

DIVIDED WE FAIL:

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

Regional Profile—SUPERIOR CALIFORNIA

Counties of Lassen, Modoc, Shasta, Siskiyou, and Trinity

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:

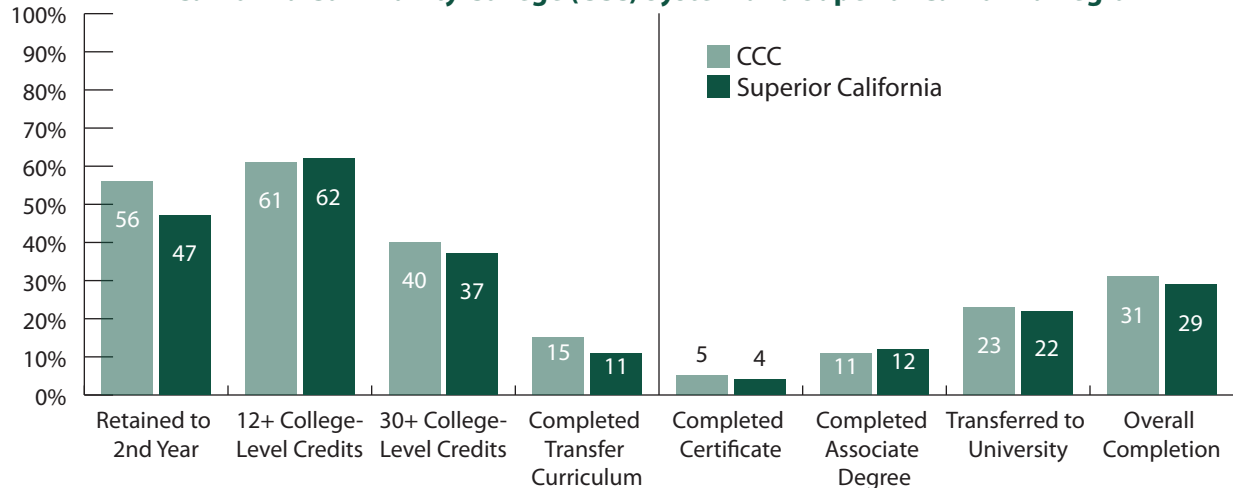
- Six years after enrolling, **70% of degree-seeking students had not completed a certificate or degree and had not transferred to a university.**
- **75-80% of Latino and black degree-seeking students did not complete.**
- Only **23% of degree seekers transferred to a university, 11% earned an associate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

Key Findings for the Superior California Region

(2,299 degree-seeking students)

- The **overall completion** rate of degree-seeking community college students in the **Superior California region was 29%**, slightly lower than the state rate. The lower percentage can be attributed, in part, to a slightly lower share of students transferring to a university.
- **Fewer than half of students enrolled in community college in the Superior California region were enrolled one year after initial entry**, the lowest among all regions in the state.
- **12% of Superior California students earned an associate degree**, similar to the statewide rate.
- The share of students earning a **certificate** in the **Superior California region, 4%**, was slightly lower than the statewide rate.
- **41% of the transfers from Superior California community colleges enrolled in a university outside of California.**

