

THE STATE OF HIGHER EDUCATION IN CALIFORNIA



LATINOS



BLACKS



ASIAN AMERICANS
NATIVE HAWAIIANS
PACIFIC ISLANDERS



The Campaign for
**College
Opportunity**

Increasing college graduates to strengthen California

April 2015

CONTENTS

THE STATE OF HIGHER EDUCATION IN CALIFORNIA

Introduction	3
Recommendations	4
California's Latinos	5
Educational Attainment	6
College Readiness	8
College Enrollment	11
<i>First-Time Freshmen Enrollment</i>	11
<i>Transfer Student Enrollment</i>	12
<i>Undergraduate Enrollment</i>	13
Latinos & Proposition 209	14
Higher Education Finance & Affordability	16
College Completion	19
<i>California Community Colleges</i>	19
<i>California State University</i>	21
<i>University of California</i>	23
Undocumented Students	25
Barriers to Access & Success	26
Recommendations	27
Conclusion	30
About This Report	31
Acknowledgments	31
Methodology	32
Infographic Notes and Sources	32
Endnotes	33

INTRODUCTION

California is home to more than 15 million Latinos, the largest racial/ethnic group in the state. When one in two children under the age of 18 in California is Latino, one conclusion is clear: **the future of our economy and the state will rise or fall on the educational success of Latinos.** To secure the economic future of California we need to significantly increase the number of Latino students who are prepared for, enroll in and graduate from college.

California's economic strength and current position as the 8th largest economy in the world,¹ is directly linked to the state's public higher education system, from our community colleges through our elite and world-class research universities. College opportunity has been the key to the research and technological advances that have transformed our society and economy and will determine whether we are prepared to meet new and growing demands of the 21st century. **That economy expects more workers to have some level of college attainment, up to 2.3 million additional college educated workers by 2025 according to projections by the Public Policy Institute of California² and California Competes.³** It is impossible for us to meet these workforce goals without significantly increasing the number of Latinos who go to college and graduate.

The good news is more Latinos are graduating from high school and completing the necessary coursework to be eligible applicants to our four year public universities. Latinos are also enrolling in college, particularly four-year universities, in larger numbers than they have before. They are more likely to have high school diplomas and college degrees than they were two decades ago. Even more promising, each generation of Latino Californians is more educated than previous ones.

But, compared with other racial/ethnic groups, Latinos are still less likely to have a college degree and lag far behind in overall college readiness, enrollment and degree completion rates. Too few find themselves in community colleges or universities where they are adequately supported to reach their graduation dreams.

The data reveals troubling gaps and disparities in student success by race/ethnicity that are often driven by institutional

weaknesses—and not the dedication of individual students—such as lack of adequate preparation from high school, a broken remedial education system in college, and weak coordination between our high schools and colleges. For the three million students already enrolled in the state's public colleges and universities, college costs continue to soar, student supports are lacking, and course offerings are limited—all leading in part to more dropouts and a longer time to degree for those who do get to walk across the graduation stage.

To keep the American and California Dream alive and within reach, we must have a college education system that is welcoming, adaptable, high-quality and accountable. It needs to be responsive to the students it has, be ready to accept everyone who is qualified and not leave behind anyone who works hard, plays by the rules and demonstrates a passion for learning.

Whether college opportunity is still alive and attainable for all of California's residents, regardless of race/ethnicity and income status, will depend on the educational expectations and investments our college leaders and policymakers commit to today.

Our Governor and elected state leaders need to appropriately fund our colleges and universities and in turn, colleges and universities need to listen and respond to the needs of our students and workforce. California needs a statewide, comprehensive education plan that will hold colleges accountable and fund them based on both access and success. We will need to improve financial support for students and ensure that they understand and make the most of existing programs.

Latino students in particular will benefit from expanded “college knowledge” programs starting as early as middle school to ensure that students and their families know their college options, availability of financial aid, and what they need to do to be college ready. But, based on the data, it is also time to allow California's public universities to use race/ethnicity as one of many factors in weighing an applicant's qualifications for admission.

The reforms outlined above and in greater detail in this report will help all students, regardless of race, ethnicity or income status. But, they are the most critical ingredients to closing the persistent gaps in access and completion between Latinos and other ethnic groups.

