

DIVIDED WE FAIL:

Improving Completion and Closing Racial Gaps in California's Community Colleges

Regional Profile—CENTRAL COAST

Counties of San Luis Obispo, Santa Barbara, and Ventura

The future of California depends heavily on increasing the number of Californians with certificates, associate degrees, and bachelor's degrees. Educational attainment in California has been declining with each younger generation – a statistic that bodes poorly for the state's economic competitiveness.

Divided We Fail is a report that tracked more than a quarter of a million students (255,253) who entered a California Community College in 2003-04 over six years and analyzed their progress and outcomes by major racial/ethnic population. Analyses were restricted to "degree-seekers" (students believed to be seeking a certificate, associate degree, or bachelor's degree), defined as all new students enrolling in more than 6 credits in the first year.

In California, too many students fail to complete community college:

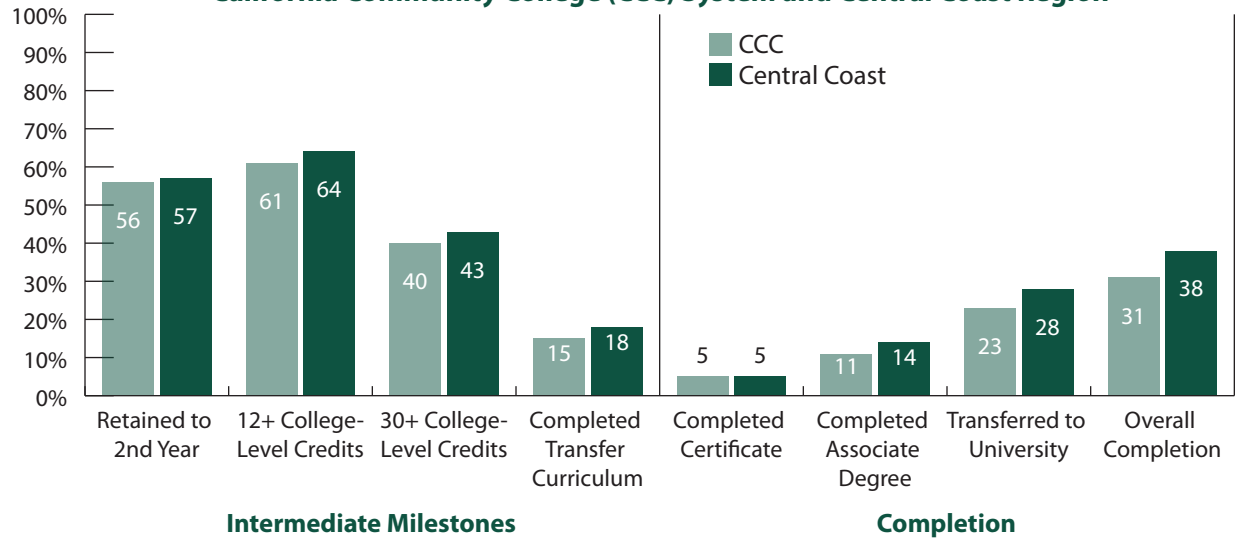
- Six years after enrolling, **70% of degree-seeking students had not completed a certificate or degree and had not transferred to a university.**
- **75-80% of Latino and black degree-seeking students did not complete.**
- Only **23% of degree seekers transferred to a university, 11% earned an associate degree, and only 5% earned a certificate.**

