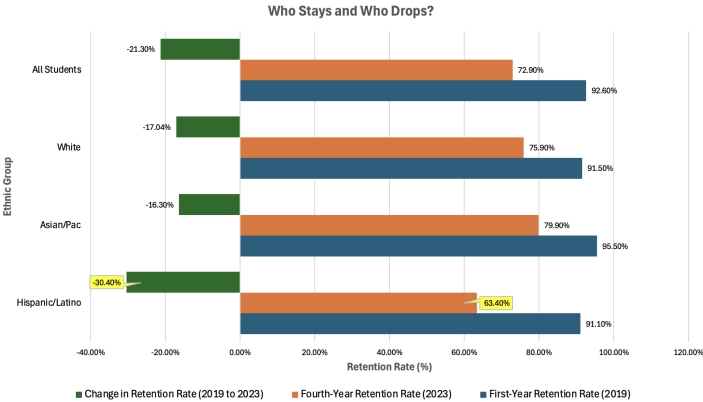
between median family income and reported emotional distress. Hispanic/Latinx students from communities with median incomes around \$78,459 report emotional distress levels of 16%, a significantly higher percentage than

White students from wealthier communities (with emotional distress at around 12-14%). This suggests that the lower the family income, the higher the levels of emotional distress among students. The relationship between financial stress and emotional distress is evident: students from economically disadvantaged backgrounds are not only burdened by financial instability but also experience higher levels of anxiety, depression, and overall mental health challenges.

This is particularly important when considering the academic success of Hispanic/Latinx students. Emotional distress can impair cognitive function, focus, and engagement, which are critical for academic achievement. The link between emotional well-being and academic persistence cannot be overstated—students who are emotionally distressed are less likely to remain engaged in their coursework or persist in their studies, which directly impacts their retention.

**Retention Rates Among UC Students:**

The *"Who Stays and Who Drops?"* the graph shows the starkest disparity in retention rates. Hispanic/Latinx students exhibit the greatest decline in retention from their first to fourth year, with a decrease of



30.4%, significantly more than their White and Asian/Pacific Islander peers, whose retention declines are much smaller. This discrepancy points to the compounded challenges these students face due to financial stress, food insecurity, and emotional distress.

These findings suggest a causal relationship between economic challenges and retention rates. Students experiencing higher levels of financial stress and food insecurity are less likely to persist through to graduation, particularly when coupled with emotional distress. The interconnectedness of these factors creates a barrier that affects academic engagement, success, and ultimately, retention. While other groups may experience some of these challenges, the



severity of these issues is heightened for Hispanic/Latinx students, contributing to their significantly lower retention rates.

## **Discussion and Research Implications**

The findings from this study reveal significant barriers that Hispanic/Latinx students face at UC campuses, particularly related to financial stress, food insecurity, and emotional distress. These factors contribute to lower retention rates, underscoring the need for a more comprehensive approach to supporting these students. Financial aid, traditionally focused on tuition, should be expanded to address hidden costs such as housing, transportation, and food. By offering targeted financial aid, such as meal stipends and housing grants, universities can directly reduce the stress these students face, helping improve their academic persistence and retention. Additionally, support programs specifically targeting Hispanic/Latinx students are essential. Counseling services, peer support groups, and culturally sensitive mental health resources can help alleviate emotional distress and reduce the stigma surrounding mental health. Implementing meal programs or food bank partnerships can combat food insecurity, further supporting academic engagement.

Policy changes should focus on providing equitable access to financial resources, including for students who may face challenges due to legal status. Expanding financial aid eligibility to include undocumented and DACA students is crucial for ensuring that all Hispanic/Latinx students have the opportunity to succeed. Furthermore, universities should prioritize resource allocation to campuses with higher populations of Hispanic/Latinx students, ensuring they have the support needed to thrive academically.

## **Future Research Directions**

Future research should focus on examining the legal status of students and its impact on access to financial aid. Specifically, undocumented or DACA students often face barriers to obtaining financial support, which further exacerbates their challenges. Longitudinal studies could explore how financial stress, food insecurity, and emotional distress evolve over time, particularly in terms of their impact on graduate school enrollment and career outcomes. Additionally, research could assess the effectiveness of interventions like meal stipends, mental health programs, and housing grants in improving retention and academic success. Comparative studies across different UC campuses or university systems could help identify best practices in supporting students from diverse backgrounds, informing policies that could be implemented across the system.

