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Divided We Fail: Improving Completion and Closing Racial Gaps in California's Community Colleges



Colleen Moore
Institute for Higher Education Leadership & Policy

Community College League of California
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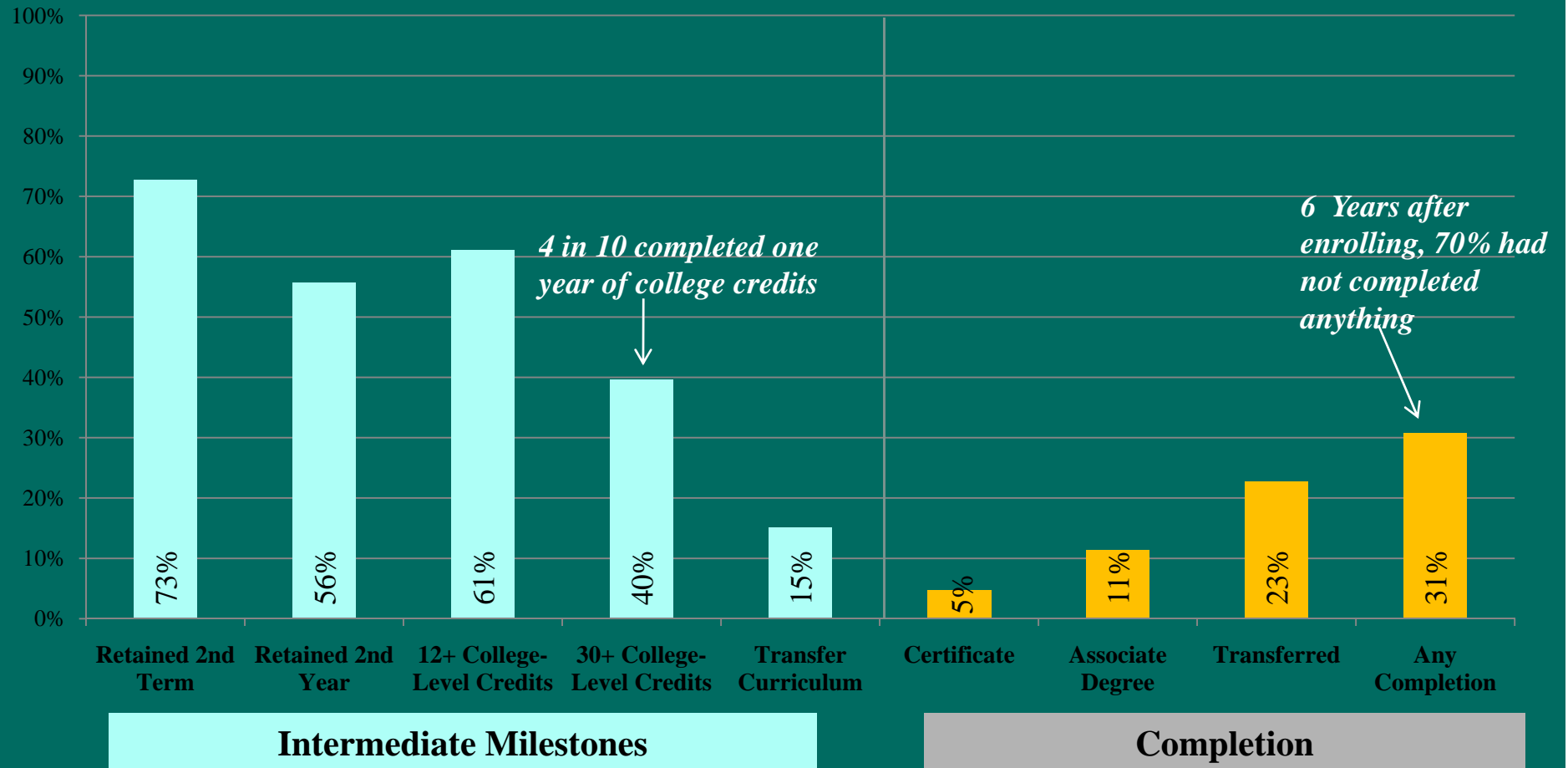
California State University, Sacramento