Key Findings for the Central Coast Region

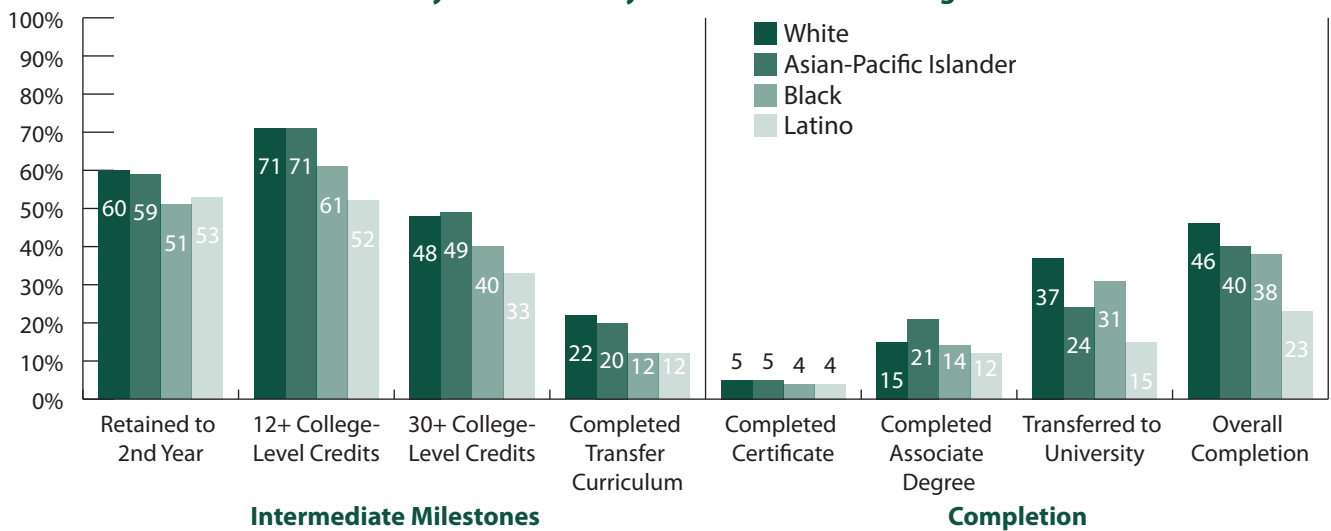
(12,857 degree-seeking students)

- At **38%**, the **overall completion** rate of degree-seeking community college students in the **Central Coast region**, while still low, was higher than in any other region.
- The share of degree-seeking community college students in the **Central Coast region transferring to a university was 28%**. Black students were more likely to transfer than their Asian-Pacific Islander or Latino peers, but **nearly 1 in 5 black transfer students enrolled in a for-profit college (19%)**.
- **Only 27% of black transfer students in the Central Coast enrolled in a California State University or the University of California.**
- **14% of Central Coast students earned an associate degree**, slightly higher than the state rate.
- The share of students earning a **certificate** in the **Central Coast region, 5%**, was the same as the statewide rate.
- While the Central Coast generally had slightly higher rates of completion than the state, **lower rates of success for blacks and Latinos resulted in them making up a smaller share of completers (24%)** than they did of incoming degree-seekers (37%).

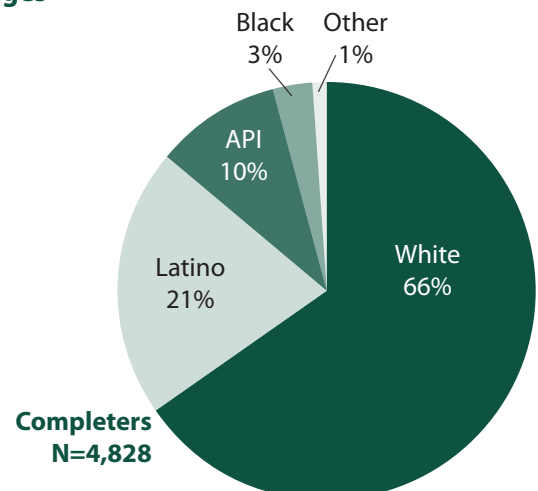
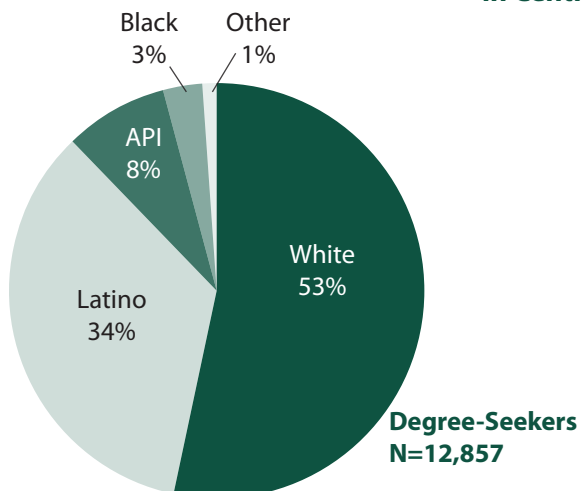
Milestone Attainment and Completion within 6 Years California Community College (CCC) System and Central Coast Region



