

DIVIDED WE FAIL:

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

Regional Profile—SOUTH SAN JOAQUIN VALLEY

Counties of Kern, Kings, and Tulare

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:

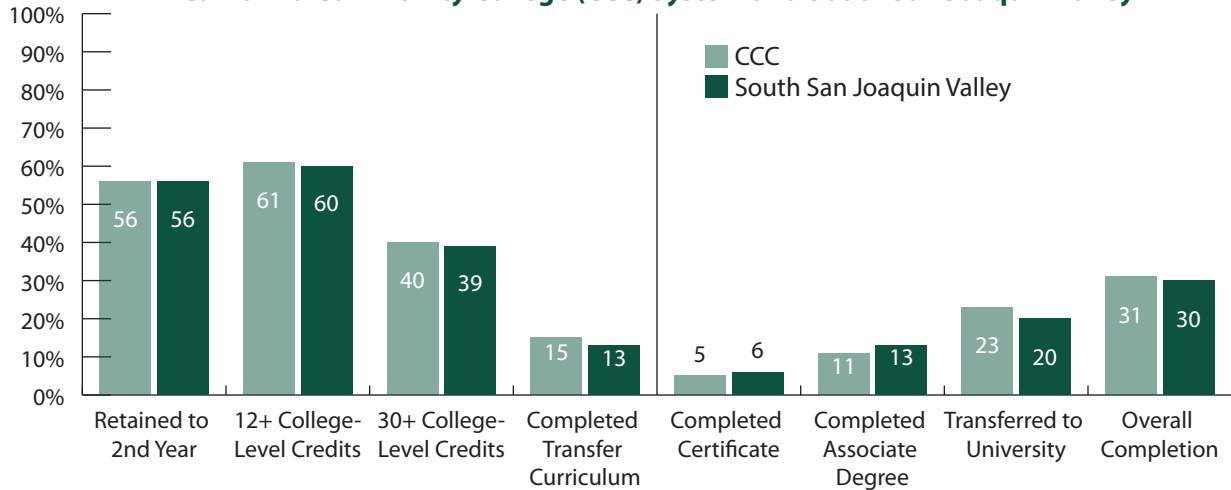
- Six years after enrolling, **70% of degree-seeking students had not completed a certificate or degree and had not transferred to a university.**
- **75-80% of Latino and black degree-seeking students did not complete.**
- Only **23% of degree seekers transferred to a university, 11% earned an associate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

Key Findings for the South San Joaquin Valley

(8,322 degree-seeking students)

- The **overall completion** rate of degree-seeking community college students in the **South San Joaquin Valley was 30%**, similar to the statewide rate.
- The share of degree-seeking community college students in the **South San Joaquin Valley transferring to a university was 20%**, among the lowest in the state.
- **Only one-fourth of black transfer students in the South San Joaquin Valley enrolled in a California State University or the University of California.**
- **13% of South San Joaquin Valley students earned an associate degree**, slightly higher than the statewide figure.
- The share of students earning a **certificate** in the **South San Joaquin Valley, 6%**, was slightly higher than the statewide rate.
- **Large percentages of black and Latino transfer students in the South San Joaquin Valley transferred to for-profit institutions, 29% and 22%, respectively**, with black students more likely to enroll in a for-profit than in one of California's public universities.