Context and Methods

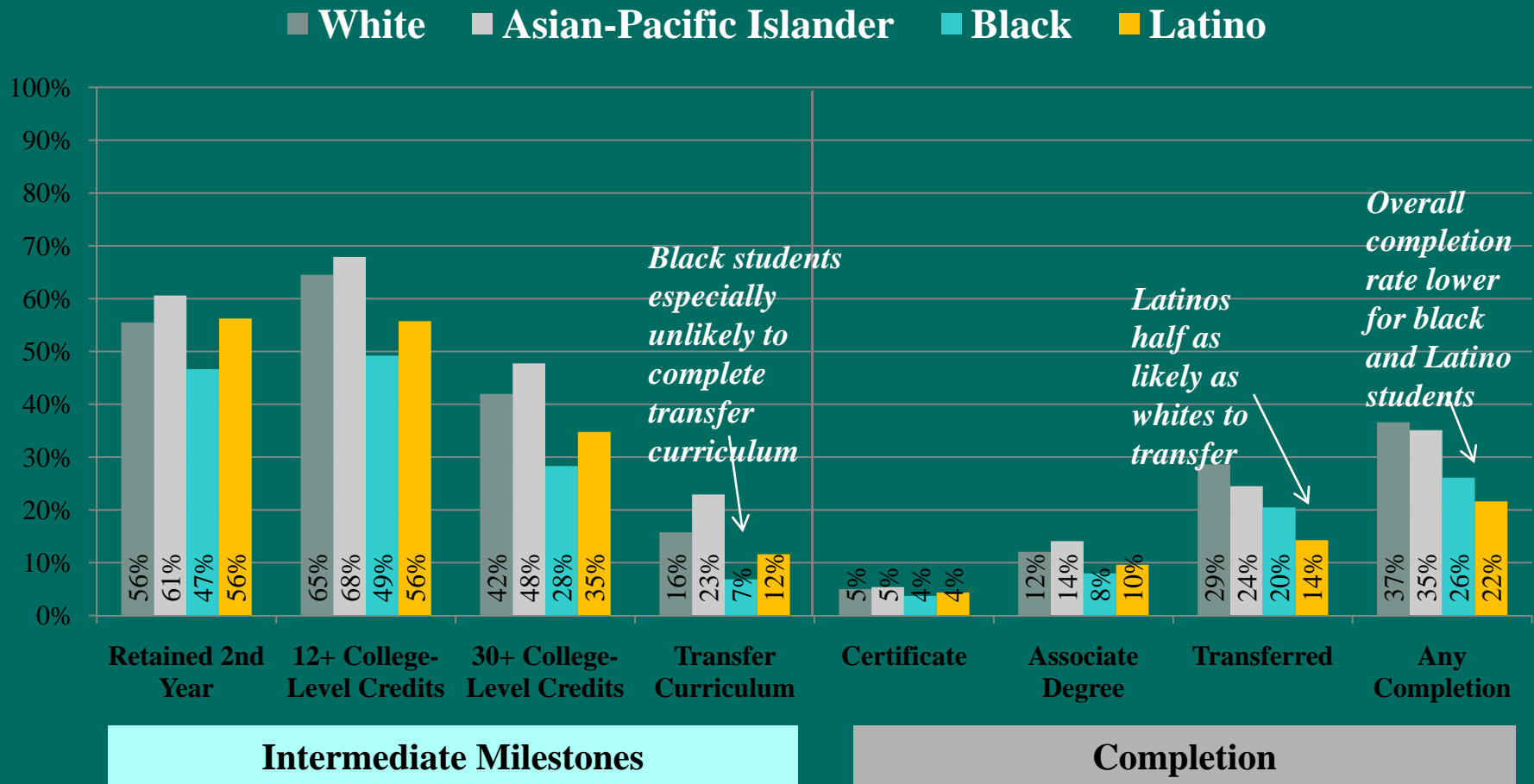
- Today's imperative: better outcomes with fewer resources
- Must close achievement gaps
 - CCC serves 80% of blacks and Latinos
 - Latino % of working-age pop. from 34% to 50% by 2040
 - 16% of working-age Latino adults have a college degree (associate or higher), compared to 50% of white adults
- Studied 2003-04 cohort of entering credit students
- Tracked degree/certificate-seekers over 6 years (enrolled in > 6 semester credits in first year)
- More than 250,000 students
- Focus on progression - “milestones” and achievement gaps

