

DIVIDED WE FAIL:

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

Regional Profile—SAN DIEGO—IMPERIAL

Counties of San Diego and Imperial

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:

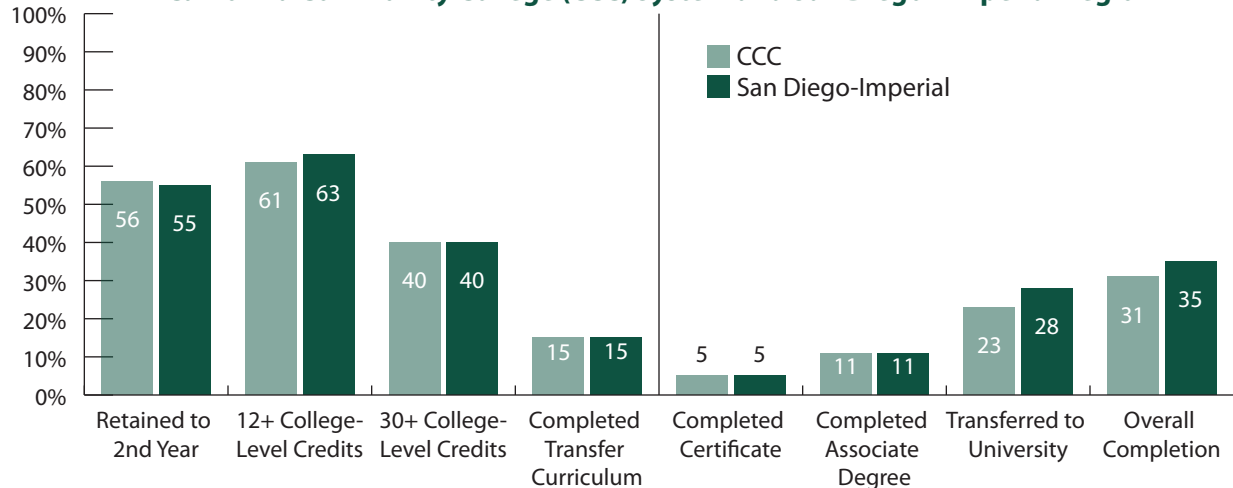
- Six years after enrolling, **70% of degree-seeking students had not completed a certificate or degree and had not transferred to a university.**
- **75-80% of Latino and black degree-seeking students did not complete.**
- Only **23% of degree seekers transferred to a university, 11% earned an associate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

Key Findings for the San Diego – Imperial Region

(27,273 degree-seeking students)

- The **overall completion** rate of degree-seeking community college students in the **San Diego-Imperial region was 35%** which, while still low, was higher than the statewide rate.
- The share of degree-seeking community college students in the **San Diego-Imperial region transferring to a university was 28%**, higher than the share statewide.
- **Less than 25% of black transfer students in the San Diego-Imperial region enrolled in a California State University or the University of California.**
- **11% of San Diego-Imperial students earned an associate degree**, the same as the statewide figure.
- The share of students earning a **certificate** in the **San Diego-Imperial region, 5%**, was the same as the statewide figure.
- **Black and Latino students were more likely than others to transfer to a for-profit institution.** Among students who transferred, 18% of black and Latino students enrolled in the for-profit sector compared to 12% of Asian-Pacific Islander and 8% of white students.

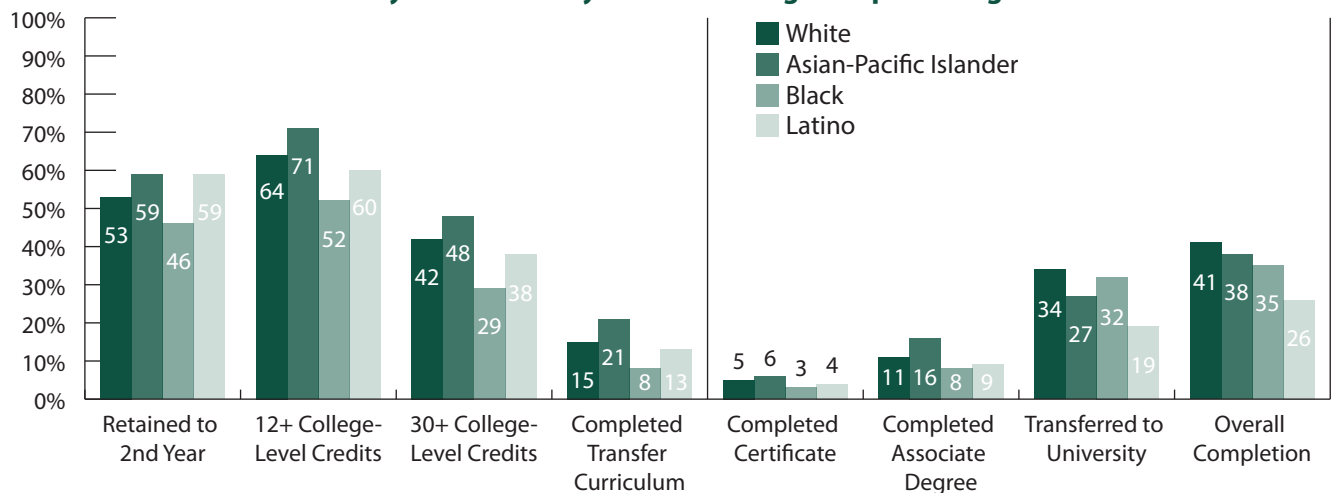
Milestone Attainment and Completion within 6 Years California Community College (CCC) System and San Diego - Imperial Region