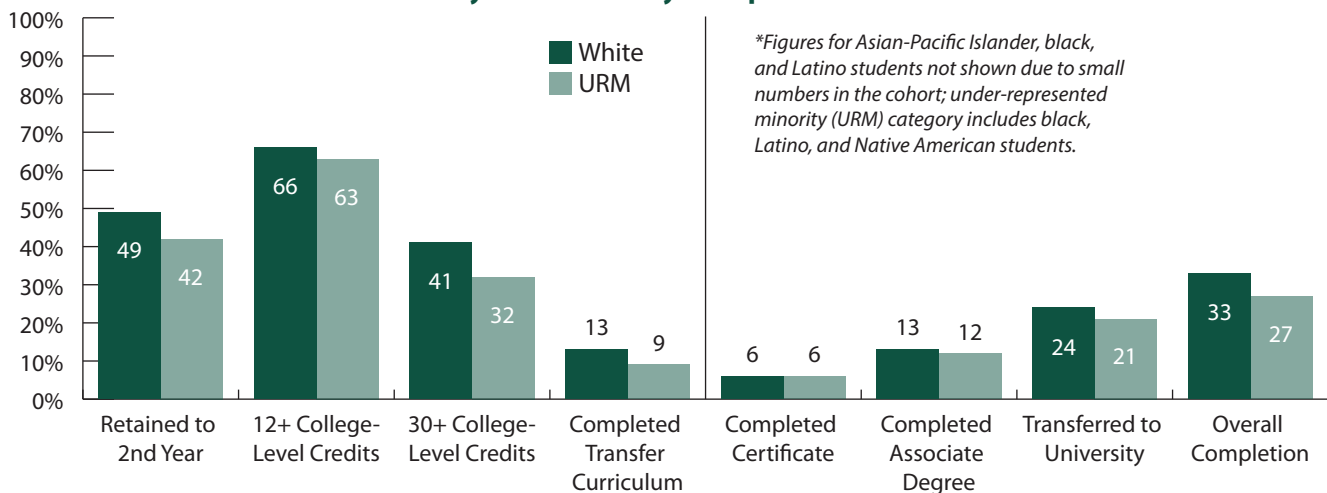
Milestone Attainment and Completion within 6 Years California Community College (CCC) System and Superior California Region



Intermediate Milestones

Completion

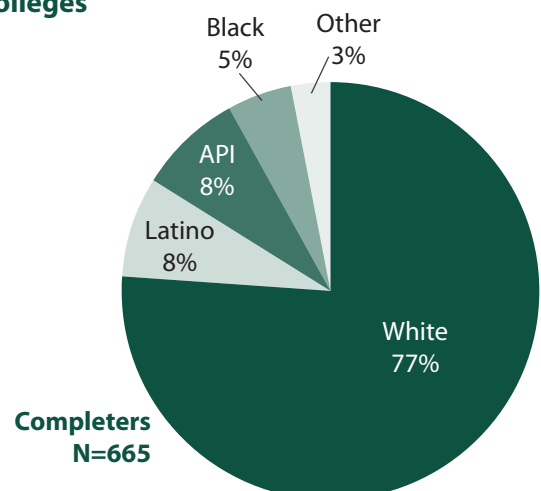
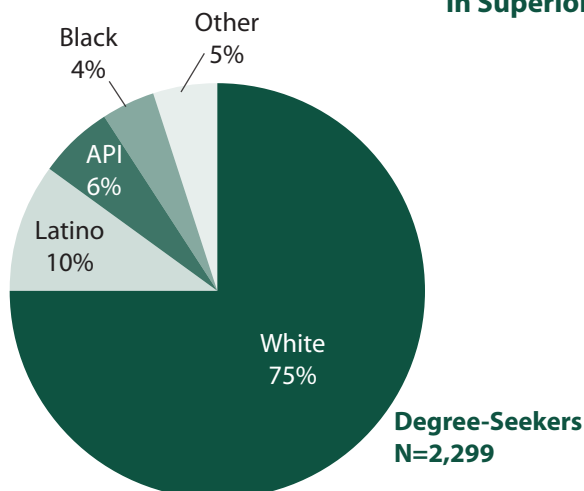
Milestone Attainment and Completion Within 6 Years by Race/Ethnicity in Superior California



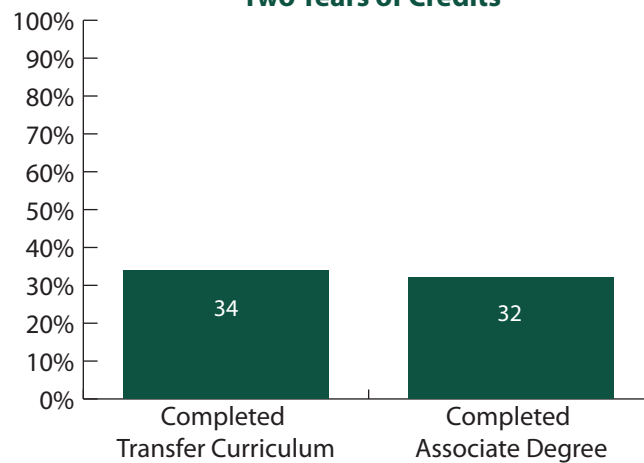
Intermediate Milestones

Completion

Racial/Ethnic Distribution of Degree-Seekers Compared to "Completers" in Superior California Colleges