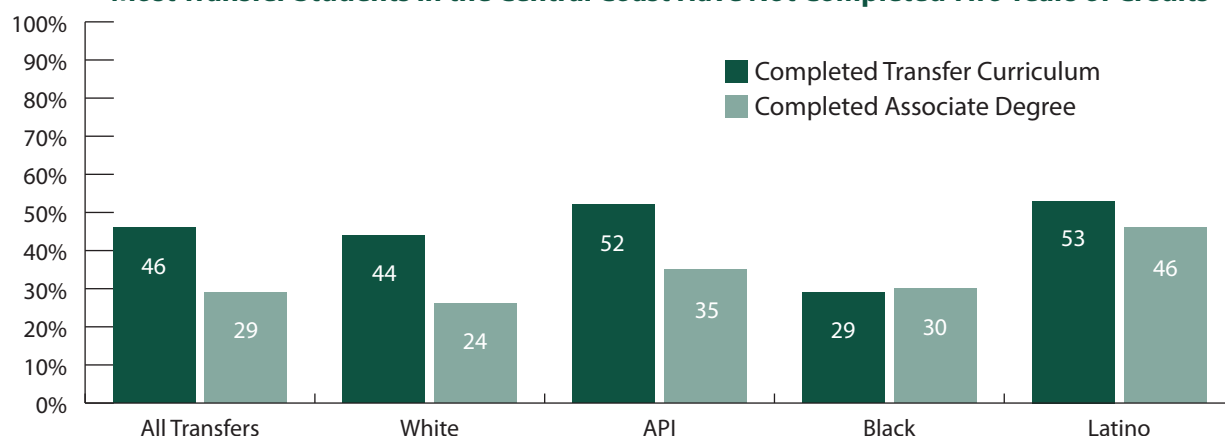
Milestone Attainment and Completion Within 6 Years by Race/Ethnicity in the Central Coast Region



Racial/Ethnic Distribution of Degree-Seekers Compared to "Completers" in Central Coast Colleges

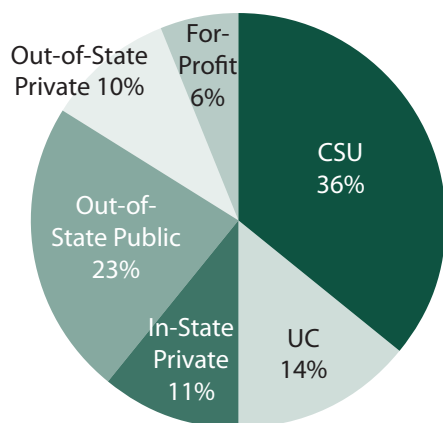


Most Transfer Students in the Central Coast Have Not Completed Two Years of Credits