Too Few Students Reach Milestones on the Road to Degree Completion



Note: students can be double-counted in the certificate, associate degree, and transfer measures

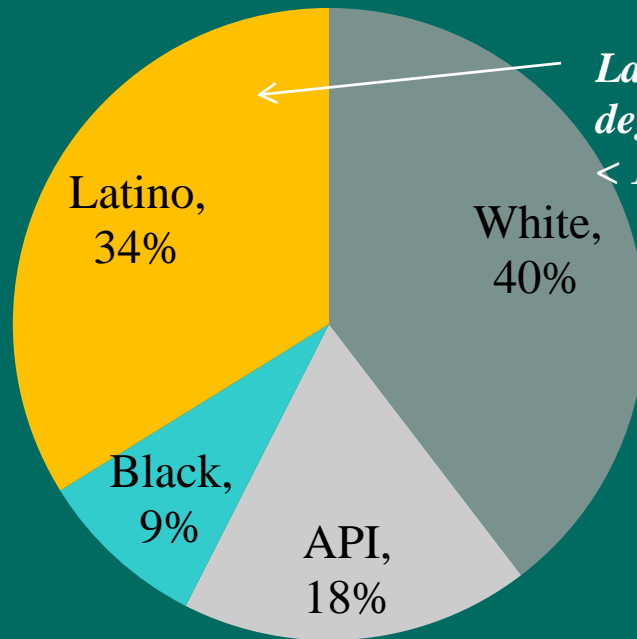
Latino and Black Students Less Likely than White and Asian Students to Reach Milestones



Note: students can be double-counted in the certificate, associate degree, and transfer measures

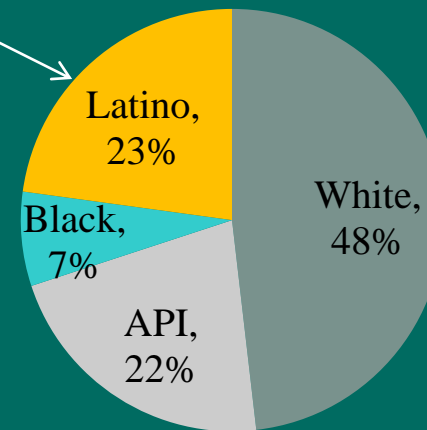
Under-Represented Minority Students are a Smaller Share of Completers than of Degree Seekers