As a majority-minority state, California can only succeed as a whole if all groups share in that success.

RECOMMENDATIONS

Closing gaps in access and success across racial/ethnic groups is critical for California. As a majority-minority state, the success of all ethnic groups is essential for a strong economy and vibrant civil society. The Campaign for College Opportunity proposes the following recommendations for policymakers, college leaders, and students and families so that we can secure California's economic future by significantly improving our education system for all Californians and specifically increasing college enrollment and graduation among Latino students.

1. Create a statewide plan for higher education.
2. Ensure colleges successfully move students through pre-college level courses, quickly and with improved retention rates.
3. Provide students with clear transfer pathways to four-year degrees.
4. Expand college knowledge in middle and high school and invest in support services students need to succeed.
5. Fund colleges for both enrollment growth and successful outcomes.
6. Strengthen financial support options for low- to moderate-income college students.
7. Allow California's public universities to use race/ethnicity as one of many factors in weighing an applicants' qualifications for admission.



CALIFORNIA'S LATINOS

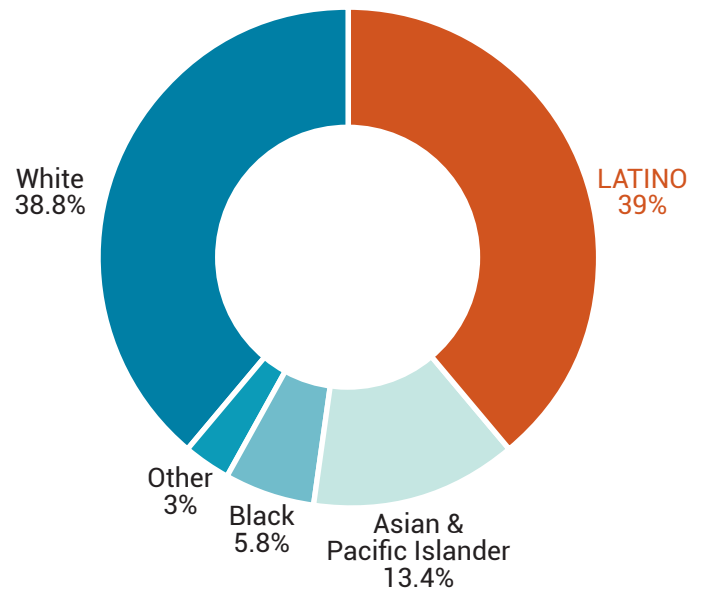
Why the education and economic success of 15 million Californians matters

California is the most populous state in the country with an estimated 38.5 million residents.⁴ **It is also home to the largest number of Latinos in the country—more than 15 million.**⁵ The Latino population has almost doubled since 1990 and,⁶ as of 2014, Latinos are the largest racial/ethnic group in the state. Latinos currently make up 39 percent of the population, while Whites make up 38.8 percent (Figure 1).⁷ **One out of every two children under the age of 18 in the state is Latino.**⁸ The majority of Latinos in California are of Mexican descent (83 percent); nine percent from Central America and two percent from South America.⁹

Over 60 percent of the state's Latino population lives in five major counties (Table 1). Los Angeles County is home to the largest number of California's Latinos—4.8 million, representing about one-third of Latinos statewide. Other counties with large Latino populations include Riverside, Orange, San Bernardino and San Diego.

Figure 1: Latinos are the largest racial/ethnic group in California

Racial/ethnic composition of California



Source: California Governor's Budget Summary 2015-16, Demographic Information.

Note: Pacific Islanders make up 0.4% of the population.

