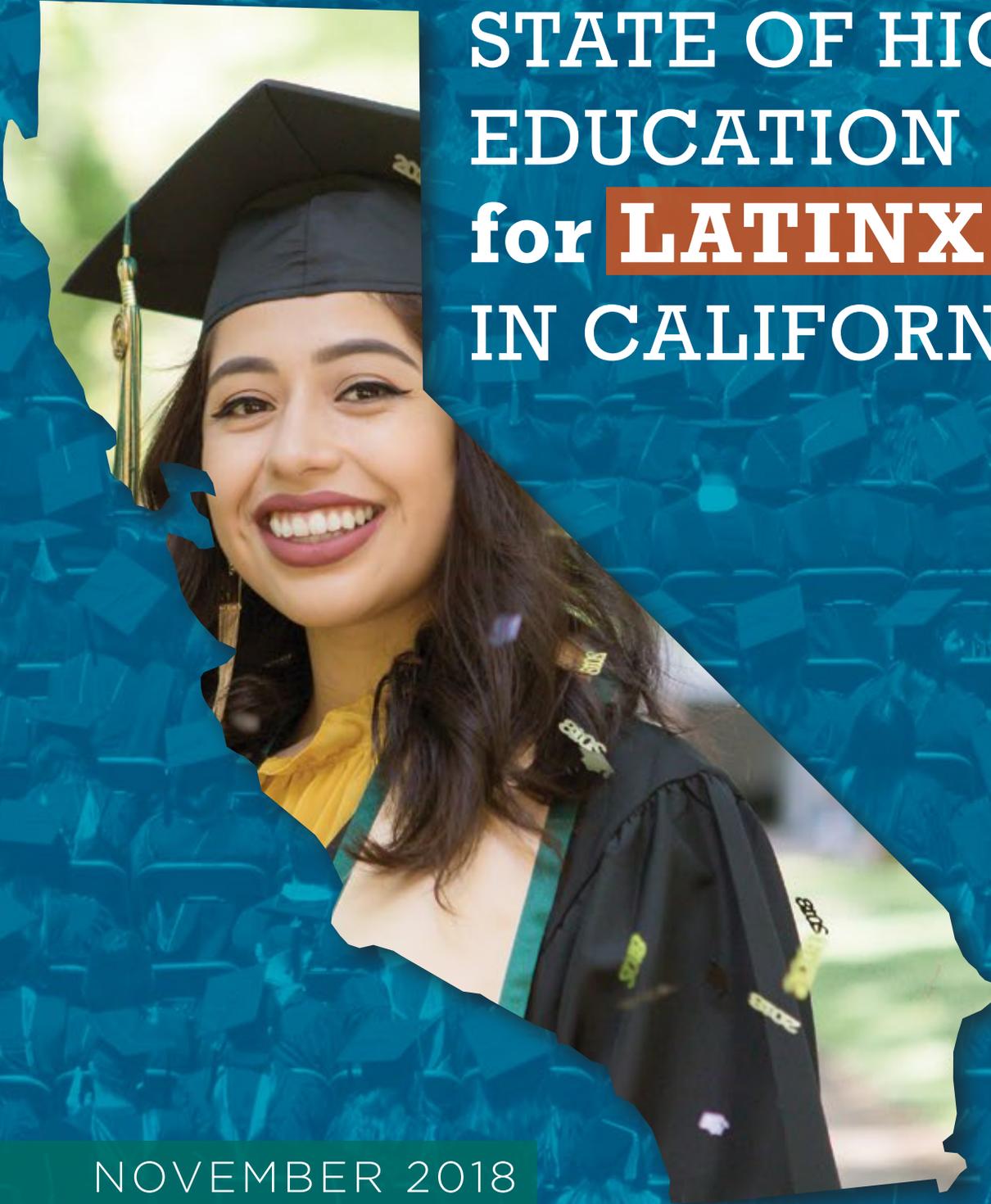




# STATE OF HIGHER EDUCATION for **LATINX** IN CALIFORNIA



NOVEMBER 2018

The contributions  
of countless  
Latinx have  
characterized  
the spirit of  
California.



**Cesar Chavez**  
Labor organizer



**Dolores Huerta**  
Labor organizer



**Carlos Santana**  
Musician



**Edward Roybal**  
Politician



**Cruz Reynoso**  
CA Supreme  
Court Justice



**Antonia  
Hernandez**  
Civil rights leader  
& philanthropist



**Ellen Ochoa**  
Astronaut



**Mario J. Molina**  
Chemist and  
Nobel Prize  
winner



**Luis Sanchez**  
Civil and voting  
rights advocate



**Helen Torres**  
Women's rights  
advocate



**Patricia Gandara**  
Professor and  
civil rights  
advocate



**Maria Blanco**  
Attorney and  
immigrant rights  
advocate



**Estela Bensimon**  
Professor and  
higher education  
equity advocate



**Thomas A. Saenz**  
Civil rights  
attorney



**Maria  
Contreras-Sweet**  
Business woman



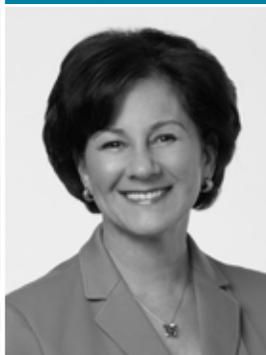
**Angelica Salas**  
Immigrant rights  
advocate



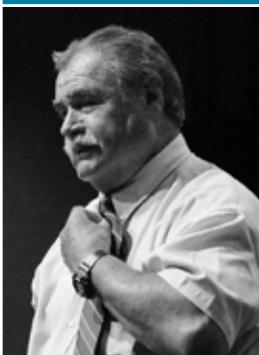
**Linda Griego**  
Business  
woman



**Mike Krieger**  
Instagram  
co-founder



**Monica Lozano**  
Business woman  
and philanthropist



**Sal Castro**  
Teacher



**Martha Arevalo**  
Immigrant rights  
advocate



**Alberto Retana**  
Community  
organizer

# Introduction

**California has been known as a land of opportunity and a place that rewards audacity, ingenuity, and courageousness.** The determination, innovations, and contributions of countless Latinx<sup>i</sup> have characterized the spirit of this great state. From California's earliest Mexican-American Governors, the critical agricultural labor that helps feed our nation, the patriotism of hundreds of thousands of Latinx who serve in our armed forces and run small businesses, the influence of California's Mexican-Americans in the civil rights movement, to the visionary Facebook and Instagram Latinx tech co-founders in the Silicon Valley, California's story is inextricably tied to the Latinx community.

If California is going to continue to thrive economically as a hub of innovation, technology, and entrepreneurship, **we must increase the educational success of a growing and disproportionately young Latinx community** and ensure significantly more Latinx are prepared for college, attend college, and reach their college dreams.

**Latinx are part of California's history, and will determine California's future.** Nearly 40 percent, or 15 million, of California's 38.6 million residents are Latinx,<sup>1</sup> and by 2060, 45 percent of California's population will be Latinx.<sup>2</sup> Already, most of California's students are Latinx. Over half of California's K-12 students are Latinx<sup>3</sup> and four in ten college undergraduates in California are Latinx.<sup>4</sup> As California's largest racial/ethnic group, the success of Latinx students is critical to California's economic future. The good news is that more Latinx than ever before are attending and graduating from college. But unfortunately, only 18 percent of Latinx adults have a college degree — lower than any other racial/ethnic group. And, instead of reducing the gaps in educational attainment between Latinx and White college students in the last decade, these gaps are growing.

**California's policy makers and college leaders need to address the opportunity gaps and persistent systemic barriers that impede the success of Latinx students.** They must be strategic about identifying targeted ways to improve the way they serve Latinx students.

**Today most high schools that serve Latinx students do not adequately prepare them for college** — they offer fewer college preparatory courses, qualified and experienced teachers, college counselors and college entrance test preparation opportunities.<sup>5</sup> And, when Latinx students reach college, they are more likely to be put into remedial education courses, face affordability challenges, and lack the needed guidance and direction from our colleges and universities to be successful.

**Although not the majority, many Latinx students do succeed in reaching their college dreams despite these barriers.** Over the last decade, graduation rates for Latinx students increased annually and there is something to learn from their success stories that can drastically improve educational outcomes.

**Latinx students have untapped strengths that go underutilized in our educational settings.** Latinx students have strong ties to their communities and families that engrains in them tremendous determination and grit to persevere in the face of adversity. When Latinx students succeed in college, they usually leap in a single generation achieving stronger economic security than their parents as well as trailblazing the path for others in their community.

**Our Governor and elected state leaders need to continue to put policies and practices into place that will draw on the strengths of Latinx,** eliminate unnecessary barriers, and provide equitable opportunities for Latinx to succeed. For California to maintain its standing as the fifth-largest economy in the world, we need to produce 1.65 million more college degrees and credentials than we are currently on track to produce by 2030.<sup>6</sup> California will not reach this goal without the educational success of Latinx students.

---

<sup>i</sup> We use the term Latinx in this report as an inclusive term to refer to people of Hispanic descent. While many other sources use terminology such as: Hispanic, Chicano/a, Latino/a, we intentionally use this word to be inclusive of all people who identify with one of these terms. Latinx is a gender-neutral term that includes men, women, and individuals who do not identify within the gender binary of masculinity and femininity (Salinas Jr., C., & Lozano, A. 2017. Mapping and recontextualizing the evolution of the term Latinx: An environmental scanning in higher education. *Journal of Latinos and Education*, 1-14.).



## The good news for California:

- **More Latinx are graduating from high school, and more are prepared for college.** In 2016, 86 percent of Latinx 19-year-olds had a high school diploma or equivalent; 39 percent of high school graduates had graduated from high school prepared for college.
- **Over 1.3 million Latinx were enrolled in college in California, a 91 percent increase since 2000-01.**
- **More Latinx than before are transferring from the California Community Colleges to the public four-year universities** in the state, particularly the California State University (CSU) campuses, thanks to the Associate Degree for Transfer (ADT).
- **Time to degree has decreased for Latinx students at University of California (UC) campuses.**
- **The gap between White students' and Latinx students' completion rates** at California Community Colleges and graduation rates for transfer students within four years of enrolling at CSU institutions **has narrowed** over time.

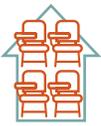
## The bad news:

- Even with the increases in high school graduation and college-preparedness, **high schools graduate Latinx students at a lower percentage than other races and do not provide equitable access to a college prep curriculum for Latinx students** compared to other groups.
- **The gap in bachelor's degree attainment between Latinx and Whites increased** from 30 to 31 percentage points in the last 10 years.
- The community colleges fail to support more than one half of Latinx students to attain a credential or transfer. **Transfer is taking longer — only two percent transfer in two years, 31 percent in six years.**
- **Differences in six-year graduation rates** between White and Latinx students have **increased** at CSU and UC.
- **Faculty, Academic Senate bodies, college leadership, and governance are not reflective of the Latinx population or student body.**

California needs strong leadership at all levels to ensure that the state implements necessary reforms to ensure the success of all students, particularly Latinx. We call upon California's leaders to:



**Set a specific attainment goal for Latinx students with the intention of closing persistent college preparation, access, and completion gaps.** Along with setting a statewide goal that calls for 60 percent of working-aged adults to have a college degree or credential by 2030, California needs a specific goal to reduce racial equity gaps for Latinx students. California leaders MUST be intentional about improving outcomes for Latinx students.



**Continue to increase capacity at the California State University (CSU) and University of California (UC) institutions.** Too many college-prepared Latinx students are attending community colleges even though they meet the admissions requirements for California's public four-year universities.



**Ensure the successful and faithful implementation of requirements to use high school performance for placing students into college-level courses at community colleges.** Latinx students are disproportionately placed in remedial courses at California Community Colleges even when the results of placement tests are not predictive of student capacity or performance.



**Fix transfer and expand the Associate Degree for Transfer.** Latinx students have the lowest transfer rates, even though six in 10 Latinx enrolled in California Community Colleges as entering college students. Students stand to benefit from a clear pathway for transfer to both the CSU and the UC systems with guaranteed admission and junior standing.