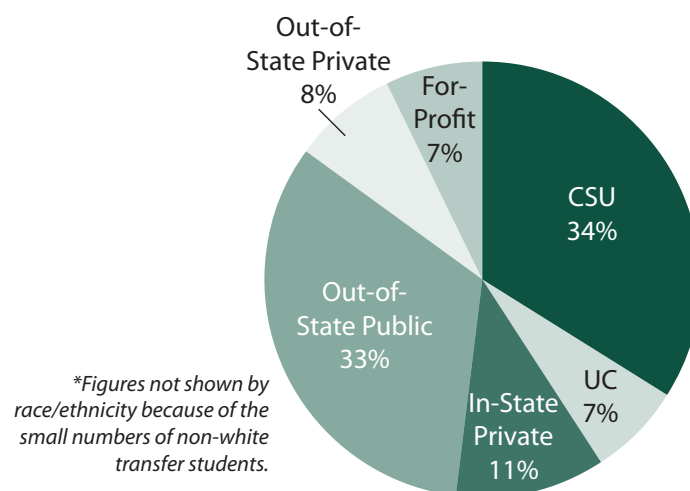


Most Transfer Students in Superior California Have Not Completed Two Years of Credits



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

Transfer Destination of Superior California Students

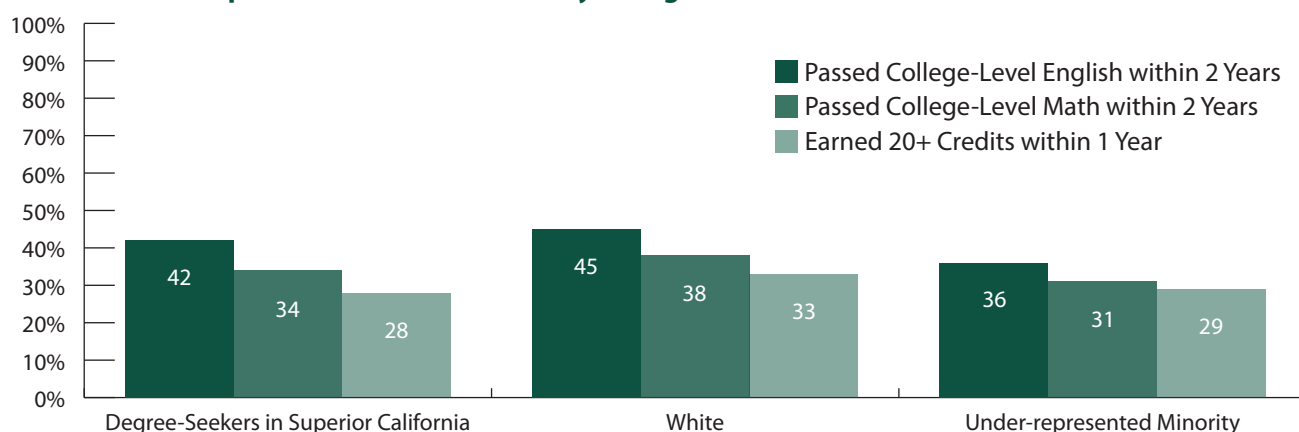


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Completion Rates Vary Depending on Students' Enrollment Patterns

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, **44% of students who took and passed college-level English within two years completed a certificate, degree or transfer within six years** compared to only 18% who did not; **50% of students who passed college level Math within 2 years succeeded** (vs. 18% who did not); and **55% of students who accumulated at least 20 credits in the first year succeeded** (vs. 19% who did not). Unfortunately, few Superior California students follow these successful patterns (see below).

Too Few Superior California 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