Table 1: Los Angeles County is home to one-third of California's Latinos

County	Latino population	Percent of county that is Latino	Proportion of California's Latino population
Los Angeles	4,789,000	48.1	33.0
Riverside	1,053,000	46.5	7.3
Orange	1,051,000	34.1	7.2
San Bernardino	1,049,000	50.5	7.2
San Diego	1,037,000	32.7	7.1

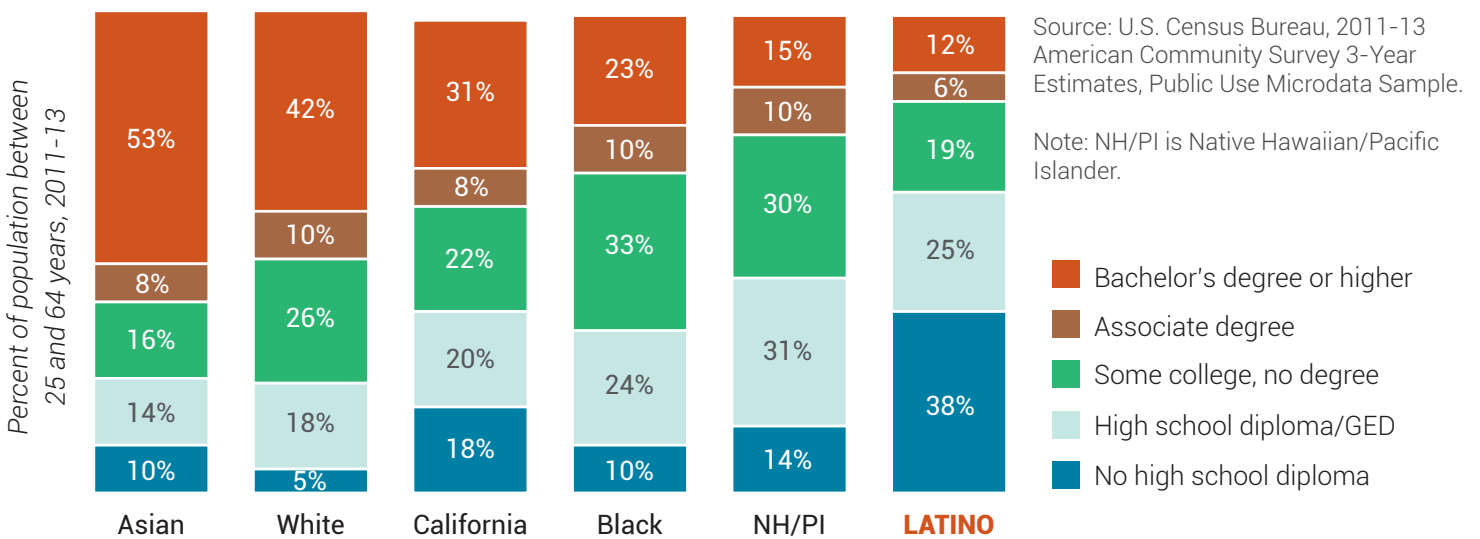
Source: U.S. Census Bureau, 2011-2013 American Community Survey 3-Year estimates from CA Department of Finance Demographic Research Unit.

EDUCATIONAL ATTAINMENT

California is ranked 15th in the country in the proportion of adults with a bachelor's degree or higher,¹⁰ with approximately one in three California adults achieving that level of education (Figure 2). However, educational attainment varies greatly by race/ethnicity. Latinos are less likely to have college degrees

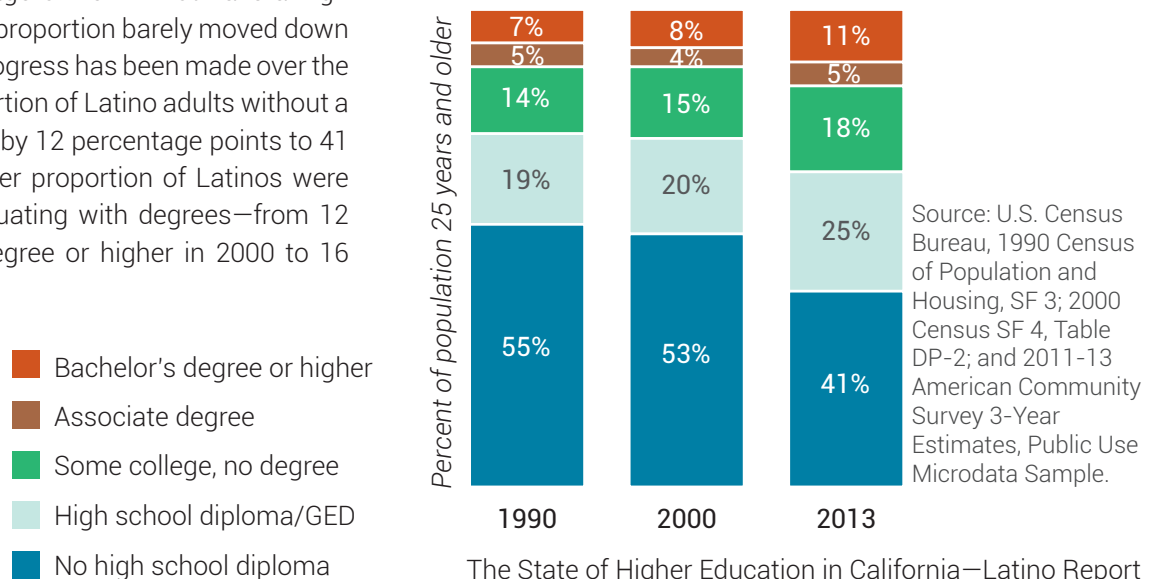
than other major racial/ethnic groups in the state. Only twelve percent of the Latino population between the ages of 25 and 64 has a baccalaureate degree or higher, compared with 42 percent of the White population.¹¹