**Ensure successful implementation of the Student Success Funding Formula at California's Community Colleges,** which provides increased funding for colleges serving low-income students and rewards improvements in the success rates of students.



**Expand access to financial aid and prioritize aid for low-income families.** Latinx families are more likely to be low-income and need financial assistance to pay the full cost of college.



**Increase the proportion of Latinx faculty, college and university leaders, and members of governing boards.** There are not enough Latinx in leadership and faculty positions at California's public colleges and universities. When students see themselves reflected in faculty and senior leaders on campuses, they feel a stronger sense of belonging and inclusion, and have better opportunities for success.



**California is a harbinger for the nation.** In 1945, five Mexican-American families challenged race-based school segregation in Orange County in the landmark case *Mendez v. Westminster*. The case held that school segregation based on nationality was unconstitutional under the equal protection clause and set the precedent for Supreme Court Case *Brown v. the Board of Education* five years later, which desegregated schools nationwide.

**Over seventy years ago, California was at the forefront of racial equity in education for the nation and today we can be at the forefront again.** California's large Latinx population is a precursor to the growth in the Latinx population nationwide and when California leads on unleashing the tremendous talent of its Latinx community through higher education, the nation will see that this is exactly what it must do too.

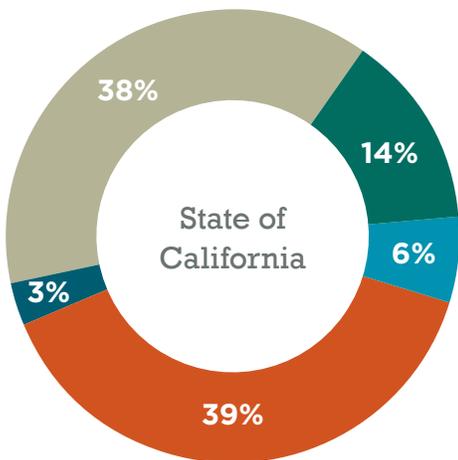
# California's Latinx Population

California is home to 15 million Latinx



California's success depends on the success of its Latinx citizens. California is home to the largest Latinx population in the country. About 15 million of California's almost 40 million residents are Latinx (about 39 percent) and most live in Southern California.<sup>7</sup> The Latinx population is also growing. By 2060, 45 percent of all Californians are projected to be Latinx.<sup>8</sup>

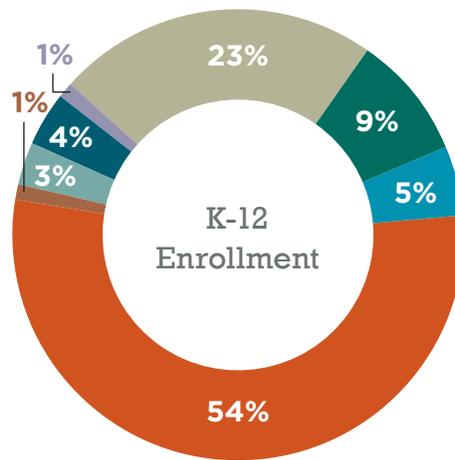
**Figure 1. Latinx are the largest racial/ethnic population in California**



White Asian Black Latinx

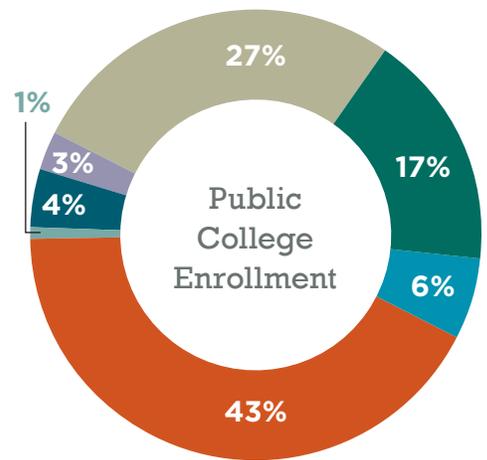
Note: the data in this chart combines Asian and Native Hawaiian/Pacific Islander. Source: U.S. Census Bureau, American Community Survey, Public Use Microdata Sample, 2016

**Figure 2. Over half of K-12 enrollment is Latinx and nearly half of public higher education enrollment is Latinx**



White Asian Black Latinx

Source: California Department of Education, 2017



White Asian Black Latinx

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 12-Month enrollment Component, 2017

More students in California are Latinx than any other race/ethnic group. Half of today's 6.2 million K-12 students are Latinx.<sup>9</sup> And of these Latinx students, 93 percent were born in the United States.<sup>10</sup> At California's public colleges and universities, **1.2 million students (43 percent) are Latinx, and one-quarter of all undergraduates are Latina (over 680,000).**<sup>11</sup>

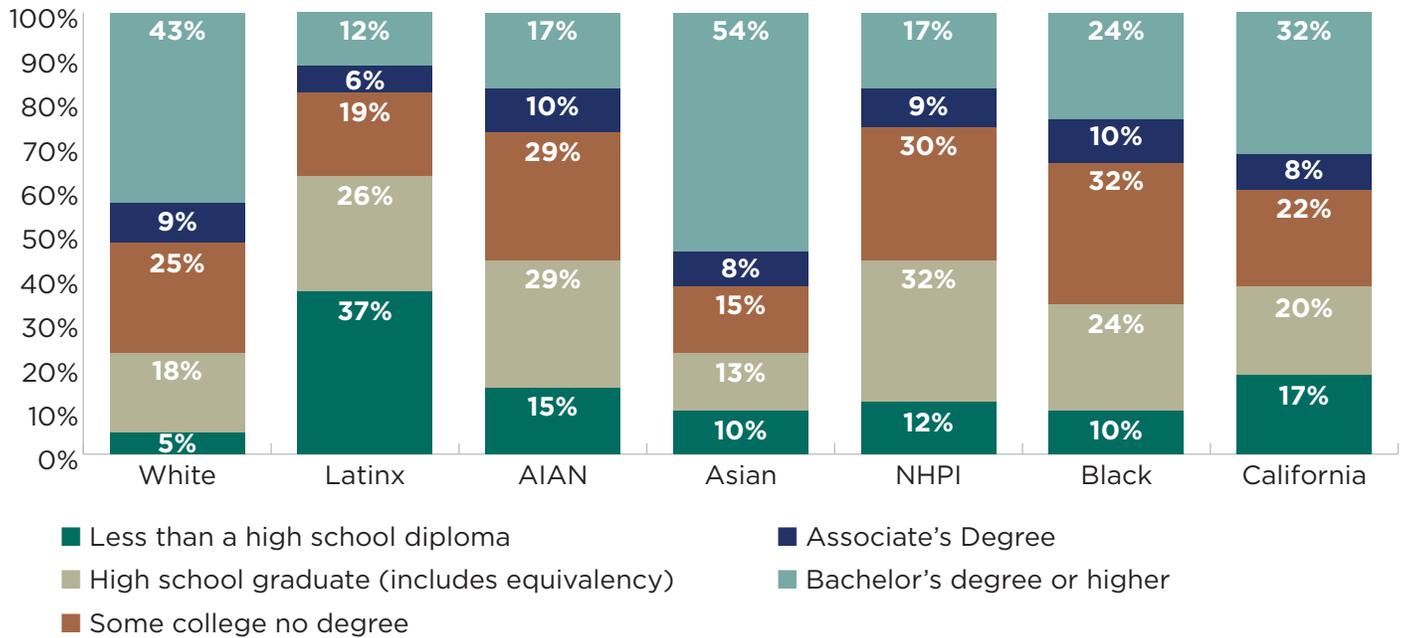
# Educational Attainment

## More Latinx need a college degree

To maintain California's standing as the fifth-largest economy in the world, ensure that workforce demands for educated workers are met, and address racial equity gaps with regards to who is graduating from college, we need to improve educational outcomes for all students. By 2030, California needs 60 percent of its adult population to have a college degree or credential, but the state cannot reach that goal unless Latinx educational attainment mirrors that of Whites, at minimum.

Latinx educational attainment has improved over the last decade. In 2006, 15 percent of Latinx adults held an associate's or bachelor's degree and only 31 percent had at least attempted college. By 2016, 18 percent of Latinx adults held an associate's or bachelor's degree, and 37 percent of Latinx adults had at least attempted college (Figure 3).

**Figure 3. 18 percent (1.3 million) of California's Latinx adults have an associate's or bachelor's degree**



Source: U.S. Census Bureau, American Community Survey, Public Use Microdata Sample, 2016; includes Latinx 25 – 64 years old

However, these improvements have not been enough. Latinx have the lowest educational success rates in California. Thirty-seven percent of Latinx adults have not earned a high school diploma. An estimated 1.4 million Latinx adults started college, but never finished. If half were to finish a degree or credential, California would be almost halfway toward reaching the additional 1.65 million adults with a college degree or credential needed by 2030 to meet workforce demands.

**The gap in degree attainment between Latinx and White students is larger in California than any other state in the nation; and, the gap is widening—by almost 2 percentage points since 2000.<sup>12</sup>**

# College Preparation

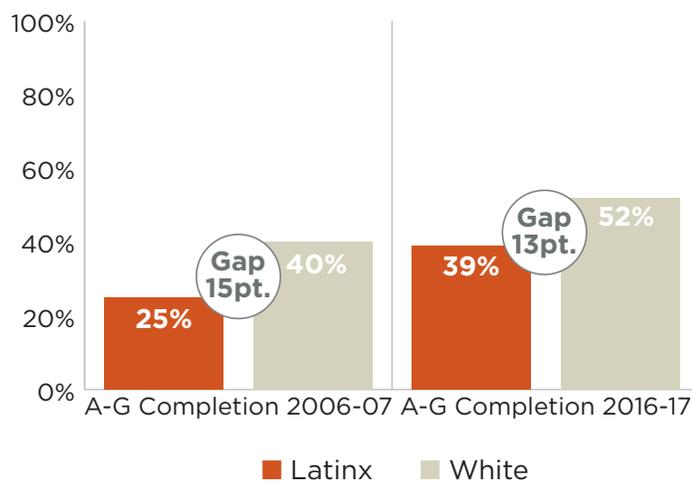
## More Latinx are prepared for college than before, but they face systemic barriers that lead to lower levels of college readiness than other groups

More Latinx are graduating from high school and prepared for college than ever before. In 2016, **86 percent of Latinx 19-year-olds in California had a high school diploma**, an increase from 74 percent in 2006. The gap between Latinx and White 19-year-olds with a high school diploma has been decreasing — from 12 percentage points in 2006 to nine percentage points in 2016.

Latinx high school graduates are also better prepared to enter college than ever before (Figure 4) — **two in five Latinx high school graduates met the course requirements for entrance to a University of California or California State University (A-G requirements), compared to only a quarter of students 10 years ago.**

The **difference between Latinx and White students who are prepared for college is narrowing.** In 2006-07, there was a 15-percent difference between the two groups' successful completion of A-G requirements (40 percent of White students compared to 25 percent of Latinx students). By 2016-17, that difference had narrowed to 13 percent.

**Figure 4. Two in five Latinx students graduate from high school with a C or better in the courses required for admission to California's public four-year universities**



Source: California Department of Education, 2017

Even with these improvements, racial equity gaps remain because **California high schools have not done enough to make sure Latinx students are prepared to go to college.** Among the **219,000 Latinx high school graduates, only 86,400 (39 percent) completed the coursework necessary to apply to California's public four-year universities.** Which means that nearly **133,000 Latinx high school graduates were ineligible for application to California State University (CSU) and University of California (UC) campuses.**

More Latinx students are taking and completing college prep coursework, but because of systemic barriers such as inequities in the high schools to which they have access, Latinx students fare worse than their White counterparts. Latinx are more likely to attend high schools that do not provide equitable opportunities to be competitive in college admissions.

