

DIVIDED WE FAIL:

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

Regional Profile—NORTH COAST

Counties of Del Norte, Humboldt, Lake, and Mendocino

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:

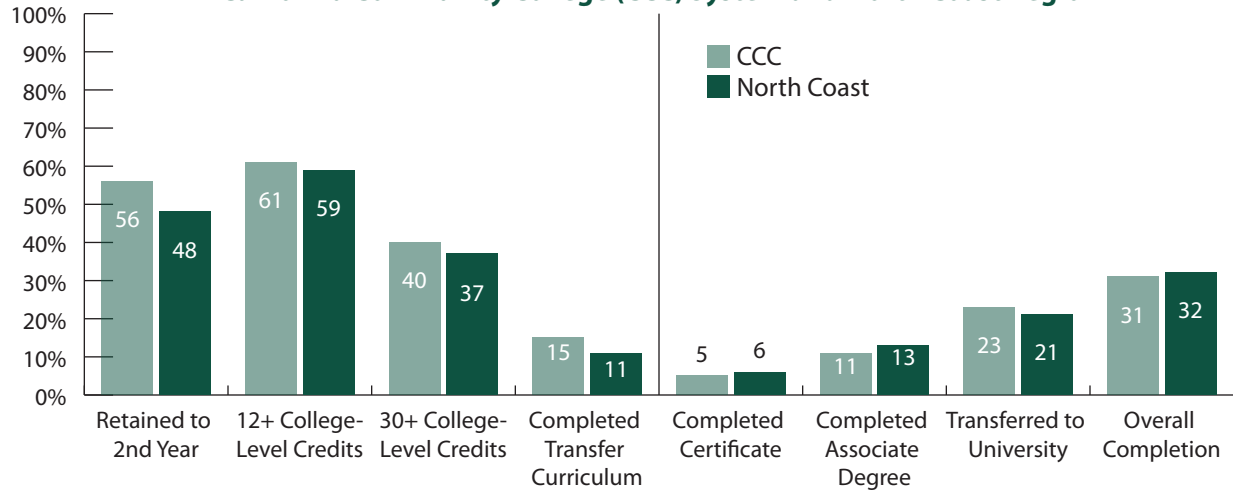
- Six years after enrolling, **70% of degree-seeking students had not completed a certificate or degree and had not transferred to a university.**
- **75-80% of Latino and black degree-seeking students did not complete.**
- Only **23% of degree seekers transferred to a university, 11% earned an associate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

Key Findings for the North Coast Region

(2,047 degree-seeking students)

- The **overall completion** rate of **32%** among degree-seeking community college students in the **North Coast region**, while still low, was slightly higher than the statewide rate.
- The share of degree-seeking community college students in the **North Coast region transferring to a university was 21%**, somewhat lower than the statewide figure. **Only 11% of under-represented minority students transferred to a university**, about half the share among their white peers.
- **13% of North Coast students earned an associate degree**, slightly higher than the statewide figure.
- The share of students earning a **certificate** in the **North Coast region, 6%**, was slightly higher than the share statewide.
- **Nearly half (47%) of transfers from the North Coast region enrolled in a university outside of California**, perhaps due to its geographic location and accounting for the region having the lowest share of transfer students completing a transfer curriculum (29%), defined as 60+ transferable credits (and including math and English).