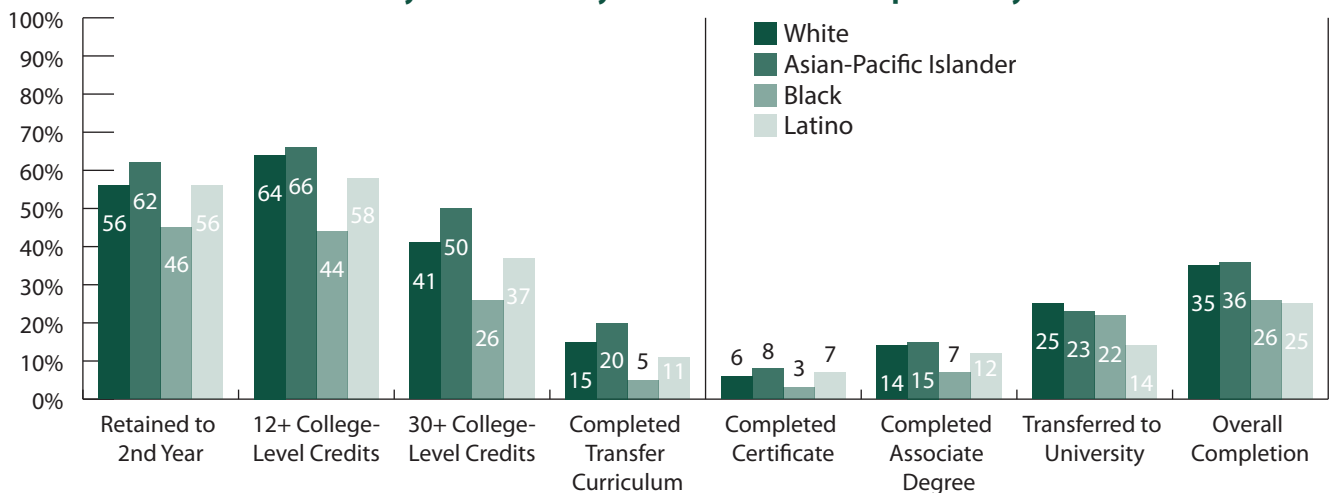
Milestone Attainment and Completion within 6 Years California Community College (CCC) System and South San Joaquin Valley



Intermediate Milestones

Completion

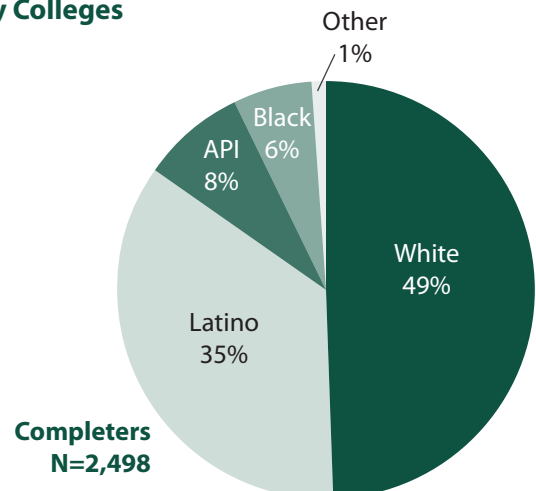
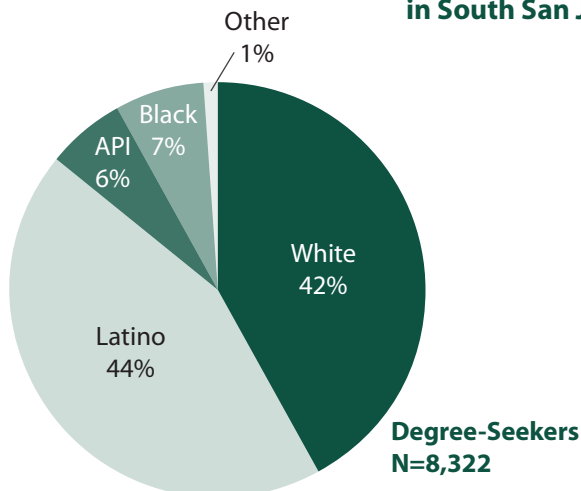
Milestone Attainment and Completion Within 6 Years by Race/Ethnicity in the South San Joaquin Valley