**Table 1. There are stark inequities between the high schools with predominantly Latinx students compared to those with predominantly White populations (2015-16)**

 <b>50 HIGH SCHOOLS WITH THE LARGEST LATINX ENROLLMENT</b>	 <b>50 HIGH SCHOOLS WITH THE LARGEST WHITE ENROLLMENT</b>
Average Latinx enrollment: <b>87%</b>	Average White enrollment: <b>61%</b>
Average enrollment: <b>2,960 students</b>	Average enrollment: <b>1,562 students</b>
Average of <b>15 AP courses</b> available	Average of <b>19 AP courses</b> available
Average SAT Reading score: <b>435</b>	Average SAT Reading score: <b>544</b>
Average SAT Math score: <b>444</b>	Average SAT Math score: <b>556</b>
Average SAT Writing score: <b>429</b>	Average SAT Writing score: <b>535</b>
Average A-G completion rate: <b>44%</b>	Average A-G completion rate: <b>65%</b>

Source: Civil Rights Data Collection, 2015-16

In 2015-16 the average SAT scores at high schools with larger Latinx student enrollments were roughly 100 points lower than the average SAT scores at high schools with predominately White enrollments. The A-G course completion rate for schools with higher numbers of Latinx students was over 20 percent lower than schools with higher numbers of White students.

Although these barriers are daunting, Latinx students are uniquely positioned to overcome them. Latinx have high educational aspirations and the ability to navigate environments that may be unsupportive. The recent implementation of, and continued focus on, policies that encourage the completion of the course requirements for entry to California’s public universities and ensure that all students have access to college information, will help to improve Latinx K-12 success in the coming years.

**To ensure that Latinx can be successful in college, all of California’s K-12 students must have access to high quality education that will position them to be competitive applicants for college and help them succeed academically once they arrive to campus.**



# Access

## More Latinx are enrolling in college than ever before

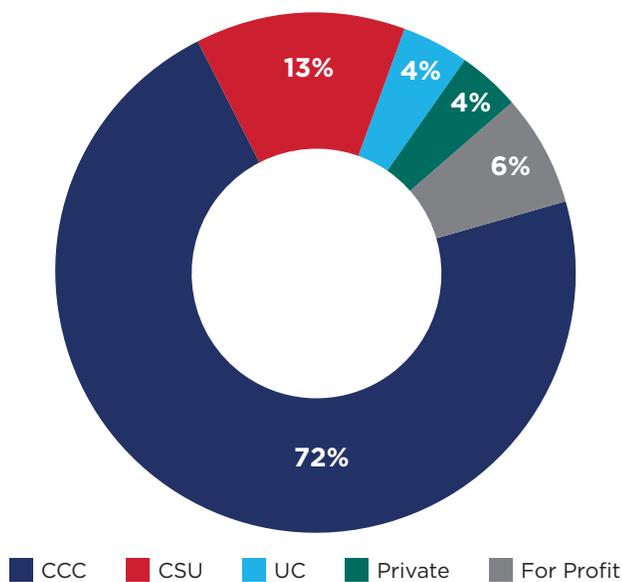
Just as more Latinx are prepared for college, more Latinx are enrolling in college.

In 2000-01, just over 700,000 Latinx were enrolled in college in California, comprising about 22 percent of undergraduates. **By 2016-17, over 1.3 million Latinx were enrolled in college in California, or about 40 percent of all California's undergraduates.**<sup>13</sup>

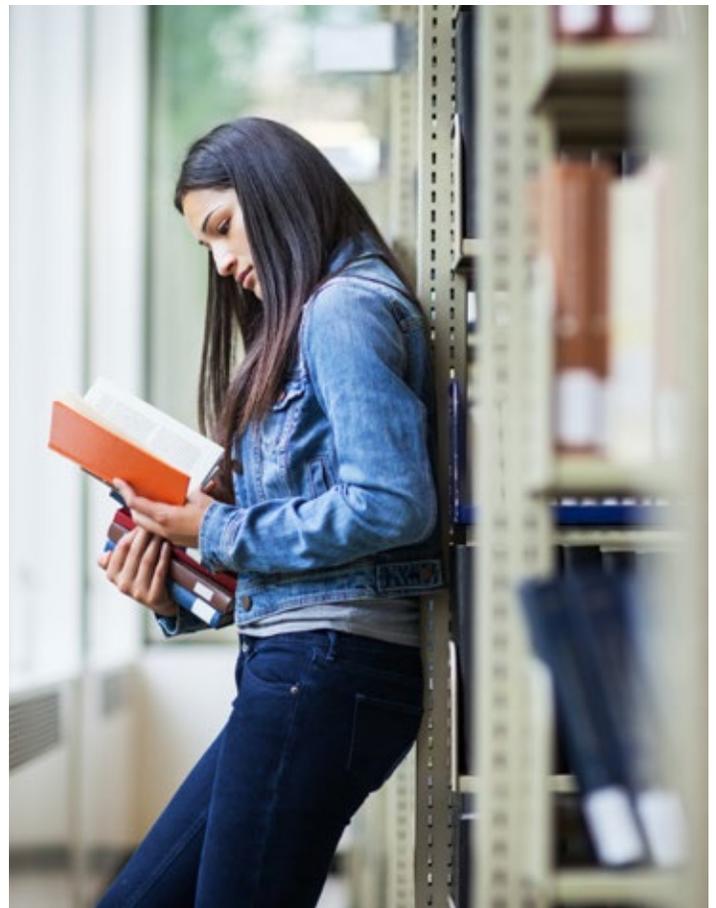
Latinx students depend heavily on California's public colleges and universities. **In 2016-17, about 90 percent (1.2 million) of Latinx students in California attended a public college or university.** About seven in 10 Latinx attend a California Community College, 13 percent attend a CSU, and four percent are enrolled at a UC campus (Figure 5).<sup>14</sup>

The proportion of Latinx freshmen attending a California public college or university has grown in the last decade. This is the result of better college preparation as well as improved access and opportunity for Latinx students **In 2006, 75 percent of Latinx freshmen attended a UC, CSU, or California Community College. By 2016, 90 percent of Latinx freshmen attended a California public college or university.** The proportion of Latinx freshmen attending a CSU or UC has remained virtually unchanged; however, this does represent a growth of over 15,000 additional Latinx freshmen enrolling at the CSU and 7,000 additional Latinx freshmen enrolling at UCs. This numeric growth is the result of better access as well as population growth.

**Figure 5. Nine of 10 California Latinx students attended a public college or university in 2016-17**

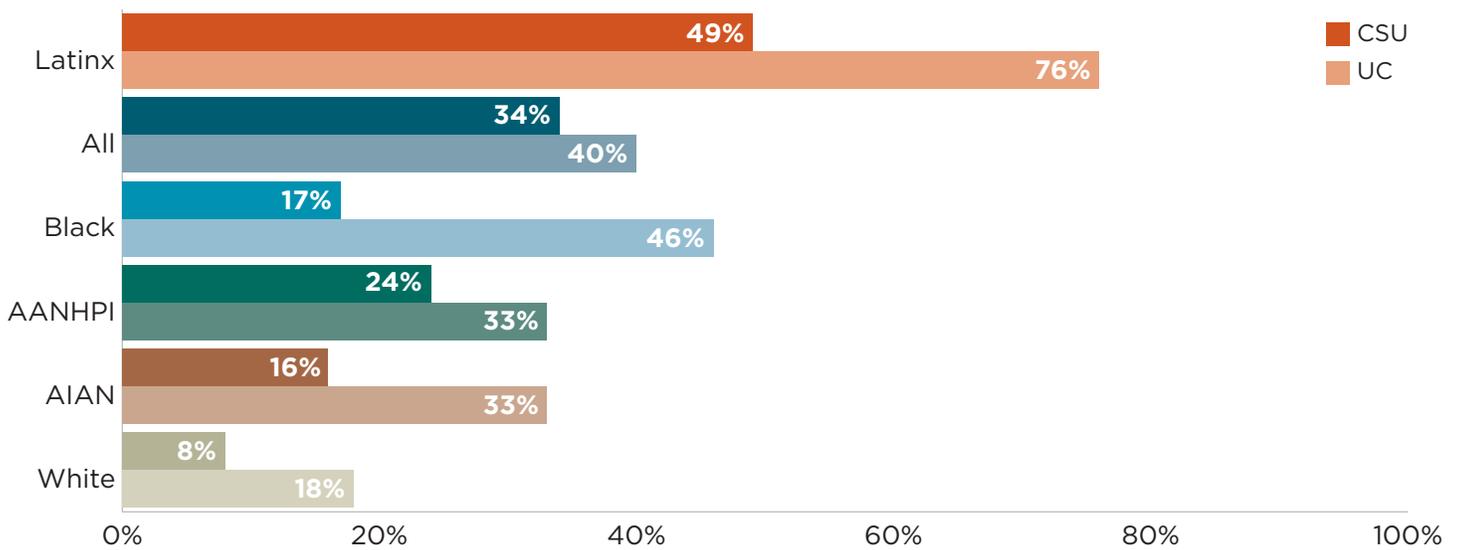


Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 12-Month Enrollment component, 2017



The increased number of Latinx students who have navigated the complicated path to enrolling in college is impressive, especially given that Latinx students have the highest rate of being first-generation college students. **At the University of California, three out of four Latinx freshmen were the first in their families to attend college in 2016-17** (Figure 6). This was over one-and-a-half times higher than it was for Black freshmen, who had the second highest rate of first-generation status. At the CSU system, nearly half (49 percent) of Latinx freshmen were first-generation, double the rate of the second highest racial group, Asian American, Native Hawaiian, Pacific Islander (AANHPI; 24 percent).<sup>15</sup>

**Figure 6. In 2016, more first-time Latinx were first-generation college students than other races/ethnicities at CSUs and UCs**



Source: California State University Chancellor's Office, Division of Institutional Research and Analyses 2017; University of California's Office of the President, Department of Institutional Research and Academic Planning 2017

“As a freshman and first-generation college student, I lacked direction and guidance. I was uncertain about what the future held for me and I often questioned my skills and abilities. That all changed the day I met my counselor Mr. Thomas. Mr. Thomas went out of his way to ensure I transferred out of community college and into a four-year university. He acted as a mentor and guide during my time at community college. Mr. Thomas’ kindness resulted in me successfully transferring out of Rio Hondo College and into California State University, Los Angeles in under 2 years.



Although I’m proud of my success, I know my story is rare. Less than half of all community college students in California receive a degree, certificate or transfer after six years of attending community college. That’s unacceptable. California desperately needs more college graduates and simply put — we’re not producing enough.”

- SALVADOR MELENDEZ

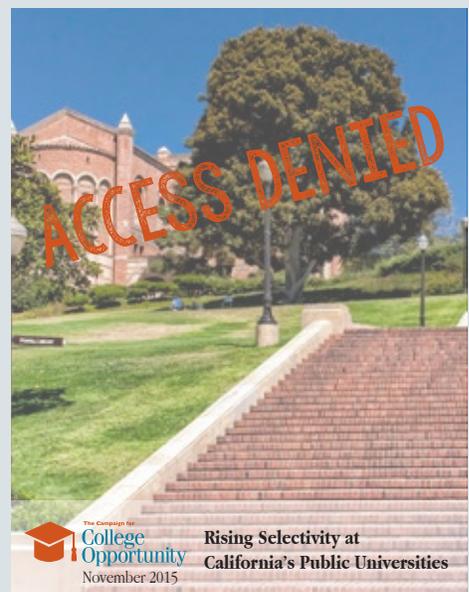
Policy and budgetary action have positively impacted Latinx enrollment. More seats have been added to the CSU and UC systems, and the process of applying for financial aid has been simplified, which has allowed more students to use the California College Promise Grant and attend community colleges without having to pay tuition.

Recent changes in the admissions and resulting enrollment numbers at the UC system exemplify the positive effect policy and budgetary decisions can have for Latinx students. Over the last decade, all students' admit rates decreased as insufficient funding has led to constrained access. Between 2006 and 2015, Latinx admit rates decreased 30 percent and White students' admit rates decreased 26 percent.