Figure 2: Fewer than two in ten working-age Latino adults have a college degree



While Latino educational attainment is low, there has been notable progress in recent decades (Figure 3). In 1990, 55 percent of Latinos over the age of 25 did not have a high school diploma. In 2000, that proportion barely moved down to 53 percent. The greatest progress has been made over the past 13 years when the proportion of Latino adults without a high school diploma dropped by 12 percentage points to 41 percent. Consequently, a larger proportion of Latinos were enrolling in college and graduating with degrees—from 12 percent with an associate degree or higher in 2000 to 16 percent in 2013.

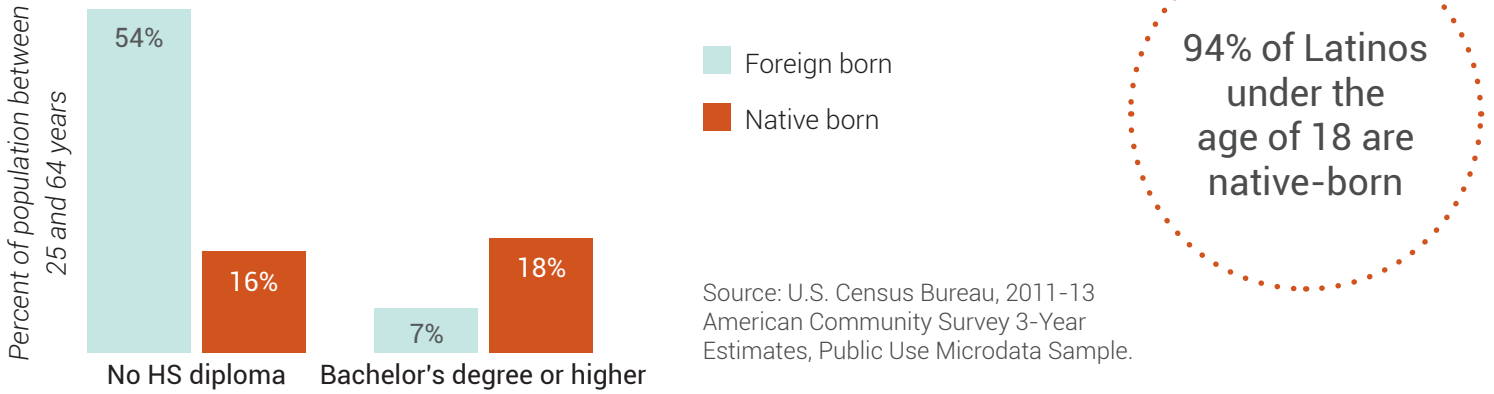
Figure 3: While still low, educational attainment among Latinos has improved since 1990



Forty-one percent of California Latinos between the ages of 25 and 64 were born in the United States (native born).¹² Educational attainment differs greatly for native born Latinos compared with those born outside the country (foreign born).

Native-born Latino adults are three times as likely to have a high school diploma and more than twice as likely to have a college degree as their foreign-born counterparts (Figure 4).