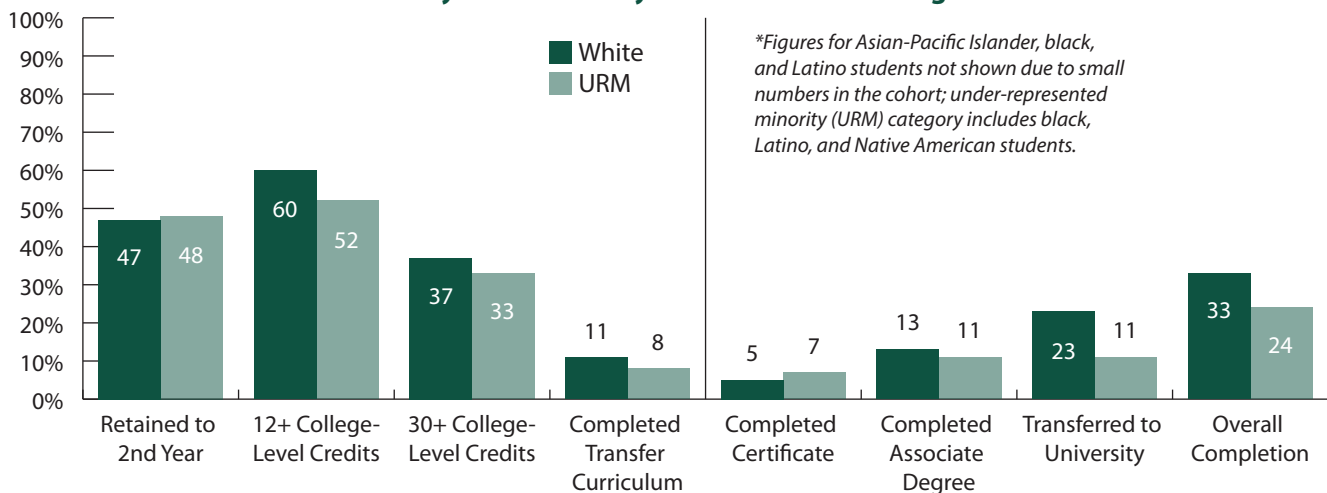
Milestone Attainment and Completion within 6 Years California Community College (CCC) System and North Coast Region



Intermediate Milestones

Completion

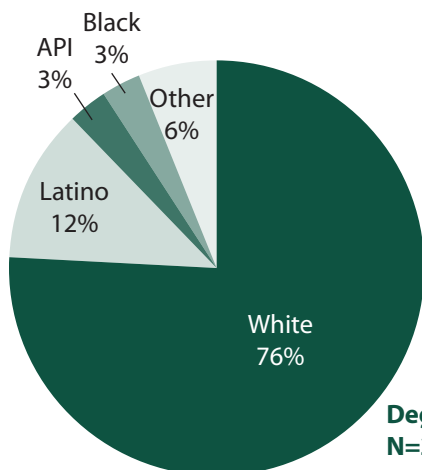
Milestone Attainment and Completion Within 6 Years by Race/Ethnicity in the North Coast Region