## **Limitations and Research Extensions**

While this study provides valuable insights, there are limitations. The reliance on self-reported data could introduce bias, as students may underreport or exaggerate their experiences with financial stress and mental health issues. Additionally, while significant relationships between these factors and academic outcomes were identified, causality cannot be established. Variability in campus resources and student demographics also limits the generalizability of the results. Moreover, this study did not explore the legal status of students, which can significantly impact access to financial aid and support services like CalFresh. Future research should examine how undocumented and DACA students navigate these barriers and how legal status intersects with the challenges of food insecurity, financial stress, and mental health. Despite these limitations, this study offers a foundation for further exploration into the

systemic barriers faced by Hispanic/Latinx students and provides policy recommendations to support their academic persistence.

## **Conclusion**

This study explored the complex relationship between financial stress, food insecurity, and emotional distress, and their effects on the retention rates of Hispanic/Latinx students within the University of California (UC) system. The results reveal a clear pattern: Hispanic/Latinx students face disproportionate economic burdens that negatively impact their academic persistence, contributing to lower retention rates compared to their White and Asian/Pacific Islander peers. These challenges, compounded by food insecurity and mental health issues, create a cycle of disadvantage that hinders their ability to engage academically and ultimately graduate. The findings emphasize the critical need for targeted policy interventions to support these students. Expanding financial aid programs to cover not only tuition but also housing, food, and transportation costs is crucial. It may be more effective to offer aid programs that distribute scholarships over all four years, rather than granting a one-year lump sum, to ensure students receive consistent support throughout their education. Additionally, mental health services, culturally sensitive support systems, and campus-based initiatives aimed at addressing food insecurity must be prioritized to alleviate the stressors these students face. By offering tailored resources that address both their economic and emotional needs, universities can help Hispanic/Latinx students overcome barriers to academic success and improve retention outcomes.

Moreover, future research should explore the role of legal status in accessing aid, as well as the long-term impacts of financial and emotional stress on career outcomes. Comparative

studies across different UC campuses and university systems could further identify best practices for supporting Hispanic/Latinx students. Ultimately, ensuring equitable access to resources and fostering an inclusive, supportive environment is not only essential for the success of Hispanic/Latinx students but also for California's broader economic and social equity goals.

### Works Cited

- Boatman, Angela, and Bridget Terry Long. "Does Financial Aid Impact College Student Engagement? Evidence from the Gates Millennium Scholars Program." *Research in Higher Education*, vol. 57, no. 6, 2016, pp. 653–681. Springer
- Ceja, Nicole. *Examining Educational Inequities: The Intersection of Economic Burden and Retention Rates for Low-Income Students*. California State University, 2021.
- Eisenberg, Daniel, et al. "Stigma and Help Seeking for Mental Health among College Students." *Medical Care Research and Review*, vol. 66, no. 5, 2009, pp. 522–541. SAGE Publications
- Reyes-Portillo, Jazmin A., et al. "The Psychological, Academic, and Economic Impact of COVID-19 on College Students of Color." *Journal of American College Health*, vol. 70, no. 4, 2022, pp. 482–489. Taylor & Francis
- Schuyler, Sarah, et al. "First-Generation Students of Color in Higher Education: Addressing the Intersections of Marginalization." *Journal of Diversity in Higher Education*, vol. 14, no. 1, 2021, pp. 11–20. American Psychological Association
- University of California. *UC Undergraduate Experience Survey (UCUES) Data Tables*. 2020, <https://www.universityofcalifornia.edu/about-us/information-center/ucues-data-tables-2020>.
- University of California. *Undergraduate Outcomes Data Tables*. 2023, <https://www.universityofcalifornia.edu/about-us/information-center/ug-outcomes>.
- U.S. Census Bureau. *2020 Decennial Census: Median Family Income by Race and Ethnicity*. 2020, <https://www.census.gov>.