Degree Seekers



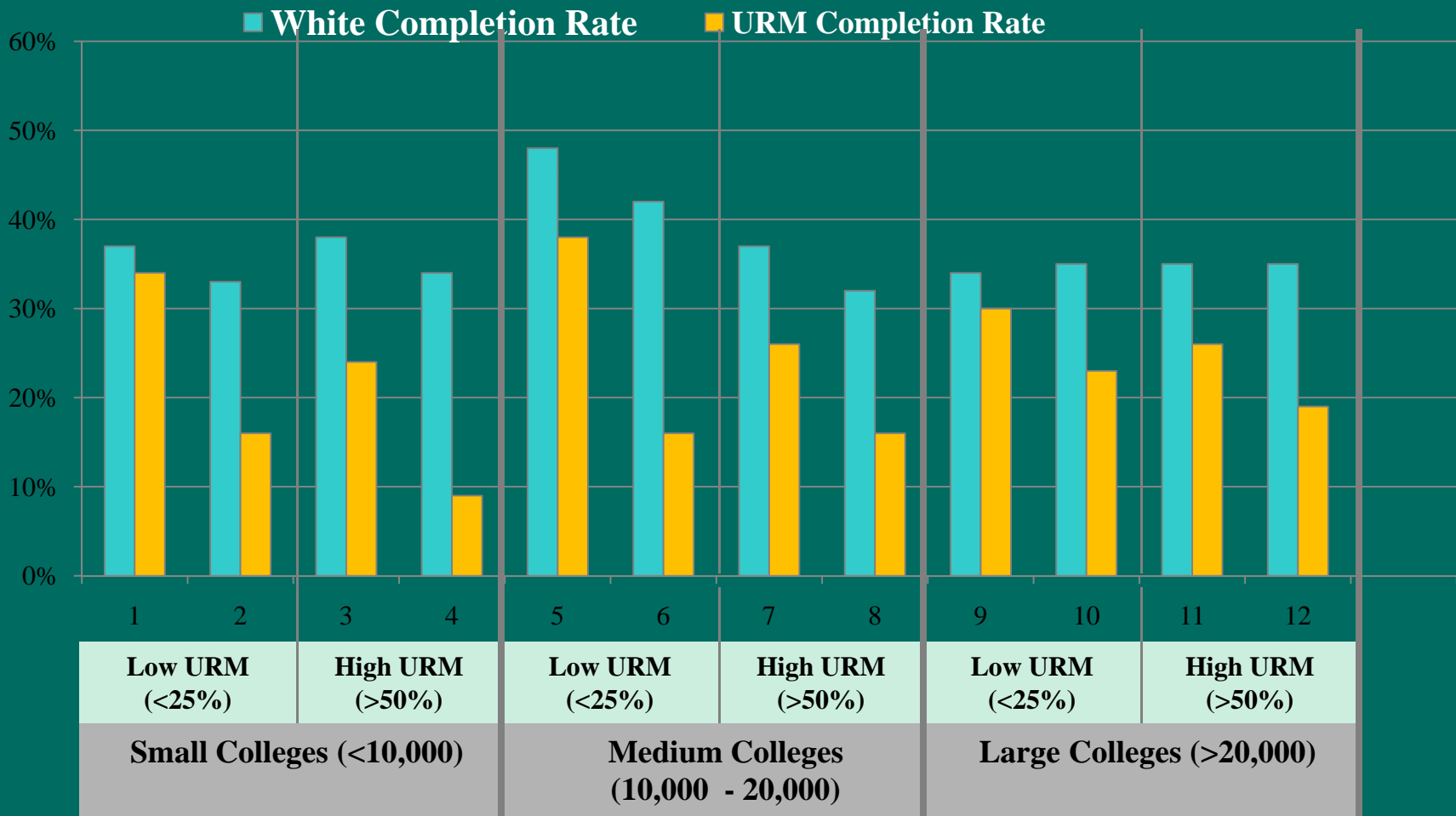
Latinos were 1/3 of degree-seekers but < 1/4 of completers