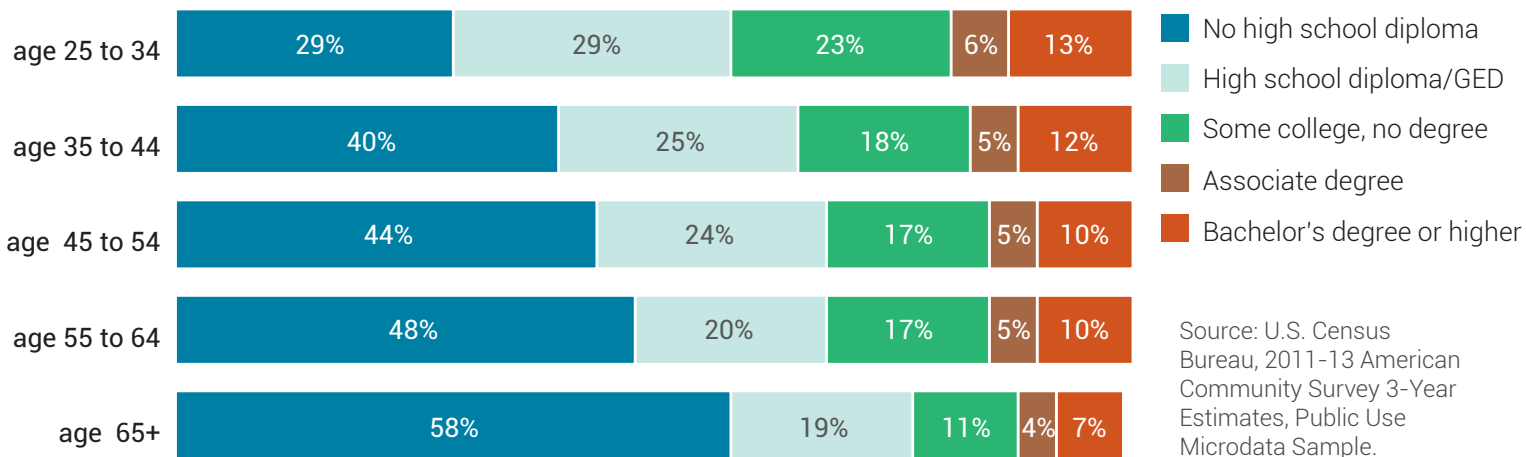
Figure 4: Native-born Latinos are more than twice as likely to have college degrees as foreign-born Latinos



This difference bodes well for California's future given that 94 percent of the Latino population younger than 18 years old is native born.¹³ Accordingly, future generations of Latinos will likely have higher educational attainment than their parents and grandparents. This pattern is already clear when we look at educational outcomes by age group—the younger Latino population has higher levels of educational attainment than the older Latino population (Figure 5). For

example, approximately 19 percent of 25- to 34-year old Latinos in California have an associate degree or higher compared with 17 percent of 35- to 44-year olds and 15 percent of 45- to 64-year olds. Comparatively, the opposite is true for White and Black Californians among whom 25- to 34-year olds are less likely to have a college degree than 35- to 44-year olds (not shown).

Figure 5: Younger Latinos are more likely to have college degrees than older Latinos



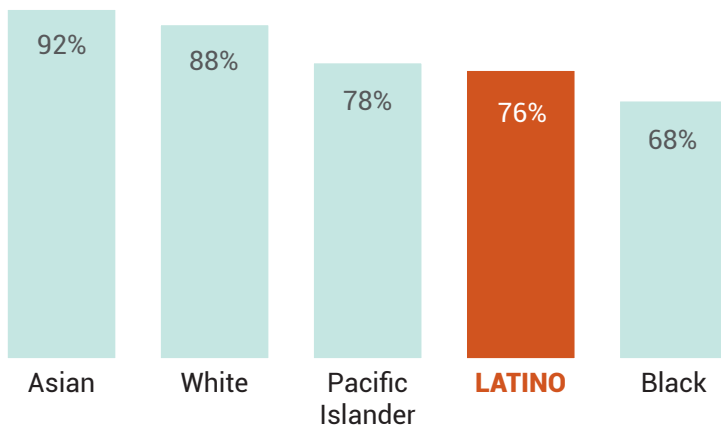
COLLEGE READINESS

By one measure, California's high school graduation rate ranks 37th nationally.¹⁴ California public high schools graduate Latino students at lower rates than other groups, but there has been progress over time. Data from California's

Department of Education show that in 2012-13, about three out of four (76 percent) Latinos graduated from high school within four years (Figure 6), up eight percentage points from 2009-10.

