

# DIVIDED WE FAIL:

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

## Regional Profile—INLAND EMPIRE

*Counties of Riverside and San Bernardino*

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:

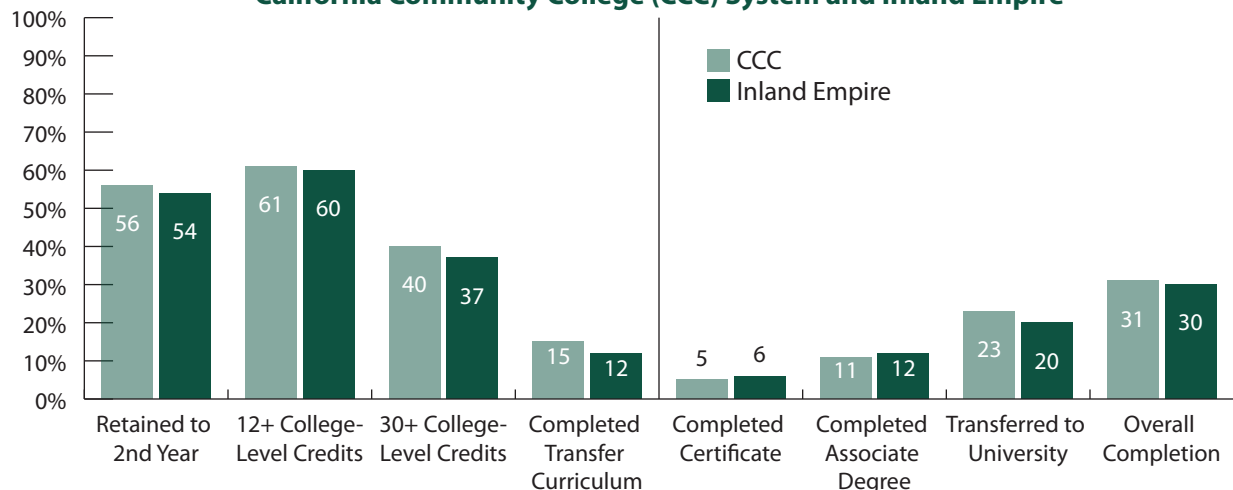
- Six years after enrolling, **70% of degree-seeking students had not completed a certificate or degree and had not transferred to a university.**
- **75-80% of Latino and black degree-seeking students did not complete.**
- Only **23% of degree seekers transferred to a university, 11% earned an associate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

### Key Findings for the Inland Empire Region

*(21,669 degree-seeking students)*

- The **overall completion** rate of degree-seeking community college students in the **Inland Empire region was 30%**, similar to the rate for the state as a whole.
- The share of degree-seeking community college students in the **Inland Empire region transferring to a university was 20%**, among the lowest in the state.
- **Less than 25% of black transfer students in the Inland Empire enrolled in a California State University or the University of California.**
- **12% of Inland Empire students earned an associate degree**, similar to the state as a whole.
- The share of students earning a **certificate** in the **Inland Empire region, 6%**, was slightly higher than the statewide rate.
- **17% of transfer students in the Inland Empire region transferred to a for-profit university**, the highest rate in California. **About a quarter of black (26%) and Latino (23%) transfer students enrolled in the for-profit sector**, almost twice as high as their white and Asian-Pacific Islander peers.

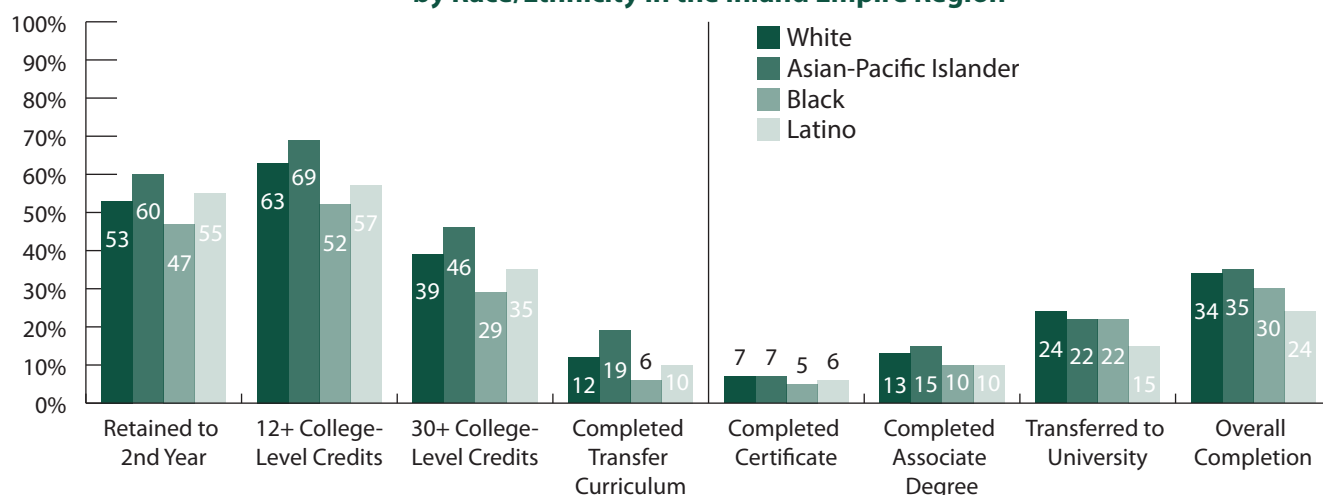
### Milestone Attainment and Completion within 6 Years California Community College (CCC) System and Inland Empire