## California's Proposition 209

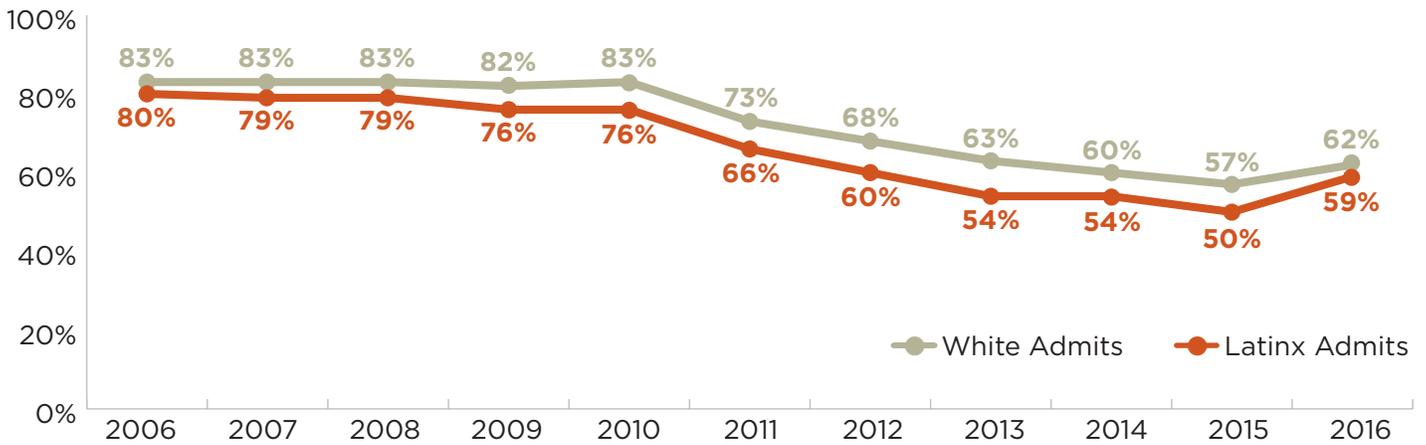
### Banning the use of Affirmative Action in Admissions Decisions

The effects of California's Proposition 209 continue to be felt across the UC system. In 1997, California voted to ban the use of race/ethnicity in admissions decisions by passing Proposition 209, which we describe in our brief *Affirming Equal Opportunity and Access in the University of California so California Prospers*. At that time, Latinx admit rates were 82 percent and have not reached that level in the 20 years since at the UC campuses. Even though admission rates for all students have been declining since 1998, Blacks and Latinx students have experienced the greatest declines in and lowest rates of admission to the UC system in general. Because of the continued increase in the number of students applying to the UC campuses, as well as insufficient funding for enrollment growth, admission to UC campuses has become significantly more competitive, as illustrated in our 2015 report *Access Denied*.



In 2016, Governor Brown's budget allowed the UC to increase capacity by nearly 14,000 seats. This had a positive impact on admit rates overall and for Latinx students more specifically (Figure 7). **The added capacity was correlated with a nine percentage point increase in Latinx admit rates between 2015 and 2016, compared to only a five percentage point increase for White students.** State funding that increases capacity at our UC campuses may result in increased access for Latinx students. Latinx enrollment jumped from 9,992 in 2015 to 12,540 in 2016 (a 25 percent increase). White students' enrollment increased from 8,719 to 9,790 — a 12 percent increase.

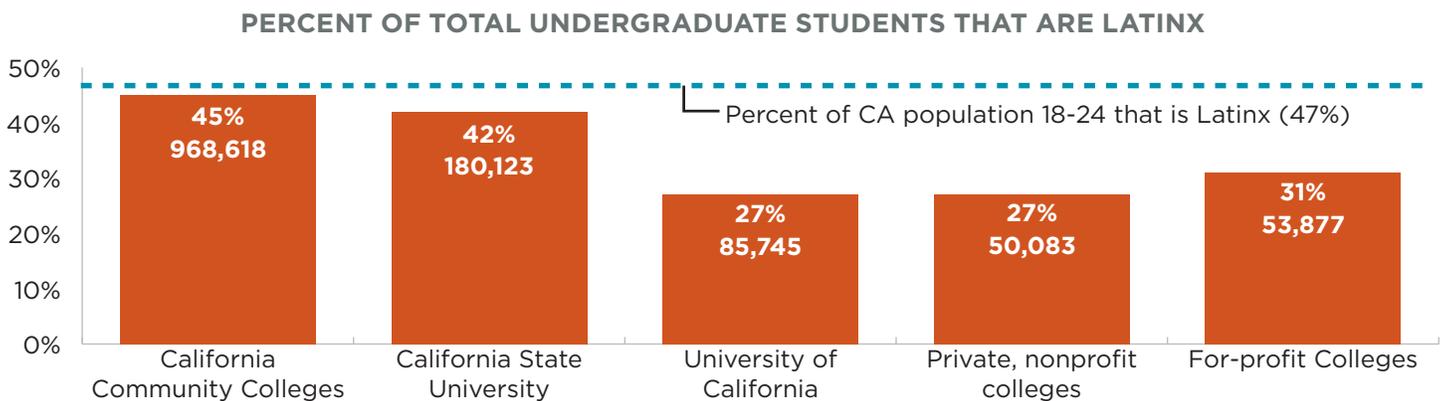
**Figure 7. UC Admission rates for applicants, 2006-2016**



Source: University of California’s Office of the President, Department of Institutional Research and Academic Planning 2017

Even with these improvements, not enough Latinx are enrolling in college. Latinx college enrollment is not reflective of the Latinx proportion in California’s population. **While 47 percent of the college-age population is Latinx, only 40 percent of undergraduates are Latinx** (Figure 8).

**Figure 8. Latinx students are underrepresented across all sectors of higher education in California**



Source: U.S. Census Bureau, American Community Survey, Public Use Microdata Sample, 2016; National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall Component, 2017

Latinx students are better represented at the California Community Colleges, the CSU system, and the UC system than a decade ago. Although this improvement in representation is encouraging, compared to White students, there are gaps in proportional representation of the population, especially at UC campuses. At the CSU campuses, the gap between proportion of college-aged and undergraduate Latinx and White students is about 5 percentage points. **While 47 percent of the college-aged population are Latinx, only 27 percent of the undergraduates at UC campuses are Latinx—a 20 percentage point difference. For Whites, the difference is only 3 percentage points** (30 percent of the college-aged population and 27 percent of UC undergraduates are White).

# Completion

## Latinx are completing college at higher rates than in the past, but racial equity gaps persist

In just the last five years, the statewide completion<sup>16</sup> rate for Latinx students grew from 47 percent to just over 50 percent.

### California Community Colleges

**At the California Community Colleges, Latinx completion rates, which include both graduation and transfer, have improved from 38 percent in 2010-11 to 42 percent in 2016-17.** With this improvement, the racial equity gap between Latinx and White students' community college completion narrowed (which remained constant at 54 percent) four percentage points.

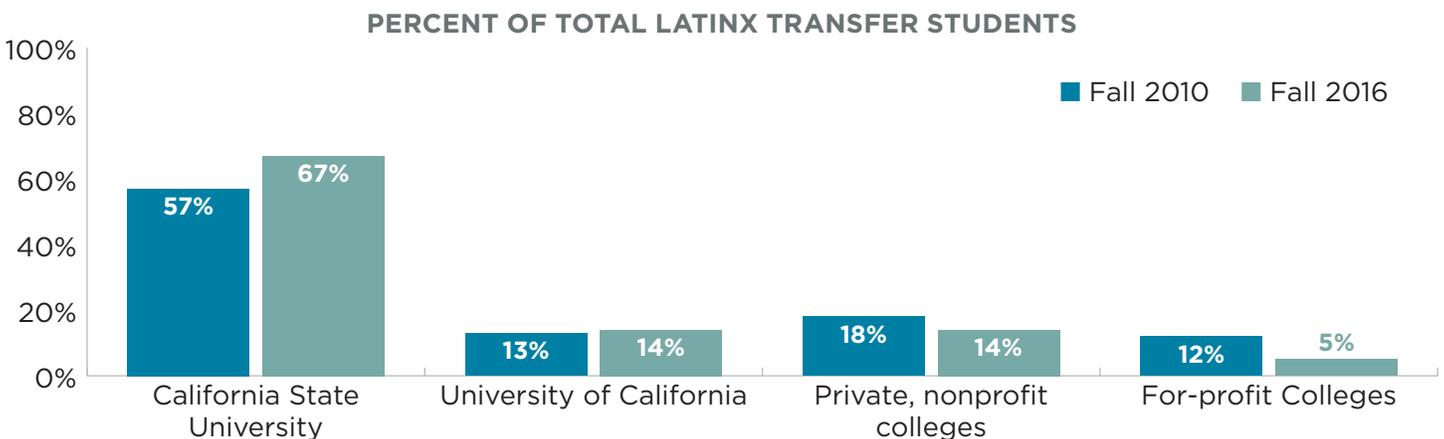
Even though the racial equity gap has narrowed, the gap needs to be eliminated for California to achieve its educational attainment goals. **If Latinx students completed at the same rate as White students (54 percent), this would mean that an additional 10,379 Latinx community college students would have earned a degree, certificate, or transferred to a four-year university within six years in 2016-17 alone.**

### Transfer

The number of Latinx transferring to a CSU or UC has also risen (Figure 9). **In Fall 2016, 21,389 Latinx students transferred to the CSU, which is nearly 10,000 more than in 2010.** Of all the Latinx students who enrolled as a transfer student in a four-year college or university in the fall of 2016, 67 percent enrolled at a CSU—a 10 percentage point increase over the fall of 2010. **Fourteen percent of Latinx transfer students in the fall of 2016 enrolled in a UC—a one percentage point or 2,000 student increase from the fall of 2010.**

The proportion of Latinx transferring into a private four-year or for-profit institution in California declined between the fall of 2010 and 2016. Almost 1,000 fewer Latinx transferred into a for-profit institution in the fall of 2016 than in the fall of 2010.

**Figure 9. Latinx transfer to CSU grew 10 percentage points since Fall 2010**



Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall Component, 2017

The implementation of Associate Degree for Transfer (ADT) pathways that guarantee transfer students admission to the CSU are, at least partially, the cause of the increase in transfer students at the CSU.<sup>17</sup> **At the start of its implementation in 2012-2013, 165 Latinx transferred to a CSU on an established ADT pathway. In 2016-2017, nearly 5,000 Latinx students took advantage of these established pathways, representing a 3,000 percent increase.** The UC system recently signed a memorandum of understanding with the California Community Colleges that will guarantee admission for students who complete one of the UC pathways and achieve the requisite GPA.<sup>18</sup> This agreement should result in increased Latinx transfers to the UC as well.<sup>19</sup>

While transfer numbers are up, the promise of transfer from a California Community College to a CSU or UC is still broken. **Only two percent of Latinx students transferred from a community college within two years** (the lowest rate among all racial/ethnic groups), and only 31 percent transferred within six years, which is significantly lower than White students' rates (Figure 10).