Intermediate Milestones

Completion

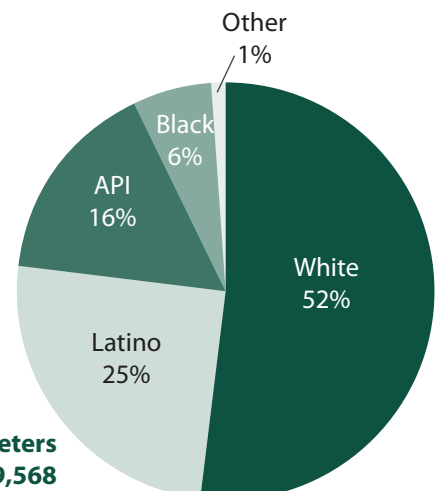
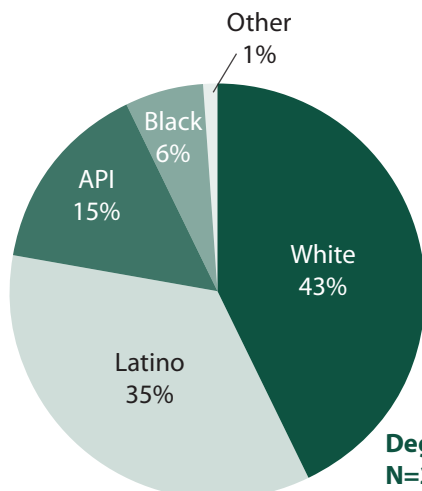
Milestone Attainment and Completion Within 6 Years by Race/Ethnicity in the San Diego - Imperial Region



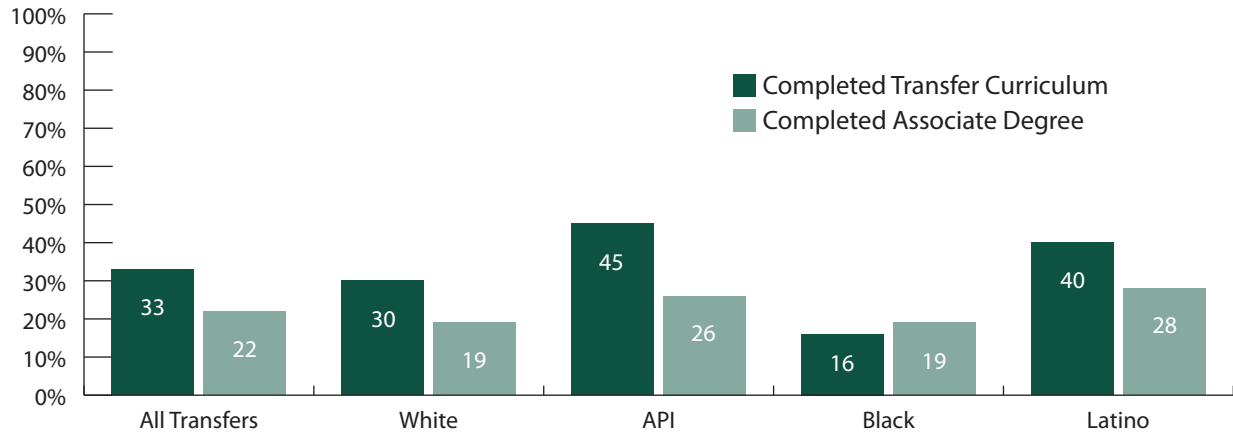
Intermediate Milestones

Completion

Racial/Ethnic Distribution of Degree-Seekers Compared to "Completers" in San Diego - Imperial Colleges

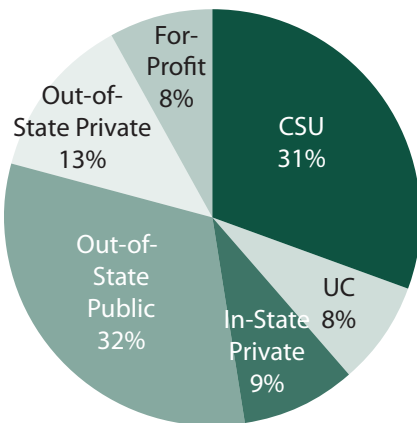


Most Transfer Students in San Diego - Imperial Have Not Completed Two Years of Credits

