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 Inland Empire Region

(21,669 degree-seeking students)

- The **overall completion rate** of degree-seeking community college students in the Inland Empire region was **30%**, similar to the rate for the state as a whole.

- The share of degree-seeking community college students in the Inland Empire region **transferring to a university was 20%**, among the lowest in the state.

- **Less than 25% of black transfer students in the Inland Empire enrolled in a California State University or the University of California.**

- **12% of Inland Empire students earned an associate degree,** similar to the state as a whole.

- The share of students earning a **certificate** in the Inland Empire region, **6%**, was slightly higher than the statewide rate.

- **17% of transfer students in the Inland Empire region transferred to a for-profit university**, the highest rate in California. *About a quarter of black (26%) and Latino (23%) transfer students enrolled in the for-profit sector,* almost twice as high as their white and Asian-Pacific Islander peers.
Milestone Attainment and Completion within 6 Years
California Community College (CCC) System and Inland Empire

Intermediate Milestones

- Retained to 2nd Year
- 12+ College-Level Credits
- 30+ College-Level Credits
- Completed Transfer Curriculum

Completion

- Completed Associate Degree
- Transferred to University
- Overall Completion

Racial/Ethnic Distribution of Degree-Seekers Compared to “Completers” in Inland Empire Colleges

Degree-Seekers N=21,669

- White 43%
- Latino 37%
- API 12%
- Other 1%

Completers N=6,522

- White 49%
- Latino 29%
- API 9%
- Other 1%
Most Transfer Students in the Inland Empire Have Not Completed Two Years of Credits

Transfer Destination of Inland Empire Students Varies by Race/Ethnicity

White Transfer Students
- CSU: 33%
- In-State Private: 17%
- Out-of-State Public: 20%
- Out-of-State Private: 9%
- For-Profit: 14%

API Transfer Students
- CSU: 36%
- Out-of-State Public: 12%
- In-State Private: 17%
- UC: 14%
- For-Profit: 11%

Black Transfer Students
- CSU: 17%
- In-State Private: 12%
- Out-of-State Public: 26%
- Out-of-State Private: 15%
- For-Profit: 26%

Latino Transfer Students
- Out-of-State Public: 9%
- In-State Private: 15%
- UC: 8%
- For-Profit: 23%
- CSU: 42%
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, 48% of students who took and passed college-level English within two years completed a certificate, degree or transfer within six years compared to only 20% who did not; 51% of students who passed college level Math within 2 years succeeded (vs. 21% who did not); and 60% of students who accumulated at least 20 credits in the first year succeeded (vs. 22% who did not). Unfortunately, few Inland Empire students follow these successful patterns (see below).