**Figure 10. California Community Colleges transferred Latinx students to a four-year college or university at lower rates than White students (2016-17)**



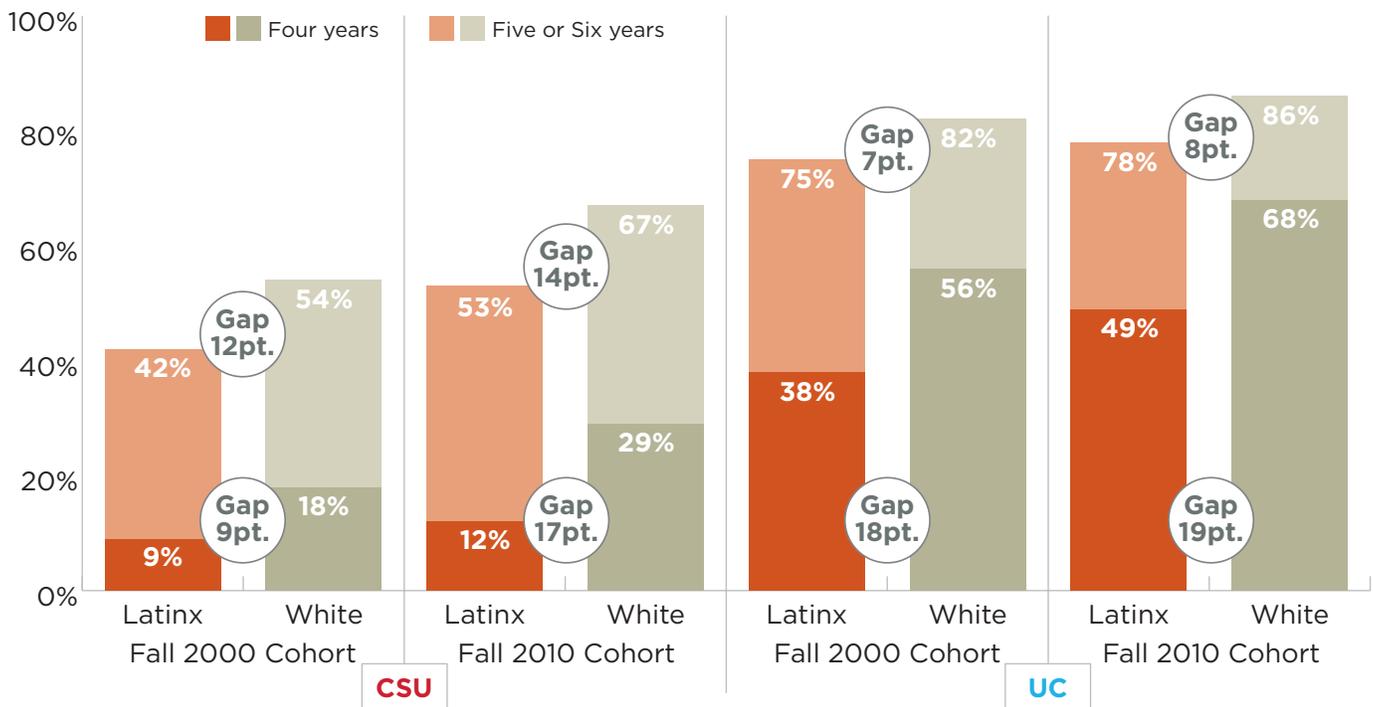
Source: California Community College Chancellor's Office, DataMart, 2017



## California State University and University of California

At CSU and UC institutions, Latinx graduation rates for students who entered as freshmen have increased over the last decade (Figure 11). The Latinx six-year graduation rate at the CSU system increased 11 percentage points between the cohort that started in the fall of 2000 and the cohort that started in the fall of 2010. At the UCs, the graduation rate for these two cohorts increased three percentage points. Even though the six-year graduation rate increase is modest at the UCs, Latinx time to degree is improving — **only 38 percent of the Latinx who entered in the fall of 2000 graduated on time (within four years), compared to almost half of the Latinx who entered in the fall of 2010. That is an 11 percentage point improvement.**

**Figure 11. Graduation rates have improved for Latinx freshman, but racial equity gaps are increasing (Fall 2000 and Fall 2010 cohorts)**



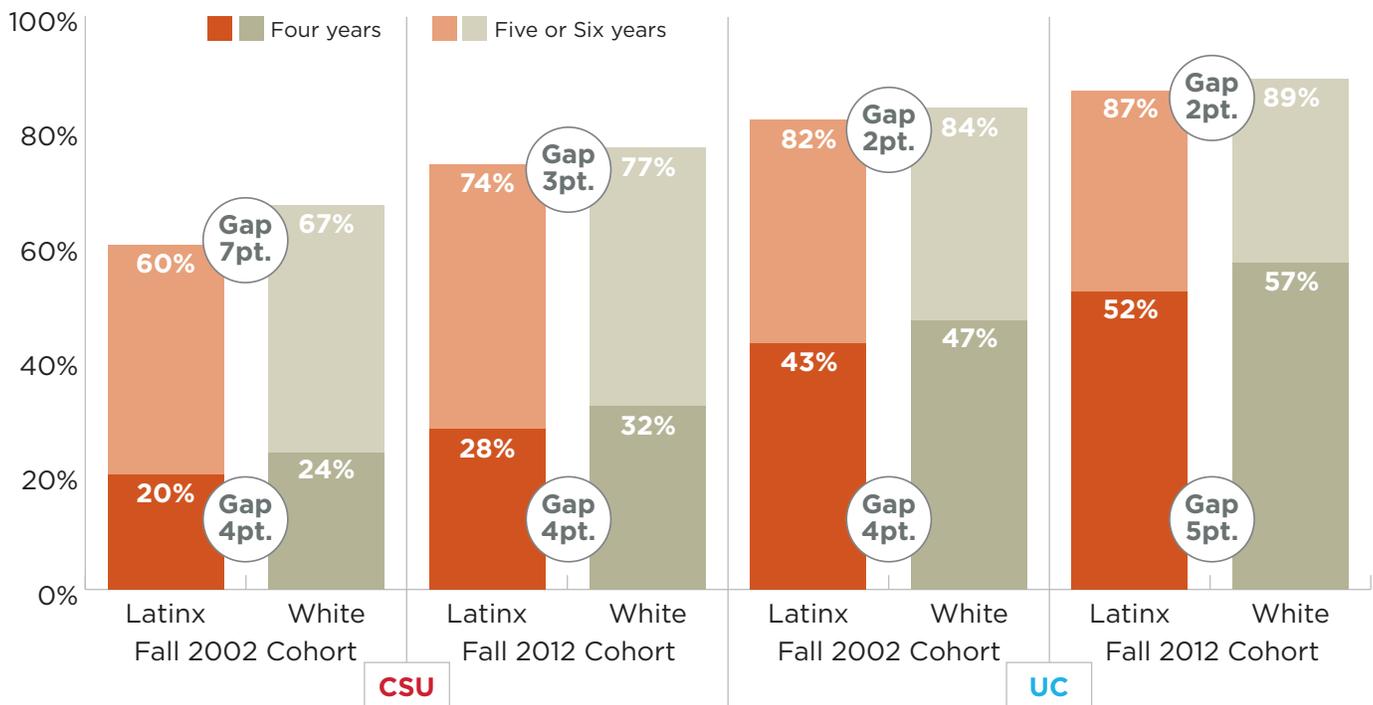
Source: California State University Chancellor's Office, Division of Institutional Research and Analyses, 2017; University of California's Office of the President, Department of Institutional Research and Academic Planning, 2017

Improvements in Latinx students' graduation rates have not kept pace with White students' and racial equity gaps have been increasing. Most notably, Latinx students are not being supported to complete their degrees on time. **The gap between Latinx students' and White students' four-year graduation rates increased eight percentage points over the last decade.**

Latinx transfer student graduation rates have also been improving at both the CSU and UC systems (Figure 12). **At the CSU system, the transfer student graduation rate increased 14 percentage points between the cohort that began in the fall of 2002 and the cohort that began in the fall of 2012.** The improvement at the UCs was more modest (five percentage points), but still worthy of celebration.

An important bright spot is the closing of the racial equity gap in transfer student graduation rates at CSU institutions. **The racial equity gap between Latinx and White transfer students' graduation rates has narrowed by four percentage points over the past 10 years.**

**Figure 12. Graduation rates have improved for Latinx transfer students and racial equity gaps at the CSU institutions are narrowing (Fall 2002 and Fall 2012 cohorts)**



Source: California State University Chancellor's Office, Division of Institutional Research and Analyses, 2017; University of California's Office of the President, Department of Institutional Research and Academic Planning, 2017

At the four-year institutions, there are persistent racial equity gaps between Latinx and White students that must be closed. Graduation rates of Latinx students are lower than White students, particularly at CSU institutions. **It is troublesome that racial equity gaps are increasing in graduation rates at both the CSU and UC systems (with the exception of transfer graduation rates at the CSU).** More needs to be done to ensure Latinx students are given the opportunity to succeed in order to meet the goal of California producing 1.65 million more degrees by 2030. **If the CSU<sup>20</sup> and UC<sup>21</sup> institutions had graduated Latinx students at the same rates as White students in 2017, there would have been an additional 3,478 Latinx students with bachelor's degrees.**

# Progress Toward Closing the Gaps

For California to prosper, 60 percent of adults need a college degree or credential and racial equity gaps in college preparation, access, and completion must be closed by 2030. For Latinx students, seven of 16 important racial equity gaps compared to Whites closed between 2006-07 and 2016-17, while six grew.



## Percentage Point Progress (or Not) Toward Closing the Gap

<b>1%</b>	Associate's degree attainment	Gap closing
<b>1%</b>	Bachelor's degree attainment	Gap growing
<b>2%</b>	19-year-olds with a high school diploma	Gap closing
<b>2%</b>	Percentage of high school graduates who have completed college-preparatory curriculum	Gap closing
<b>NC</b>	Admit rates at UC	No change
<b>4%</b>	Completion rate at California Community Colleges	Gap closing
<b>8%</b>	Percentage of freshmen that graduate on time from CSU	Gap growing
<b>2%</b>	Percentage of freshmen that graduate within 6 years at CSU	Gap closing
<b>1%</b>	Percentage of freshmen that graduate on time from UC	Gap growing
<b>1%</b>	Percentage of freshmen that graduate within 6 years at UC	Gap growing
<b>NC</b>	Percentage of transfers that graduate within 2 years at CSU	No change
<b>4%</b>	Percentage of transfers that graduate within 4 years at CSU	Gap closing
<b>1%</b>	Percentage of transfers that graduate within 2 years at UC	Gap growing
<b>NC</b>	Percentage of transfers that graduate within 4 years at UC	No change

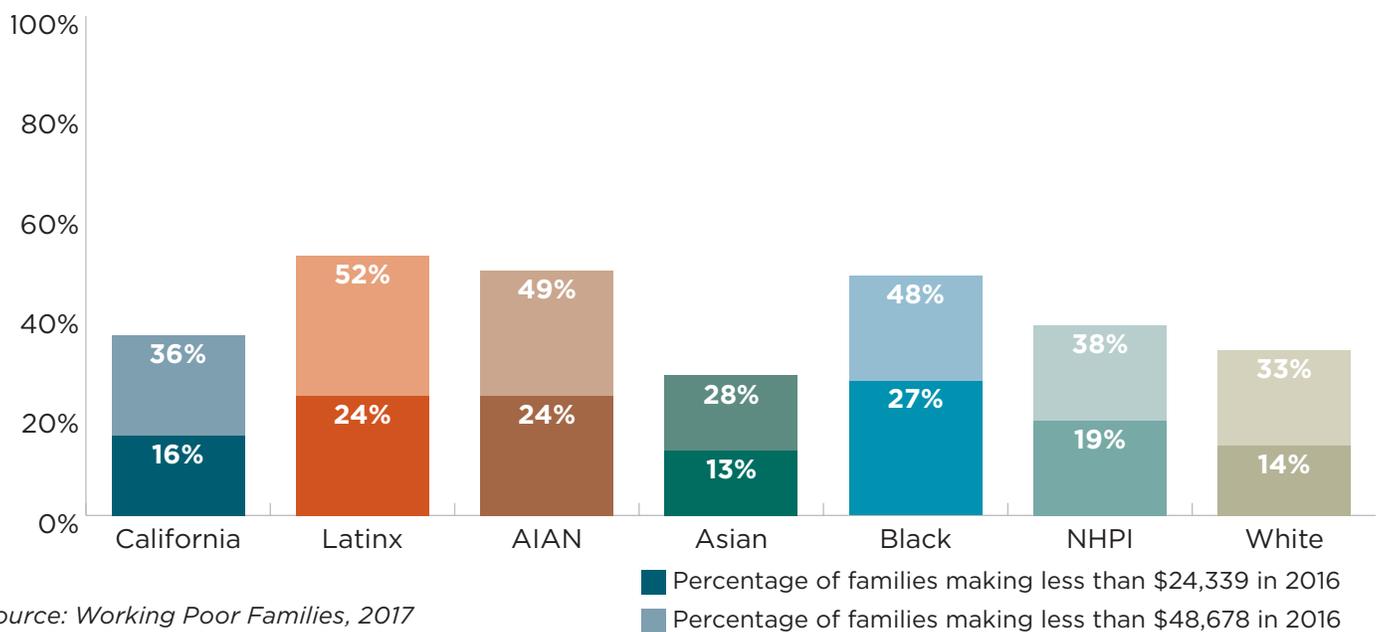
■ Gap closing  
■ Gap growing  
■ No change

# There are many barriers that must be removed to support greater Latinx student success

**HIGH POVERTY RATES.** Issues of affordability disproportionately affect Latinx students. Over half of California's Latinx families earn less than \$49,000 per year.<sup>22</sup> This is higher than any other group in the state (Figure 13). The cost of college is increasing and for California's lowest and middle-income families, financial aid is not enough.<sup>23</sup> The high proportion of low-income Latinx means that this population is more affected by rising college costs.