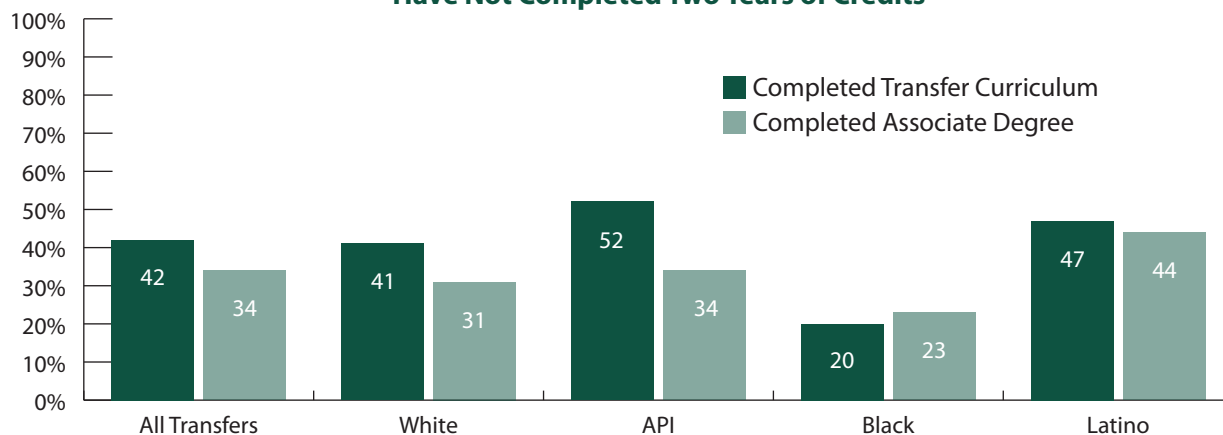
Intermediate Milestones

Completion

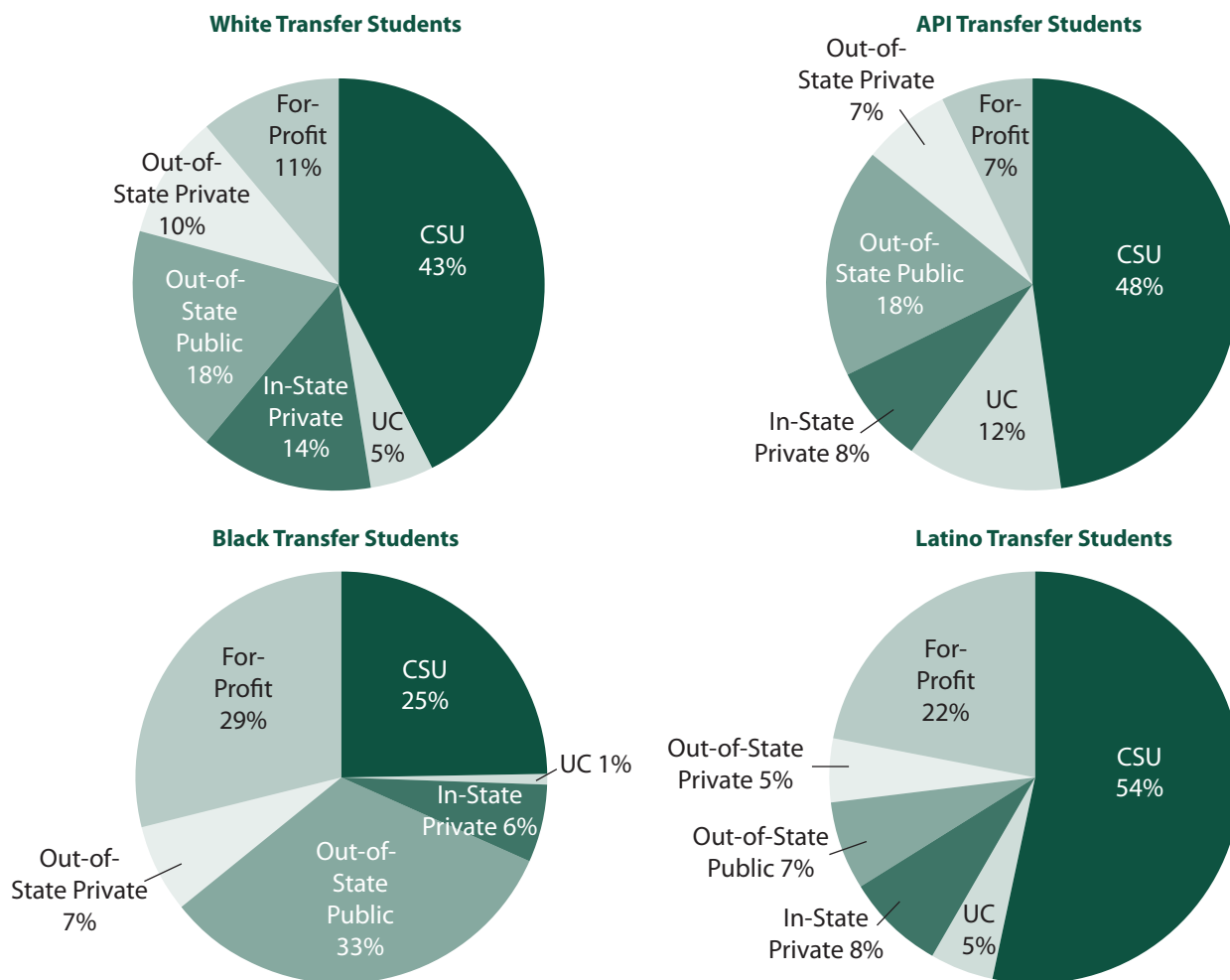
Racial/Ethnic Distribution of Degree-Seekers Compared to "Completers" in South San Joaquin Valley Colleges