#### Intermediate Milestones

#### Completion

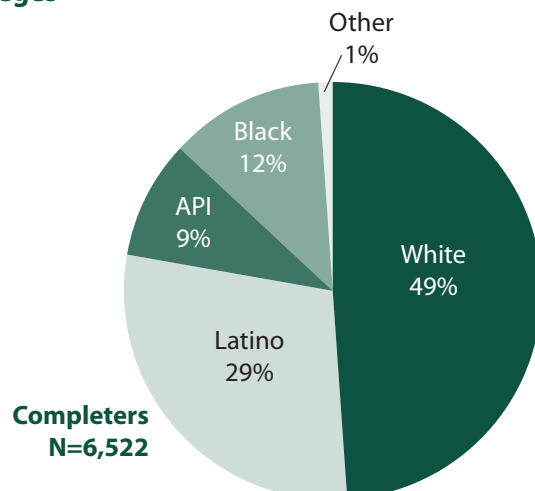
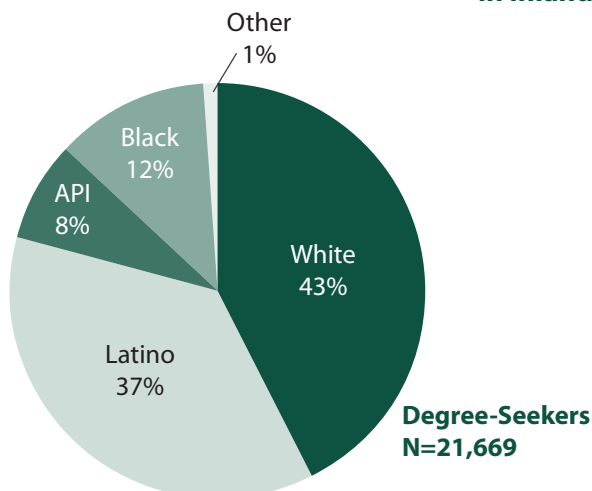
### Milestone Attainment and Completion Within 6 Years by Race/Ethnicity in the Inland Empire Region