California is one of the most generous states in terms of financial aid—nearly two-thirds of all community college students pay zero fees/tuition. But, the cost of college includes more than just tuition and fees, it also includes books, housing, travel, and other related expenses. Even after financial aid, low-income students in California face a major cost burden and need almost \$7,000 to pay for an education at one of the community colleges and, at least, \$5,000 for a four-year institution.<sup>24</sup>

**Figure 13. Latinx families are among the lowest-income in California**



Source: *Working Poor Families, 2017*

**WORKING TOO MANY HOURS.** Due to the high prevalence of poverty among Latinx families, Latinx students were found to be more concerned about their ability to afford increased tuition and fee costs than non-Latinx students.<sup>25</sup> These financial concerns impact how Latinx students choose to access higher education.<sup>26</sup> For example, one study found that over 70 percent of students planned to work while in college and, of those, more than half planned to work 16 hours or more per week. Working concurrently with being a college student was reported as important in this study because almost 50 percent of parents and students surveyed planned to pay for college with their personal savings.<sup>27</sup>

**FIRST-GENERATION STATUS.** One of the most reliable predictors of students' success in college is their parents' educational background.<sup>28</sup> Students with parents who have gone to college have someone who is able to guide them through the complex maze of how to prepare, apply, secure financial assistance, register, and enroll. First-generation students may not have this support and are less likely to succeed in college as a result.<sup>29</sup> Almost half of Latinx freshmen at CSU campuses are first-generation and more than three-quarters of first-time Latinx at UC campuses are first-generation.

**ENROLLMENT IN COMMUNITY COLLEGES.** Where Latinx students are enrolling is affecting their ability to complete a college degree or credential. Latinx are enrolling in community colleges at higher rates. Community college completion rates are significantly lower than completion rates at four-year colleges and universities.

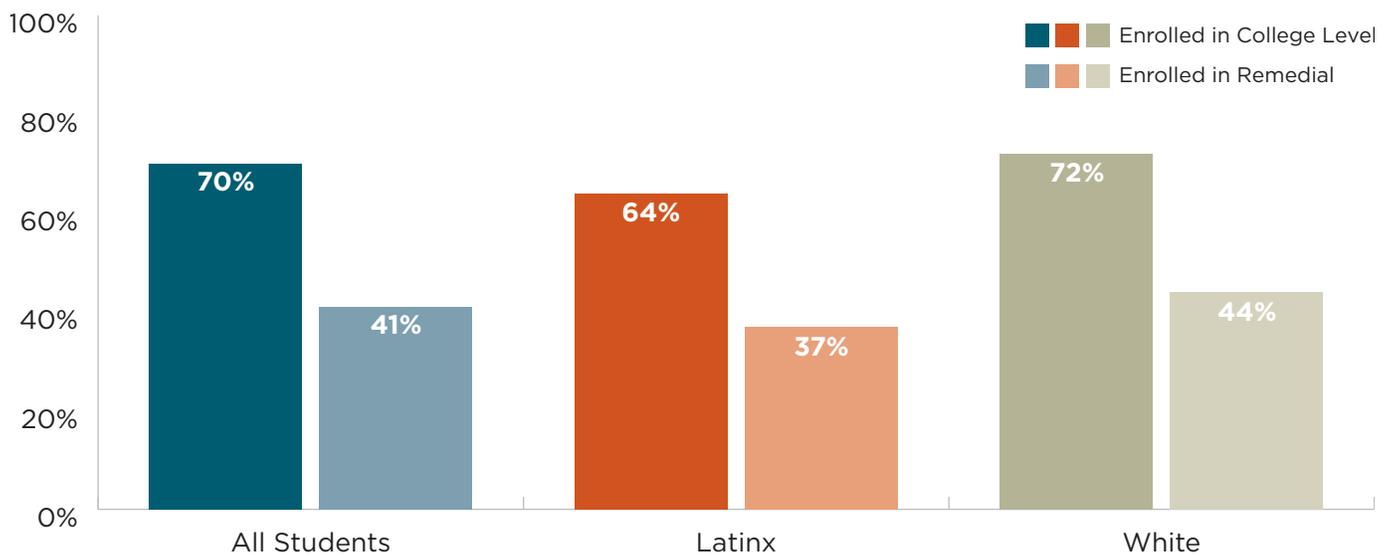
While over 86,000 Latinx high school graduates had the required courses to attend a UC or CSU, only 41,000 Latinx enrolled as freshmen at one of those institutions in the fall of 2016. **About 45,000 Latinx who were eligible to attend a UC or CSU did not. That is almost 40 percent of Latinx who were qualified to attend one of California's public four-year universities.**<sup>30</sup>

**PART-TIME ENROLLMENT STATUS.** Part-time students tend to take more time to complete their degrees or credentials, and complete at lower rates than students enrolled full-time.<sup>31</sup> Latinx enroll part-time at the same rates as other race/ethnic groups. A large proportion of community college students of all races/ethnicities are enrolled part-time, and Latinx completion rates lag by 16 percent. At the CSUs, 87 percent of Latinx students enroll full-time and 86 percent of White students enroll full-time,<sup>32</sup> yet Latinx graduation rates lag behind White students' by 13 percentage points.



**REMEDIAL PLACEMENT.** Latinx students are disproportionately placed into remedial education courses. Remedial education placement is associated with lower rates of completion.<sup>33</sup> **Of the students who entered a community college in California in the 2011-12 academic year, four of every five Latinx was placed into remedial courses—or approximately 300,000 students.** About 115,000 of those students never made it into a college-level English or math course. Less than four in 10 of those students were awarded a degree or certificate, or transferred (Figure 14).

**Figure 14. Completion rates at California Community Colleges for students who were placed in remedial classes are strikingly lower than students who were not**



Source: California Community College Chancellor's Office Student Success Scorecard, 2017

Colleges have been placing students into remedial courses based on placement tests. These tests are proven to be highly problematic and are misclassifying students into remedial courses. Latinx are placed into remedial courses at higher rates, yet the placement test is not an accurate predictor of success in college.<sup>34</sup> Many students who place into remedial coursework after taking a placement test, yet do not enroll in remedial coursework, go on to perform well in college-level classes.<sup>35</sup>

With newly passed legislation, community colleges are required to use high school grade point average, which is a better determinant for how students will perform in college courses.<sup>36</sup> The goal of this new policy is to allow students to enroll directly into college-level courses from the start, thus reducing time to degree and accelerating community college students' pathways toward reaching their goals. If Latinx students who took pre-college level courses graduated at the same rate as those who did not, an **additional 18,805 Latinx community college students would have earned a degree or certificate or transferred** to a four-year university in 2016-17.<sup>37</sup>

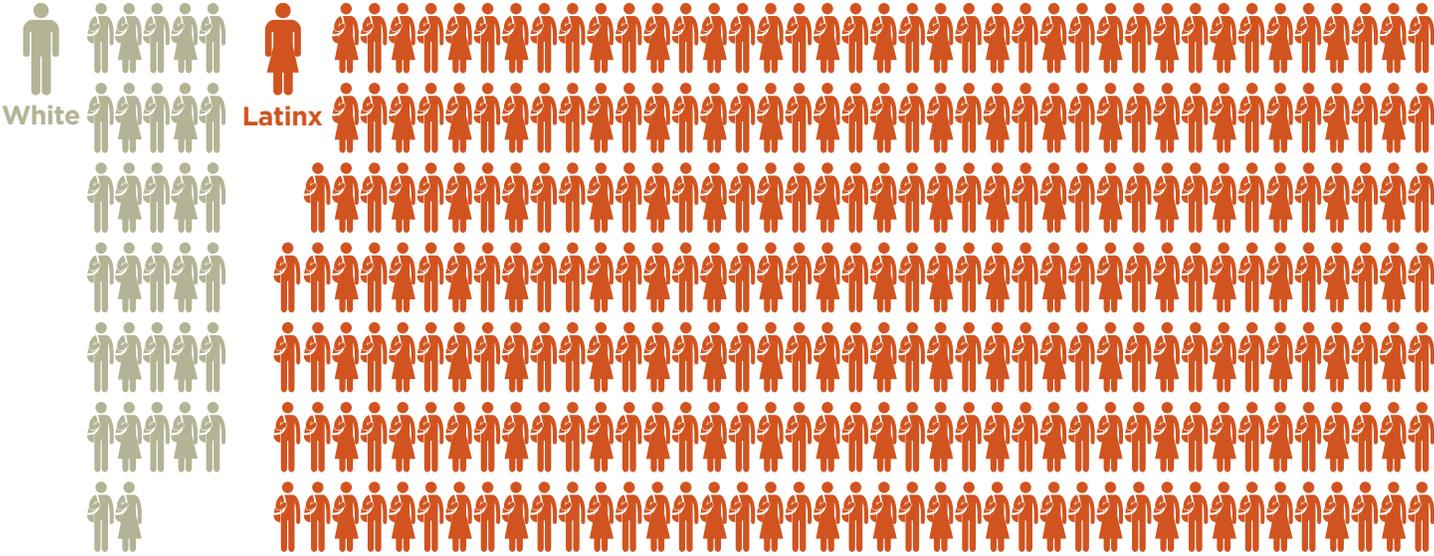
**SENSE OF BELONGING ON CAMPUS.** There is a large body of evidence that a sense of belonging on campus improves student outcomes. If a student feels she belongs to a campus community, she will be more likely to return, term after term, and be more likely to graduate.<sup>37</sup> There are a number of ways colleges and universities can cultivate students’ sense of belonging. One of the most important is to make sure that the campus climate and culture is one of inclusivity and that students feel as though they can identify with mentors, faculty, staff, and campus leaders. In California, too often, Latinx are not reflected in campus faculty and leadership.

“I decided to attend CSULA because the staff and faculty at this campus looked like me. It was through them that I saw myself achieving my goals and aspirations. I had the honor of taking a class with Dr. Cisneros who grew up in Inglewood — just like me. Seeing her, a professor with a PhD from UCLA, gave me hope that people that look like me and are like me (first-generation Latina) can succeed. It was because of her and others like her that mentored me and guided me that I have my Bachelor’s today. Because of them, I was able to see myself in them and believe I could be like them — a success.”