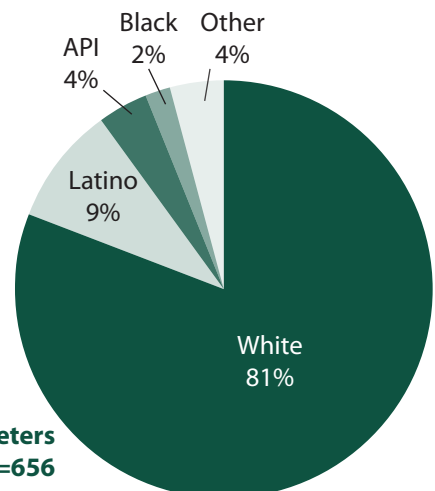
Intermediate Milestones

Completion

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

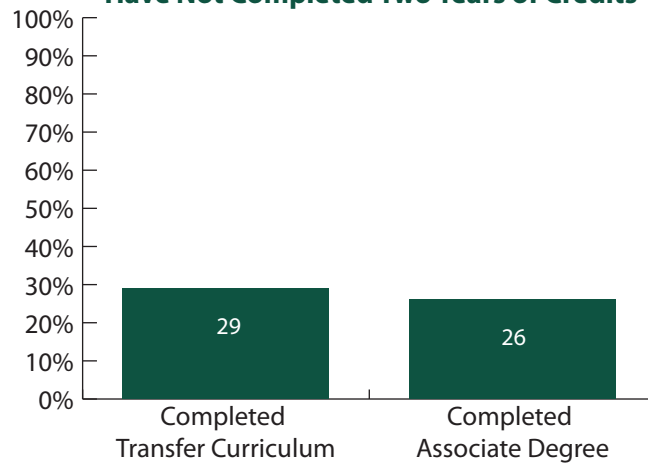


Degree-Seekers
N=2,047



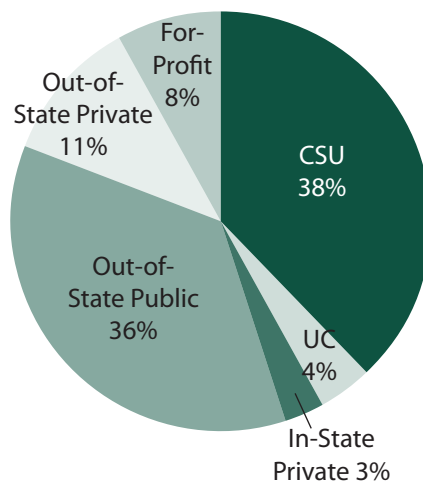
Completers
N=656

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



**Figures not shown by race/ethnicity because of the small number of non-white transfer students.*

Transfer Destination of North Coast Students

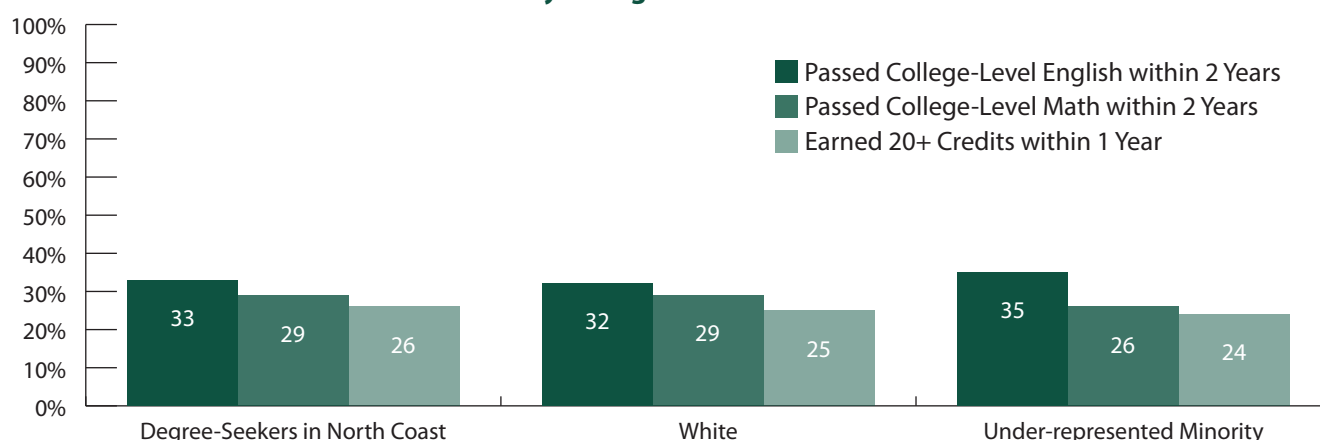


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Completion Rates Vary Depending on Students' Enrollment Patterns

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, **52% 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; **56% of students who passed college level Math within 2 years succeeded** (vs. 22% who did not); and **62% of students who accumulated at least 20 credits in the first year succeeded** (vs. 22% who did not). Unfortunately, few North Coast students follow these successful patterns (see below).

Too Few North Coast Community College Students Follow Successful Enrollment Patterns



**Figures for Asian-Pacific Islander, black, and Latino students not shown due to small numbers in the cohort; under-represented minority (URM) category includes black, Latino, and Native American students.*



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