Completers



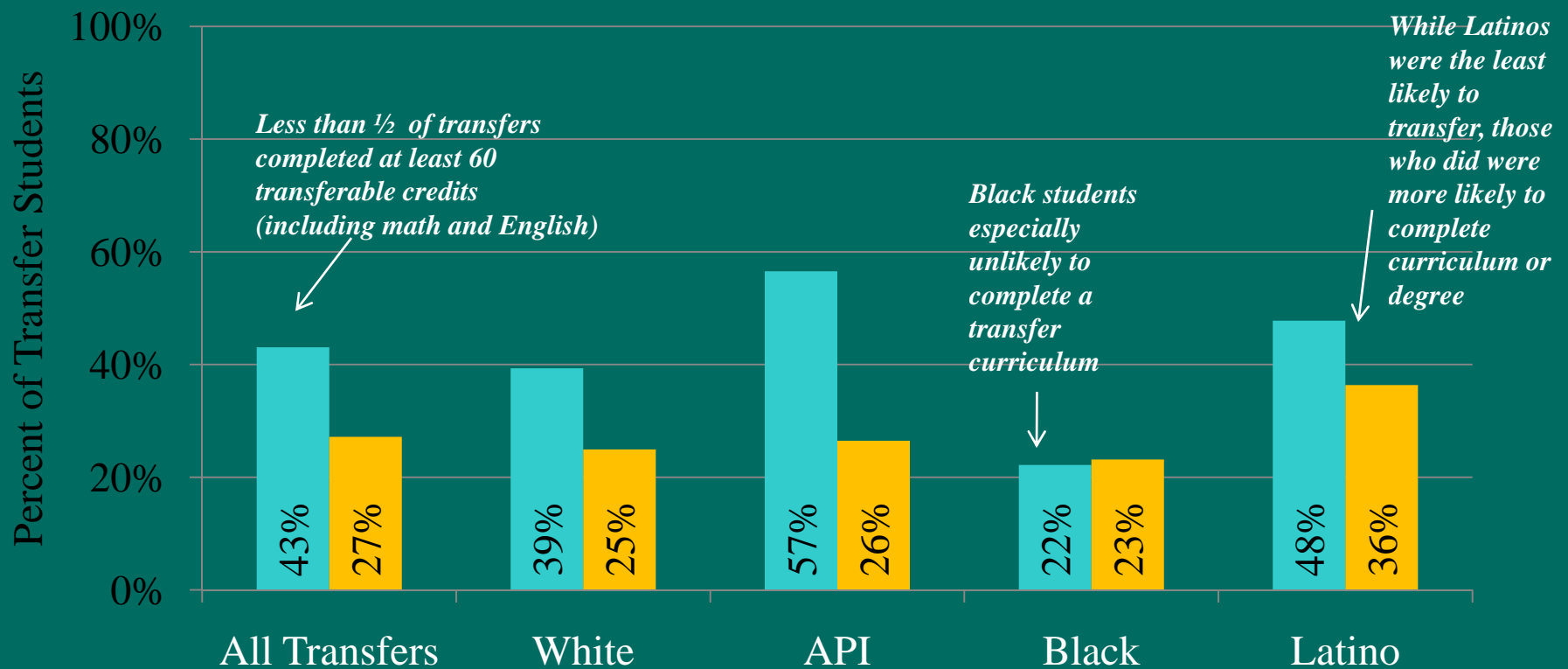
Demographics are Not Destiny:

Colleges of Similar Size and Demographic Profile Produce Very Different Outcomes



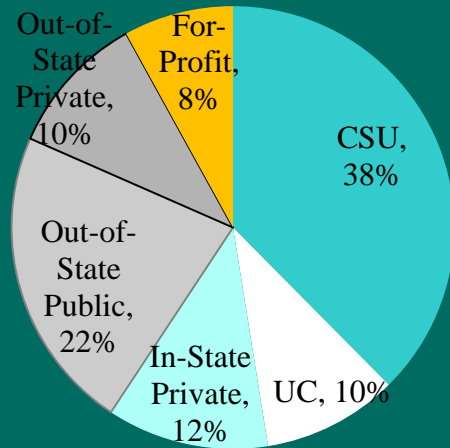
Transfer Doesn't Mean Completing Two Years of Credit, Especially for Black Students

- % of Transfers that Completed Transfer Curriculum
- % of Transfers that Completed Associate Degree