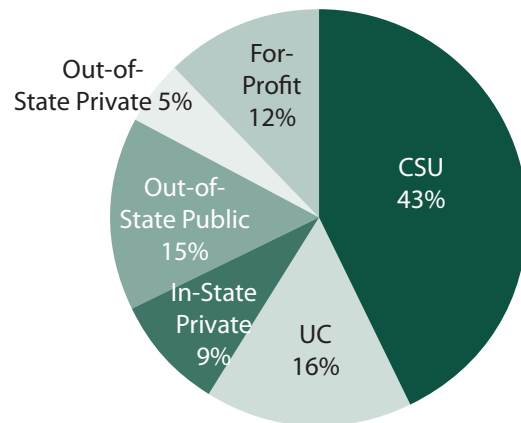


Transfer Destination of San Diego - Imperial Students Varies by Race/Ethnicity

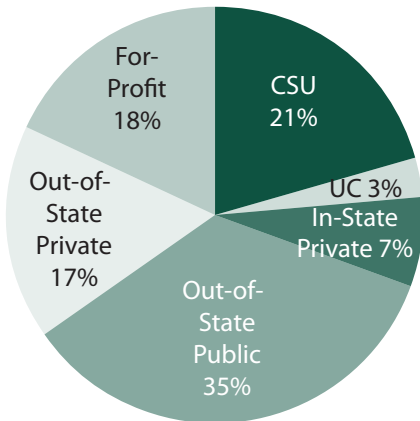
White Transfer Students



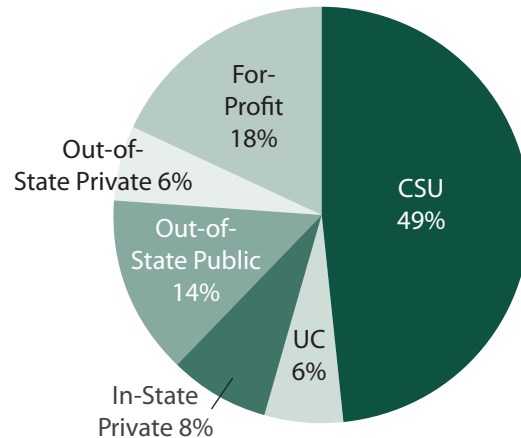
API Transfer Students



Black Transfer Students



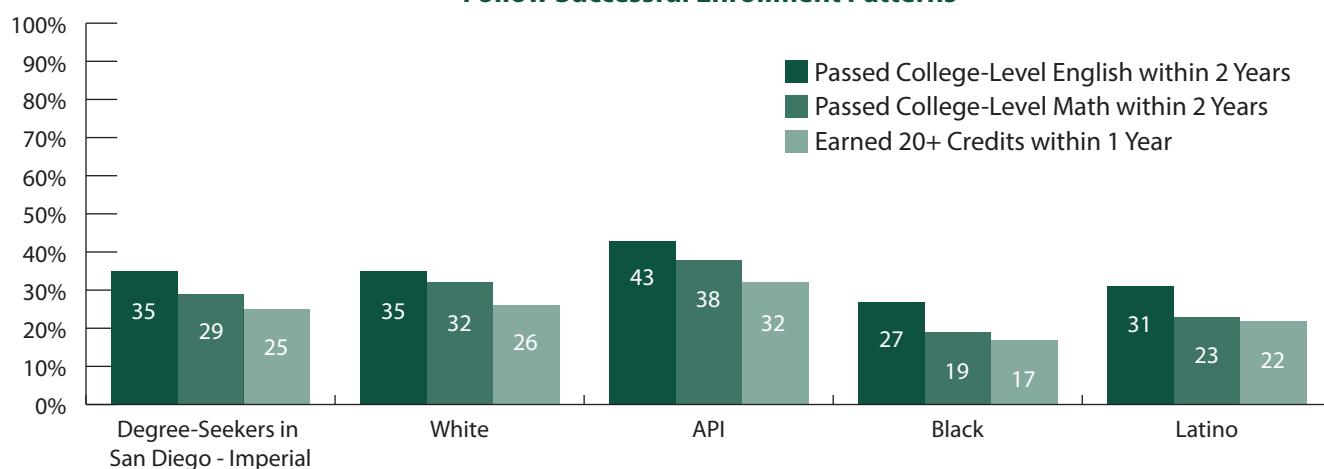
Latino Transfer Students



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, **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 26% who did not; **56% of students who passed college level Math within 2 years succeeded** (vs. 27% who did not); and **59% of students who accumulated at least 20 credits in the first year succeeded** (vs. 27% who did not). Unfortunately, few San Diego-Imperial students follow these successful patterns (see below).

Too Few San Diego - Imperial 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