Figure 6: Three out of four Latino students graduate from California high schools within four years

California four-year high school graduation rates, 2012-13



76% of Latinos graduate from high school within four years

Source: California Department of Education, Cohort Outcome Data for the Class of 2012-13, Retrieved from Dataquest.

Note: Data for Asian category includes Filipinos.

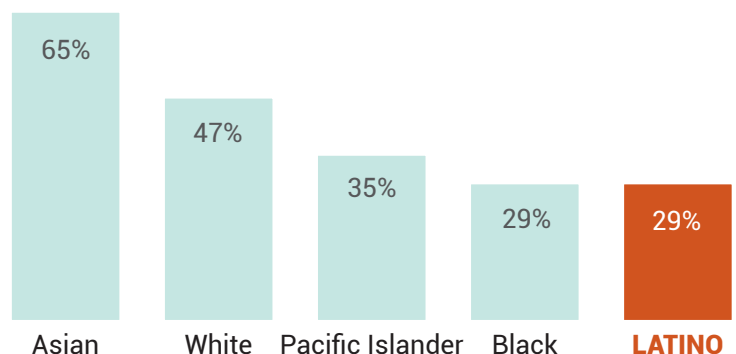
Even when Latino students graduate from high school, only a small proportion is able to apply directly to a public four-year university because so few have had the opportunity, guidance and support to enroll in and pass the A-G courses. The A-G course sequence is a set of courses California high school students must take to be eligible to apply to four-year public universities like California State University (CSU) and the University of California (UC) systems. As open

access institutions, California community colleges do not require prospective students to complete the A-G sequence for admission. In 2012-13, only three out of ten Latino graduates completed the A-G sequence, leaving 141,000 Latino graduates ineligible to apply to California's public four-year universities (Figure 7). Ten years ago, 22 percent of Latino high school graduates completed the A-G course sequence.

Figure 7: Only three in ten Latinos complete A-G coursework

A-G completion rates, 2012-13

Source: California Department of Education, 12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance, All Students, State of California 2012-13. Retrieved from Dataquest.



Note: Data for Asian category includes Filipinos.

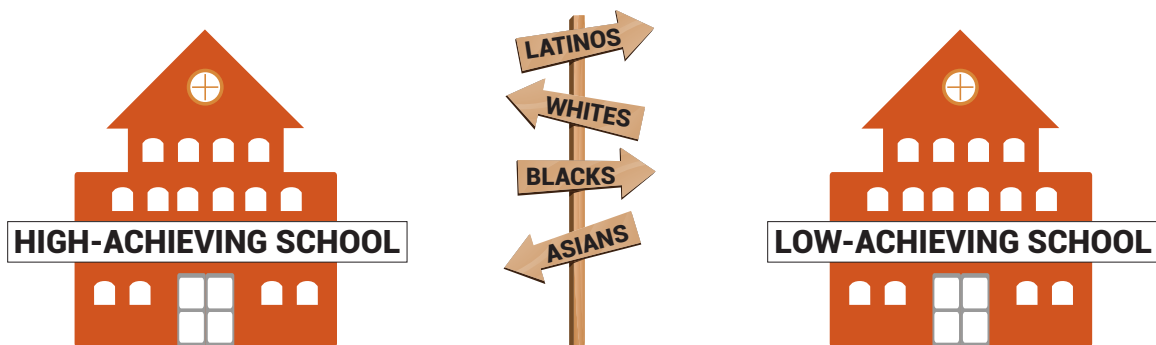
According to research presented in *Average Won't Do* from the Institute of Higher Education Leadership & Policy (IHELP)¹⁵ at California State University Sacramento, California is among the lowest performing states in the country in terms of college preparation. Less than 25 percent of 8th graders scored at or above the proficiency level on each of the four subjects of the National Assessment of Education Progress standardized test.¹⁶ In 2014, only 25 percent of juniors who took the California State University Early Assessment Program (EAP) test were designated as “college ready” in English and 10 percent as “college ready” in math.¹⁷ Proficiency rates are even lower for Latino students who take the EAP, with 15 percent demonstrating readiness in college-level English and four percent demonstrating readiness in college-level math.¹⁸