- RAQUEL GONZALEZ, California State University Los Angeles ‘18



**Figure 15. For every Latinx tenured faculty member, there are 282 Latinx undergraduates, compared to 32 White undergraduates per White tenured faculty member:**



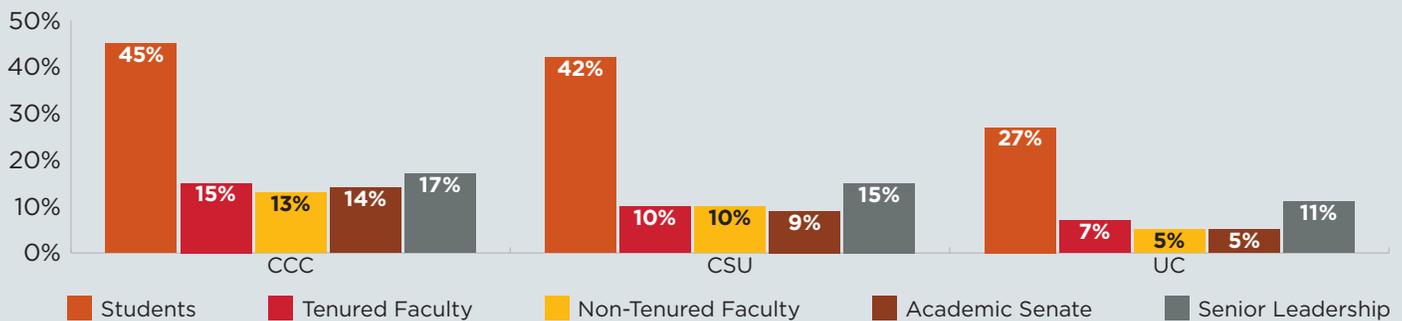
Source: University of California’s Office of the President, Department of Institutional Research and Academic Planning; California State University Chancellor’s Office, Department of Institutional Research and Analyses; California Community College Chancellor’s Office, Data Mart, 2017; National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2017

## Representation in Higher Education Leadership

Our recent report, *Left Out: How Exclusion in California's Public Higher Education Hurts Our Students, Our Values, and Our Economy*, identified that Latinx are significantly underrepresented in the leadership and faculty at California's public colleges and universities. It is vital to student success that Latinx students see themselves reflected in their leaders, mentors, and professors. Inclusive leadership improves policies and practices that benefit Latinx students because diverse leaders understand both the barriers and strengths that students bring to campuses and tailor policies and practices to improve student success.

Latinx students make up the largest share of enrollments in California Community Colleges and the CSU, and more than a quarter at the UC in the 2016-17 academic year. However, that diversity is not reflected in the faculty and leadership at any of these systems. Fewer than one in 10 faculty and leaders are Latinx at the UC and the CSU. While Latinx representation in California Community Colleges is marginally better, only 1.5 in 10 leaders are Latinx.

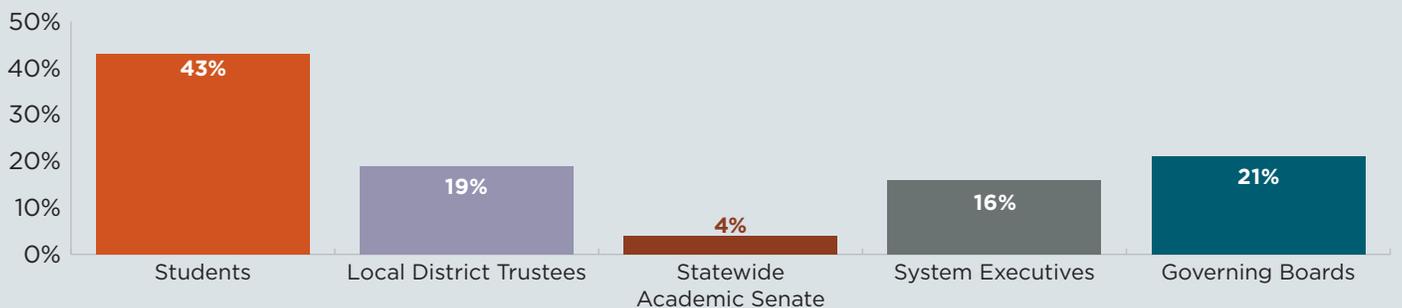
**Figure 16. Latinx are significantly underrepresented in college and university leadership**



Source: University of California Information Center; California State University Chancellor's Office, Department of Institutional Research and Analyses; California Community College Chancellor's Office, Data Mart, 2017; and individual campus websites, 2016

Latinx students account for 43 percent of student enrollments but only 19 percent of community college district trustees<sup>37</sup> and only 16 percent of UC, CSU and community college system leadership combined.

**Figure 17. Latinx occupy only 111 out of 702 (16 percent) of district and statewide leadership positions at the UC, CSU, and community colleges**



Sources: University of California Information Center; California State University Chancellor's Office, Department of Institutional Research and Analyses; California Community College Chancellor's Office, Data Mart, 2017; and individual campus websites, 2016

# Conclusion and Recommendations

Today, California is recognized as a global leader — both economically as the fifth largest economy in the world and educationally with its world class universities. However, significant challenges ahead will determine whether California can maintain its economic standing in the world.

A state as diverse as California can only grow and prosper when all racial/ethnic groups share educational and economic success, and unfortunately as our report reveals, persistent equity gaps remain in our higher education system. The future success of Latinx in California will impact all and determine the state's economic fate.

**California must do better for Latinx students. The decisions California's leaders make and the practices and solutions colleges put into place can drastically improve outcomes for Latinx students.** But this can only happen if our state leaders are strategic and intentionally prioritize the success of Latinx students.

## Specifically, we need our leaders to:



**Set a specific college attainment goal for Latinx students with the intention of closing persistent preparation, access, and completion gaps.** California needs 1.65 million more degrees by 2030 than we are currently on track to produce — that equates to about 60 percent of the working-age adult population holding a college degree or credential by 2030. In order to achieve this goal, we MUST close educational attainment gaps between Latinx and other racial/ethnic groups.

In addition to setting a statewide attainment goal that 60 percent of working-age adults should have a college degree or credential by 2030, California needs to set a goal, specifically, to close racial equity gaps in higher education between Latinx and Whites. As part of this goal, California's public colleges and universities need to identify strategies for closing graduation and completion gaps between Latinx and White students, and the state needs to monitor progress toward these goals.



**Continue to increase capacity at the CSU and UC institutions.** Too many college-prepared Latinx students are attending community colleges, **even though they meet the admissions requirements for California's public four-year institutions.** Insufficient funding has restricted access to CSU and UC campuses. The state needs to be intentional about increasing capacity for qualified Californians. Increasing capacity will provide better access and opportunity for eligible Latinx students. Recent capacity increases have resulted in a specific benefit for Latinx students.



**Ensure the successful implementation of legislation that requires the use high school grade point averages to more accurately place students into remedial coursework at community colleges.** Latinx students are disproportionately placed in remedial courses at California Community Colleges due to unfair, unreliable, and biased assessments. AB 705 (Irwin) ensures that high school performance, which is a better predictor of success, is used, but this assessment must be faithfully and wholly implemented at all campuses.



**Fix transfer and expand the Associate Degree for Transfer (ADT).** Community colleges have the lowest rates of transferring Latinx students, even though six in 10 Latinx are enrolled in California Community Colleges as entering college students. Students need one clear pathway for transfer to both the CSU and UC systems with guaranteed admission and guaranteed junior standing. The ADT pathway has proven to increase Latinx success. Both the CSU and UC institutions need to expand this viable pathway for students.



**Ensure California Community Colleges improve college completion rates through strong implementation of the Student Success Funding Formula.**

The 2018-19 budget for the state of California included a new way to fund California Community Colleges, the Student Success Funding Formula. This formula provides additional resources to colleges based on enrollment, the number of low-income students they serve, and who earn a degree, certificate, or transfer. With a large proportion of Latinx attending California's Community Colleges, serving community college students better means Latinx students, in particular, are better-served. The funding formula has the power to be one of the most transformative policies in the history of community colleges by incentivizing not just enrollment, but also student success.



**Every high school should require students to complete the Free Application for Federal Student Aid (FAFSA) and California Dream Act Application (CADAA) in order to maximize their opportunity to access aid, and provide guidance for completing these applications.**

Latinx families are more likely to be low income and need financial assistance to pay the full cost of college. The cost of college is one of the reasons students cite most for choosing not to attend. However, every year Californians leave more than \$250 million in Pell Grants on the table because one-third of California's more than 400,000 high school graduates did not complete the FAFSA. Students who do not complete it are ineligible for state or federal student financial aid.



**Expand access to financial aid and prioritize aid for low-income families.**

While California is one of the most generous states in terms of financial aid (nearly two-thirds of all community college students pay zero fees/tuition), low-income families still face a disproportionate cost burden. Low-income families will spend 53 percent of their total income on four-year university expenses, compared with just 16 percent for high-income families. For community college, low-income families will spend 32 percent of their income on college costs, whereas high-income families will spend only nine percent.



**Increase the proportion of Latinx faculty, college and university leaders, and members of governing boards.**

Most of California's public colleges and universities are Hispanic Serving Institutions (HSIs)—21 of the CSUs, and five of the UCs. And, the Latinx graduation rates at these campuses is better than the national average Latinx graduation rate. However, these campuses' faculty and leadership are not reflective of the Latinx students they serve. Campuses with inclusive environments, strong support systems, and career services are more likely than the general college-education population to have fulfilling professional, personal, and social lives.

Inclusive leadership improves policies and practices that benefits Latinx students because diverse leaders understand both barriers and strengths and tailor policies and practices to improve student success. And, when students see themselves reflected in faculty and campus leadership, they will feel more welcome, engaged, supported, and are more likely to succeed. Latinx students are not reflected in the faculty and leadership at California's colleges and universities. The community colleges, CSU, and UC must be intentional about changing that.

All students benefit from a more diverse campus community. Students of all backgrounds, races, and ethnicities who engage with and learn from a diversity of students, faculty, and leaders develop the problem-solving and critical thinking skills that are essential for living and working in a pluralistic society. Moreover, interacting with individuals of varying racial and ethnic backgrounds has been shown to have a positive impact on student retention, overall college satisfaction, and increased intellectual and social self-confidence. The positive effects of communicating and negotiating across a range of perspectives have been found for White students and students of color alike.



**Collect and make available data on Latinx students, faculty, and leaders to track progress toward our goals and help identify roadblocks for students.**

A strong data infrastructure that follows students from early education through to the workforce is essential. Without good data, California cannot answer key questions about the performance of our students, our colleges, and our universities.

In addition to building a strong data infrastructure in California, public colleges and universities need to track their ability to provide opportunities for Latinx student success. These data points should be made transparently available, by race and ethnicity, to highlight gaps and monitor progress:

- Admission and enrollment.
- Representation of Latinx students, faculty, and campus leaders compared to the proportion of the population.
- Number of pathways and ADT access.
- Access to institutional financial aid, especially for first-generation and low income students.
- Graduation and transfer rates.
- Types of degrees and credentials earned by race/ethnicity.
- Job and wage outcomes.

With strong data, we can monitor progress of institutions in all regions of the state and track progress toward the state's attainment and equity goals. We can also better understand where roadblocks exist and make informed decisions to provide better opportunities for Latinx students.





## About This Report

The State of Higher Education in California is a series of reports by the Campaign for College Opportunity that provide comprehensive data on the current state of college access and completion for our state and what it means for our economy. This report analyzes the state of Latinx in California education. Specifically, this report reviews preparation, enrollment, and success in college for Latinx Californians. It also recommends actions that our policymakers and college leaders can take in order to improve college enrollment and graduation rates. This report on Latinx is the first in the 2018-19 State of Higher Education in California series.



# Acknowledgements

A special thank you to funders who make our work possible: The Angell Foundation, The Bill & Melinda Gates Foundation, The California Community Foundation, The California Wellness Foundation, The College Futures Foundation, The ECMC Foundation, The Evelyn & Walter Haas Jr. Fund, The James Irvine Foundation, The Kresge Foundation, The Lumina Foundation, The Mayer & Morris Kaplan Family Foundation, The Marin Community Foundation, The Rosalinde & Arthur Gilbert Foundation, The Sand Hill Foundation, Southern California Edison, and The Working Poor Families Project. Their commitment and dedication to increasing opportunity for all Americans in higher education is to be admired.