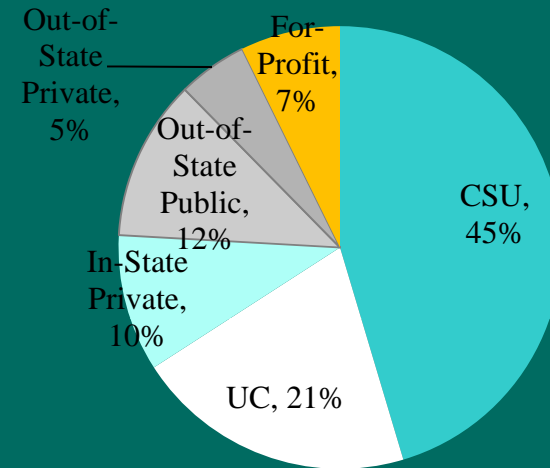


Transfer Destination Varies by Race/Ethnicity

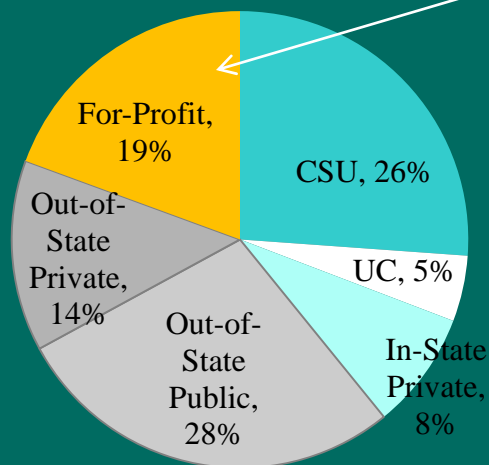
White Transfer Students



API Transfer Students

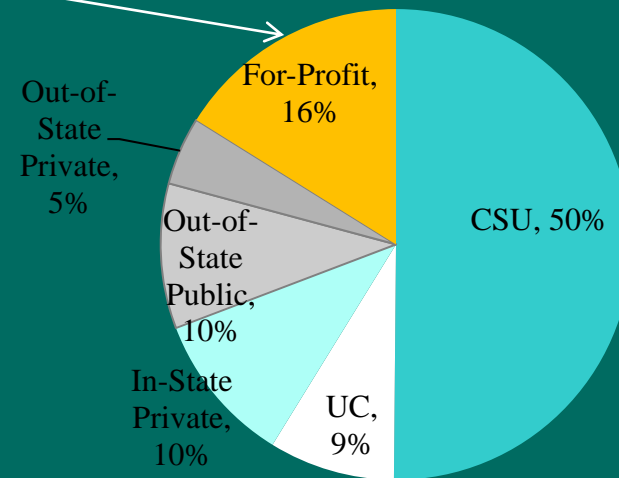


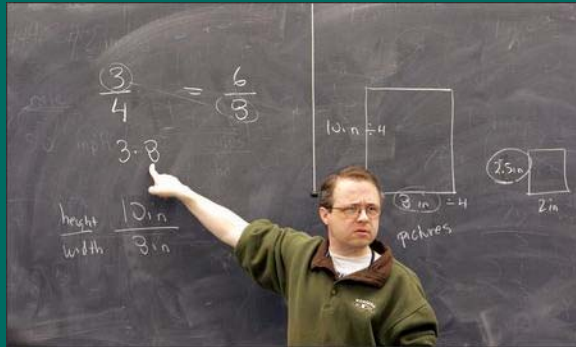
Black Transfer Students



Black and Latino students twice as likely as white and API students to enroll in a for-profit institution