Latino students are significantly more likely to attend schools (from elementary through high school) with lower academic quality, as measured by low Academic Performance Index (API) scores.¹⁹ **In a study conducted by The Civil Rights Project by the University of California at Los Angeles, almost half of Asian (49 percent) and about 40 percent of White students attend the top 20 percent of schools in the state in terms of API ratings, compared with only 12 percent of Blacks and 9 percent of Latinos.**²⁰ Latino students are also more likely to attend schools that do not offer Advanced Placement or honors-level courses, that employ less qualified and less experienced teachers, and that have higher rates of expulsion, dropout, and poverty.²¹ As a result, Latino students are less likely to be prepared for college.

that they have on their ability to earn a certificate, degree, or transfer in a timely manner.²⁴ Worst of all, one study found that assessment tests inaccurately place students into pre-college level coursework.²⁵ As a result of issues associated with these placement tests, many campuses are experimenting with using multiple measures to assess students' level of proficiency such as Grade Point Average (GPA) or high school transcripts and have found they are better indicators of how well students will perform in college-level work.²⁶

If students do not demonstrate college readiness, they are required to take pre-college level courses (also known as basic skills, remedial, or developmental education). Depending on the campus, students can be placed from one to four levels below college-level and are required to take each course level sequentially before they can begin college-level coursework in that subject. If a student is placed four levels below college-level they will have to take four courses before they can begin to earn college credit in those subjects, the equivalent of two years on a semester calendar.

Federal data indicate that 68 percent of community college students nationwide take at least one pre-college level course.²⁷ Within California's community colleges, where nearly two-thirds of California's undergraduate students are enrolled, 74 percent of incoming students overall and 85 percent of incoming Latino students are required to take pre-college level courses.²⁸ In one cohort of students who first enrolled in 2007-08, 144,500 California community



When students apply to a community college in California they are required to take assessment tests in English and math, the results of which determine their level of proficiency or college readiness in that particular subject.²² Most campuses do not offer preparation for these placement tests or allow students to retake them—and, the tests generally vary by campus.²³ Unfortunately, many students are not aware of the importance of these tests or the impact

college students overall, 54,100 of them Latino, were deemed “unprepared” for college-level coursework in 2013.²⁹ These students could fill the Los Angeles Memorial Coliseum, the largest stadium in California, more than one and a half times.

These numbers are concerning for many reasons. The most significant is that the probability of students completing their pre-college level course sequence to go on to college-level

coursework is low. For example, of Latinos who attempted a pre-college level English and math course, only 40 and 29 percent, respectively, completed a college-level course in the same subject within six years.³⁰ This means, for example, that among the approximately 60,000 Latino students who first enrolled in a community college in 2007-08 and took a pre-college level math course, nearly 42,900 of them never made it to a college-level math course; and the 61,100 students who took a pre-college level English course, nearly 36,700 of them never made it to college-level English.³¹

Even worse, students who begin their higher education studies in pre-college level work are less likely to ever make it to the graduation stage. The California Community College Student Success Scorecard shows that 64 percent of Latino students who enrolled in college-level courses upon entry in college finished a degree, certificate or transferred within six years compared with only 35 percent who enrolled in pre-college level courses.³² If students who took pre-college levels courses graduated at the same rate as those who did not, an additional 15,580 Latinos would have earned a degree or certificate or transferred to a four-year university in 2013.³³

This is not just an issue at the community colleges. CSU policy requires incoming freshmen demonstrate proficiency in math and English before they can enroll in credit-bearing college-

level courses in those subjects. Proficiency is based on performance on standardized tests or on the CSU placement tests.³⁴ At the CSU, 43 percent of all incoming freshmen in fall 2013 were tested as not proficient in math, English, or both, compared with 55 percent of Latino freshmen, the equivalent of 13,600 Latino students.³⁵ Students at CSU are also required to take pre-college level courses before they can begin college-level coursework in that subject and they must pass the courses within one year or risk being disenrolled.³⁶ While data by race/ethnicity is not provided, the CSU reports that 85 percent of all students who needed remediation in fall 2013 gained proficiency before their second year, 11 percent did not complete remediation and were “disenrolled,” three percent did not complete remediation but were still allowed to enroll, and one percent left campus unremediated.³⁷