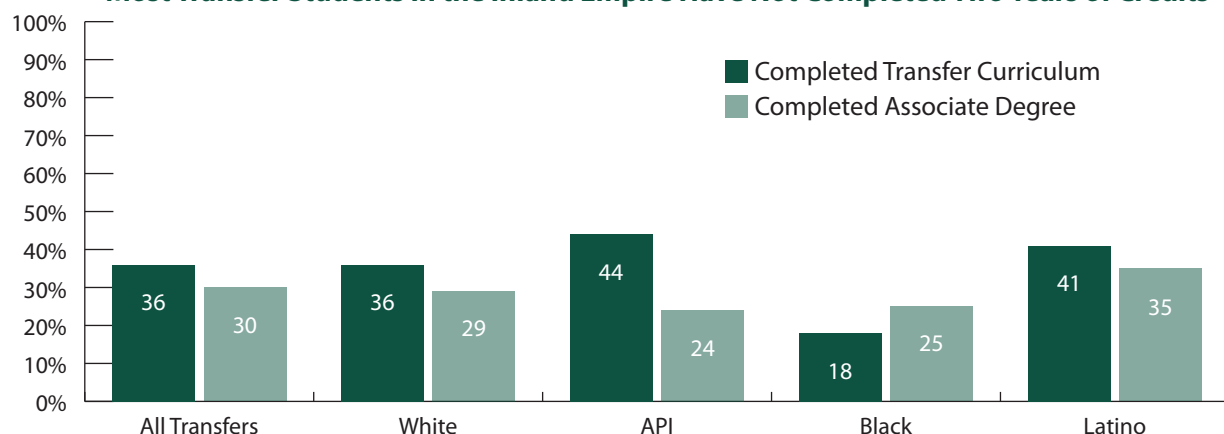
#### Intermediate Milestones

#### Completion

### Racial/Ethnic Distribution of Degree-Seekers Compared to "Completers" in Inland Empire Colleges

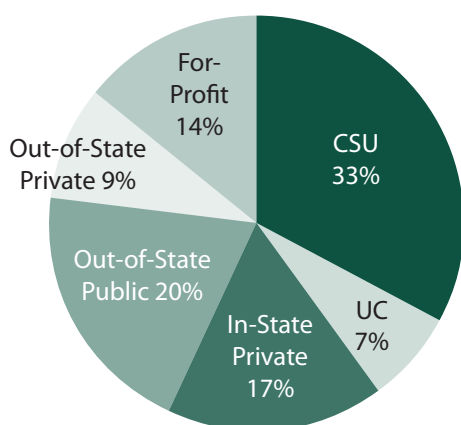


### Most Transfer Students in the Inland Empire Have Not Completed Two Years of Credits

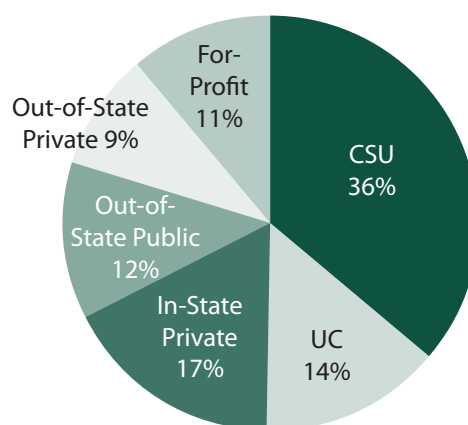


### Transfer Destination of Inland Empire Students Varies by Race/Ethnicity

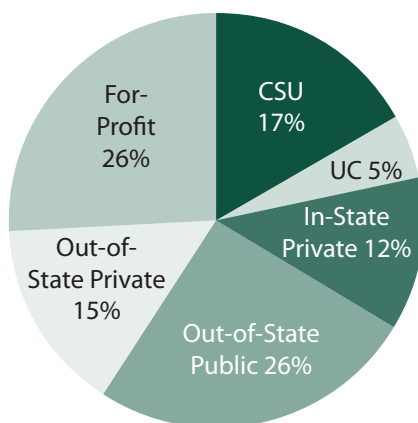
White Transfer Students



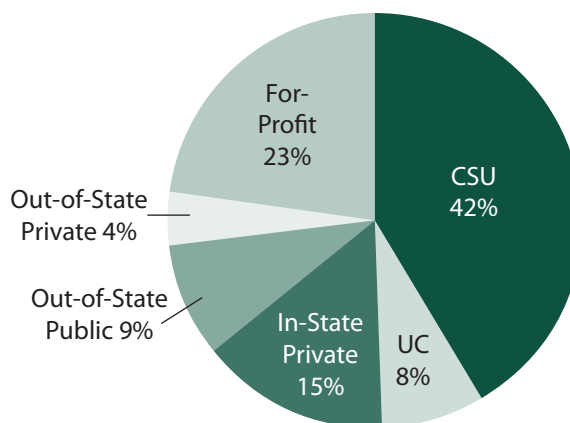
API Transfer Students



Black Transfer Students



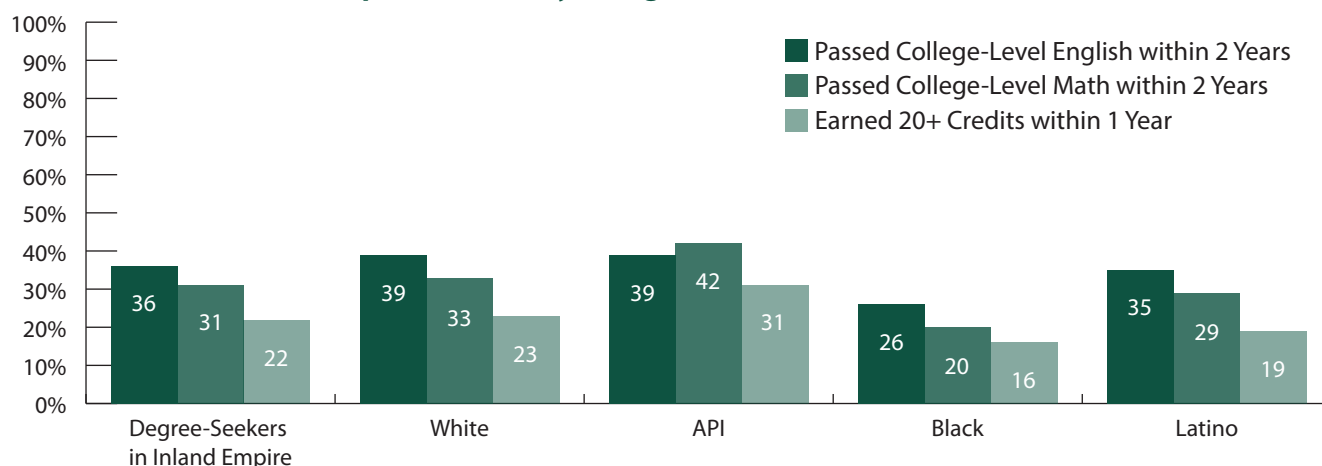
Latino Transfer Students



## 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, **48% of students who took and passed college-level English within two years completed a certificate, degree or transfer within six years** compared to only 20% who did not; **51% of students who passed college level Math within 2 years succeeded** (vs. 21% who did not); and **60% of students who accumulated at least 20 credits in the first year succeeded** (vs. 22% who did not). Unfortunately, few Inland Empire students follow these successful patterns (see below).

### Too Few Inland Empire 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](http://www.csus.edu/ihelp)  
[www.collegecampaign.org](http://www.collegecampaign.org)