The Campaign for College Opportunity would like to thank the following experts for reviewing and providing valuable input as this report was being drafted: Dr. Lucy Arellano (Oregon State University), Dr. Estela Bensimon (University of Southern California), Jorge Burmicky (University of Texas at Austin), Dr. Nichole Garcia (Rutgers University), Janette Martinez (*Excelencia* in Education), Dr. Christopher Nellum (Education Trust West), Dr. Brian Prescott (National Center for Higher Education Management Systems), Wonsun Ryu (University of Texas at Austin), and Dr. Victor Saenz (University of Texas at Austin). Affiliation is provided for identification purposes only.

Dr. Abigail K. Bates, Dr. Allison Bell, and Michele Siqueiros were the principal analysts and authors of this report, with contributions from Audrey Dow.

# Methodology

Data for this report were collected from a variety of sources. Primarily, demographic and social characteristics were collected from the U.S. Census Bureau using data from the American Community Survey (ACS). The ACS, annually published by the U.S. Census Bureau, provides a detailed socioeconomic and demographic profile of the U.S. population. Data indicators are based on the 2012-16 ACS five-year estimates collected and analyzed using Public Use Microdata Sample (PUMS) data sets. Data for Hispanic/Latino includes those of any race. Data for White, Asian, Pacific Islander, and Black/African American excludes persons of Hispanic origin and multiple races. Data was also collected through the Integrated Postsecondary Education Data System (IPEDS) database, available at the National Center for Education Statistics (NCES) website. IPEDS data excludes public less-than-two-year institutions. California-specific data were also collected from the California Department of Education (CDE), the California Community Colleges Chancellor's Office, the California State University Chancellor's Office, Division of Institutional Research and Analyses, and the University of California's Office of the President, Department of Institutional Research and Academic Planning.

# Photo attributions for page 2

"Cesar Chavez" by Penn State is licensed under CC BY-NC 2.0; <https://www.flickr.com/photos/pennstatelive/8431035792/>

"Dolores Huerta Sept 2010-138" by Patrick Giblin is licensed under CC BY-NC 2.0 <https://www.flickr.com/photos/inkyhack/5043195545/>

"Santana - Guatemala 170309" by Mike Murga is licensed under CC BY-NC 2.0 [https://www.flickr.com/photos/duende\\_maya/3375738405/](https://www.flickr.com/photos/duende_maya/3375738405/)

"jsc2002e08185" by NASA is licensed under CC BY-NC 2.0 <https://www.flickr.com/photos/nasa2explore/9733866428/in/photolist-fQ9Bnf-ftGYKE-fQ79ND-X8SvG4-fgy2ua-fgN37s-fTH4vn-fudQCe-futh9b-qKYzpa-q1a8Hp-fQ9CYC-fPV9FH-ftU5CZ-fTFXff-dR2dV7-82SEJU-n2tcid-fPRZX4-X8SwMF-fgxMct-fQ9ECo-ejZ1J2-futhWN-rPGhFP-ftG869-ek5Mcd-ftGUXR-fQ9G83-fQ9A8L-fTEPVM-ftfJZr-dTfU84-fy78FG-fhkeYq-ftGBxj-fPVd8F-TT3neB-fPS9AX-fQ6mRU-fQ9ARG-ek5L3b-ftGnxT-X62VoJ-ftG4z1-UiQJFm-fQ9CDj-r17ikL-futfXS-fQcJDS>

"20140918-DM-RBN-0375" by U.S. Department of Agriculture is licensed under CC BY 2.0 <https://www.flickr.com/photos/usdagov/15133888400/in/photolist-p4k8Lm-9VfTWP-ELzwt-oX9PkD-ELzYN-ufJES-2kyEYQ-pcCc6S-peobw6-25nwGDZ-26JX5wk-oX9Pnn-oXaegA-rpp9P2-su1J3s-ou5Lst-oKeMcr-oPRz43-seHuuf-pLH15e-F9XxNU-GLR2aW-p9vnet-p9eSG4-Gv1R11-p82Lpk-26JX5zM-pLtp9e-HVbAfZ-pJBEDU-Gv1S8m-HVbvAt-HB8SGQ-HB8SJy-HVbyiT-HVbBiF-HVbwPF-HVbwND-totvCq-HB8SX9-HVbwSr-HVbymZ-HB8SZd-HVbyoH-HVbwLz-HVbx7z-HVbx3r-HVbvEr-HVbxbx-HVbx8M>

Remainder of photos were granted permission for use in this report directly from individual and/or photographer with licensing agreements.

# Endnotes

- 1 U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates
- 2 Projections Prepared by Demographic Research Unit, California Department of Finance, January 2018. Retrieved from <http://www.dof.ca.gov/Forecasting/Demographics/Projections/>
- 3 California Department of Education, 2018.
- 4 Integrated Postsecondary Education Data System (IPEDS), 12-Month Enrollment component, 2017
- 5 Civil Rights Data Collection, 2015-16
- 6 Campaign for College Opportunity, Report Card, 2018.
- 7 U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates
- 8 Projections Prepared by Demographic Research Unit, California Department of Finance, January 2018. Retrieved from <http://www.dof.ca.gov/Forecasting/Demographics/Projections/>
- 9 California Department of Education, 2018.
- 10 U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates
- 11 National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 12-Month Enrollment component, 2017
- 12 Schak, J. O., & Nichols, A. H. (2017). *Degree attainment for Latino adults: National and state trends*. The Education Trust.
- 13 National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 12-Month Enrollment component, 2017
- 14 Ibid.
- 15 California State University Chancellor's Office, Division of Institutional Research and Analyses, 2017
- 16 Completion includes earning Associate degree and Bachelor's degree as well as transfer and certificates from a community college within 150% of normal time.
- 17 Campaign for College Opportunity, 2017.
- 18 University of California, Office of the President. (2018, April 11). Retrieved from <https://www.universityofcalifornia.edu/press-room/uc-and-ccc-sign-agreement-boost-transfers-increase-academic-preparation>
- 19 Author's calculations are based on the 83,703 Latinx first-time freshmen who entered California's community colleges in 2011-2012, multiplied by the 54% percent success rate of White students from the same cohort (result=45,200). The number of Latinx students who did complete (34,820) was then subtracted from the first figure (45,200) in order to find the additional number of students who could have completed (result=10,379). Data from California Community Colleges Chancellor's Office Student Success Scorecard
- 20 Author's calculations are based on the 20,967 Latinx first-time freshmen who entered CSU colleges in 2011, multiplied by the 67% percent success rate of White students from the same cohort (result=14,048). The number of Latinx students who did complete (11,322) was then subtracted from the first figure (14,048) in order to find the additional number of students who could have completed (result=2,726). Data from California State University Chancellor's Office, Division of Institutional Research and Analyses
- 21 Author's calculations are based on the 8,356 Latinx first-time freshmen who entered UC colleges in 2011, multiplied by the 86% percent success rate of White students from the same cohort (result=7,186). The number of Latinx students who did complete (6,434) was then subtracted from the first figure (7,186) in order to find the additional number of students who could have completed (result=752). Data from University of California's Office of the President, Department of Institutional Research and Academic Planning

- 22 U.S. Census Bureau, 2016 American Community Survey 1-Year Estimates
- 23 The Campaign for College Opportunity, *Report Card*, 2018
- 24 National Center for Higher Education Management Systems. 2018. *Grading Educational Attainment in California: Progress to 60x30*.
- 25 Univision Political Tracker in Collaboration with Media Predict, as of March 2018.
- 26 Ibid.
- 27 Ibid.
- 28 Engle, J. & Tinto, V. (2008). *Moving beyond access: College success for low-income, first generation students*. Washington, D.C.: The Pell Institute for the Study of Opportunity in Higher Education.
- 29 Cardoza, K. (2016, January 20). First-generation college students are not succeeding in college, and money isn't the problem. *The Washington Post*. Retrieved from [https://www.washingtonpost.com/posteverything/wp/2016/01/20/first-generation-college-students-are-not-succeeding-in-college-and-money-isnt-the-problem/?noredirect=on&utm\\_term=.7197cbc664a8](https://www.washingtonpost.com/posteverything/wp/2016/01/20/first-generation-college-students-are-not-succeeding-in-college-and-money-isnt-the-problem/?noredirect=on&utm_term=.7197cbc664a8)
- 30 Estimated based on IPEDS and CDE data. Note that this is likely to be more because IPEDS data includes both CA residents and non-residents.
- 31 Campbell, C., & Bombardieri, M. (2017, October 18). New data highlight how higher education is failing part-time students. *Center for American Progress*. <https://www.americanprogress.org/issues/education-postsecondary/news/2017/10/18/440997/new-data-highlight-higher-education-failing-part-time-students/>
- 32 California State University Chancellor's Office, Division of Institutional Research and Analyses, 2017; University of California's Office of the President, Department of Institutional Research and Academic Planning, 2017
- 33 Crisp, Gloria, and Chryssa Delgado. "The impact of developmental education on community college persistence and vertical transfer." *Community College Review* 42, no. 2 (2014): 99-117.
- 34 Scott-Clayton, Judith. "Do High-Stakes Placement Exams Predict College Success? CCRC Working Paper No. 41." *Community College Research Center*, Columbia University (2012).
- 35 Jenkins, D., Jaggars, S. S., & Roksa, J. (2009). *Promoting gatekeeper course success among community college students needing remediation. Findings and recommendations from a Virginia Study*. New York, NY: Community College Research Center.
- 36 California Community College Chancellor's Office (2018) <https://assessment.cccco.edu/ab-705-implementation/>
- 37 Author's calculations are based on the 69,649 Latinx first-time freshmen who entered California's community colleges in 2011-2012 who enrolled in pre-college level coursework, multiplied by the 64% percent success rate of Latinx students who did not enroll in pre-college level coursework (result=44,575). The number of pre-college level students who did complete (25,770) was then subtracted from the first figure (44,575) in order to find the additional number of students who could have completed (result=18,805). Data from California Community Colleges Chancellor's Office 2017 Statewide Student Success Scorecard
- 38 Hurtado, S., & Carter, D. F. (1997). Effects of college transition and perceptions of the campus racial climate on Latino college students' sense of belonging. *American Sociological Association*, 70(4), 324-345. [https://www.jstor.org/stable/2673270?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/2673270?seq=1#page_scan_tab_contents); Strayhorn, T. L. (2012). *College students' sense of belonging: A key to educational success for all students*. New York, NY: Routledge.; Supiano, B. (2018, April 14). How colleges can cultivate students' sense of belonging. *The Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/How-Colleges-Can-Cultivate/243123>
- 39 There are 72 Community College Districts and each are governed by locally elected boards of trustees





The Campaign for

# College Opportunity

## LOS ANGELES OFFICE

1149 S. Hill Street, Ste. 925  
Los Angeles, CA 90015  
Tel: (213) 744-9434  
Fax: (877) 207-3560

## SACRAMENTO OFFICE

1512 14th Street  
Sacramento, CA 95814  
Tel: (916) 443-1681  
Fax: (916) 443-1682

## WASHINGTON DC OFFICE

1825 K Street, Suite 720  
Washington DC, 20006  
Tel: (202) 503-7889  
Fax: (877) 207-3560

[www.collegecampaign.org](http://www.collegecampaign.org)



[www.facebook.com/collegecampaign](http://www.facebook.com/collegecampaign)



[www.twitter.com/CollegeOpp](http://www.twitter.com/CollegeOpp)



[@CollegeOpp](https://www.instagram.com/CollegeOpp)

## BOARD OF DIRECTORS

**Thomas A. Saenz** (Chair)

**Robert Lapsley** (Vice Chair)

**Rory O'Sullivan** (Secretary)

**Lisa A. Smith** (Treasurer)

**Estela Bensimon**

**George Boggs**

**Camila Chavez**

**Connie Conway**

**Sonya Christian**

**Pamela H. David**

**Paul Granillo**

**Vincent Pan**

**Darline Robles**

**Irma Rodriguez Moisa**

**David Wolf**

**J. Luke Wood**