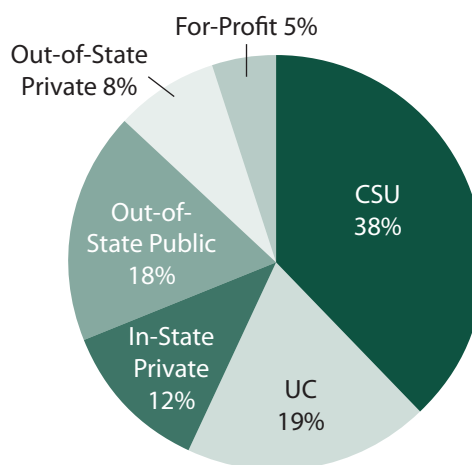


Transfer Destination of Central Coast Students Varies by Race/Ethnicity

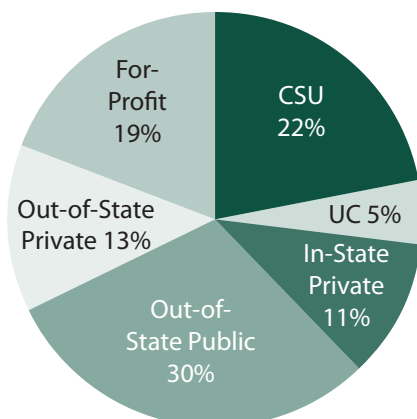
White Transfer Students



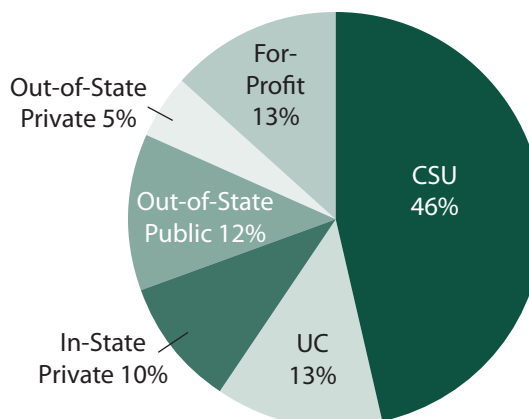
API Transfer Students



Black Transfer Students



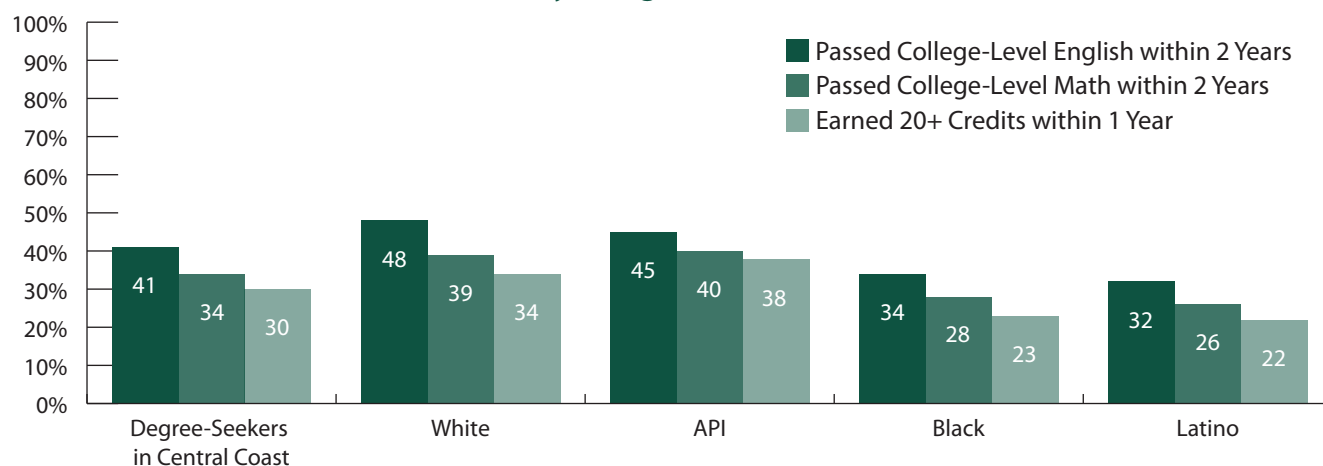
Latino Transfer Students



Completion Rates Vary Depending on Students' Enrollment Patterns

Students who followed certain enrollment patterns did much better. Passing college level English and Math within 2 years and accumulating at least 20 credits in the first year increase student chances of success. As examples, **58% of students who took and passed college-level English within two years completed a certificate, degree or transfer within six years** compared to only 23% who did not; **62% of students who passed college level Math within 2 years succeeded** (vs. 25% who did not); and **68% of students who accumulated at least 20 credits in the first year succeeded** (vs. 25% who did not). Unfortunately, few Central Coast students follow these successful patterns (see below).

Too Few Central Coast Community College Students Follow Successful Enrollment Patterns



The Campaign for

College
Opportunity

Divided We Fail: Improving Completion and Closing Racial Gaps in California's Community Colleges is a report by the Institute for Higher Education Leadership & Policy at California State University, Sacramento and is sponsored by The Campaign for College Opportunity.

The full report can be accessed at
www.csus.edu/ihelp
www.collegecampaign.org