Latino Transfer Students

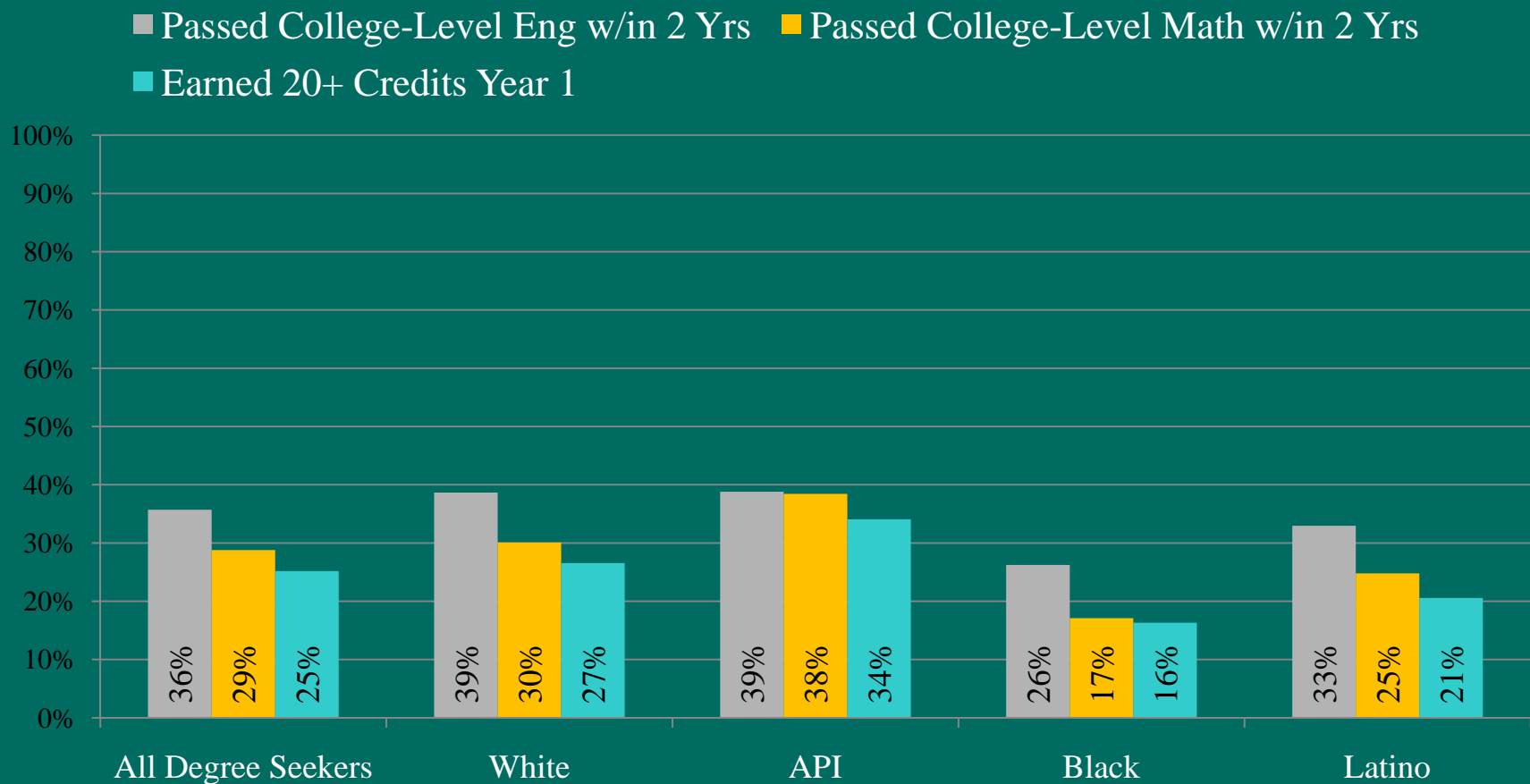




Some Enrollment Patterns are More Successful

- Accumulate credit early, e.g., 20+ in first year
- Pass college English/math within 2 years
- Attend full-time (or close to it)
- Take “college success” course
- Enroll continuously (don’t stop out and restart)
- Earn summer credits
- Limit course withdrawals
- Limit registering late for classes

Few Students Follow Successful Enrollment Patterns; Racial Gaps Appear Here as Well





Primary Recommendation: Enhance Current Efforts with Systematic Cohort Data Analysis

- CCC is well positioned for systemwide data effort
- *Divided We Fail* shows results for CCC as a whole
- Offers template for use for each college

Milestones:

- 2nd term retention
- 2nd year retention
- 12+ college credits
- 30+ college credits
- Transfer curriculum
- Certificate
- Associate degree
- Transfer – with curriculum
- Transfer – without curriculum

Enrollment Patterns:

- Attend full time in first term
- Take college success course
- Enroll continuously
- Pass college math w/in 2 yrs
- Pass college Engl. w/in 2 yrs
- Complete 20+ credits in first yr
- Earn summer credits
- % course withdrawals
- % course late registration



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IHELP Contact Information

Reports and presentations at www.csus.edu/ihelp

(916) 278-3888

cvmoores@csus.edu

nshulock@csus.edu

Series of reports on community college student success:

Rules of the Game, February 2007

Beyond the Open Door, August 2007

Invest in Success, October 2007

It Could Happen, February 2008

Crafting a Student-Centered Transfer Process in CA, August 2009

Steps to Success, October 2009

Divided We Fail, October 2010