Most Transfer Students in South San Joaquin Valley Have Not Completed Two Years of Credits



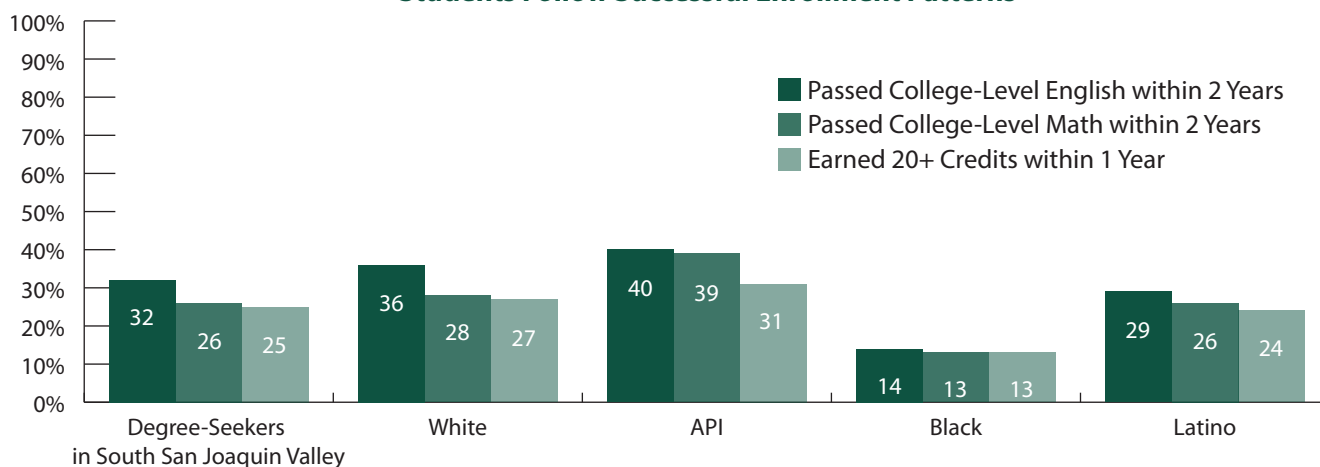
Transfer Destination of South San Joaquin Valley Students Varies by Race/Ethnicity



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, **53% of students who took and passed college-level English within two years completed a certificate, degree or transfer within six years** compared to only 19% who did not; **57% of students who passed college level Math within 2 years succeeded** (vs. 20% who did not); and **61% of students who accumulated at least 20 credits in the first year succeeded** (vs. 20% who did not). Unfortunately, few South San Joaquin Valley students follow these successful patterns (see below).

Too Few South San Joaquin Valley 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