Credits earned in pre-college level coursework are not counted toward a degree, extend the time students are enrolled in college, and costs both students and the state money. National research estimates that remedial coursework costs \$7 billion annually.³⁸ Given the cost, the low likelihood of completion and placement tests that do not consistently or accurately assess student proficiency, it is imperative that the entire system of assessment and delivery of pre-college level coursework be redesigned. The current method is not working and is quite costly to the state.

The number of Latino students placed into pre-college level coursework in one year alone could fill the Los Angeles Memorial Coliseum, the largest stadium in California, more than one and a half times



COLLEGE ENROLLMENT

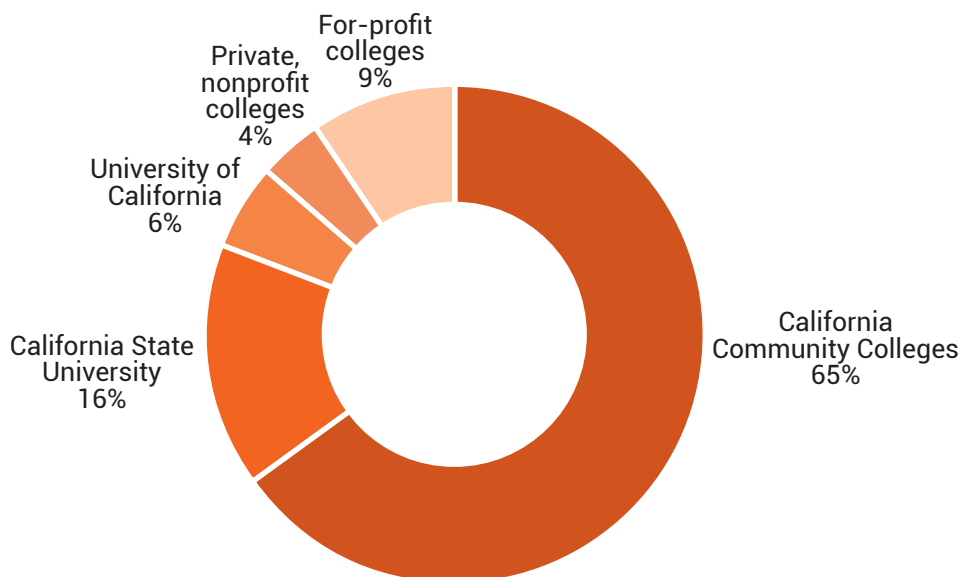
First-time freshmen enrollment

Research presented in *Average Won't Do* found that in 2012, 43 percent of Latino high school graduates directly enrolled in one of California's three public higher education systems, compared with an average of 53 percent of all students.³⁹ The college-going rate for Latino high school graduates over the past ten years peaked at 50 percent in 2007.⁴⁰ The enrollment drop after 2007 was experienced by other groups as well and is likely the result of severe higher education budget cuts that occurred in 2009. In fact, the college-going rate was lower in 2009 than it was at any time in the last 25 years.⁴¹

Figure 8 shows where Latino college freshmen in California enrolled in 2013. Presently, the majority of first-time Latino undergraduates (65 percent) enroll in one of California's 112 community colleges. About 16 percent enroll in the California State University (CSU) system, and fewer than six percent enroll at a University of California (UC) campus. Private nonprofit universities enroll four percent of first-time Latino students while private for-profit colleges and universities enroll nine percent.⁴²

Figure 8: Approximately two-thirds of Latino college freshmen enroll in California's Community Colleges

Distribution of first-time freshmen enrollment, by sector, fall 2013



Source: U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. Retrieved from Integrated Postsecondary Education Data System (IPEDS).

Note: For-profits include Title IV eligible four-year, two-year, and less than two-year colleges. Private, nonprofits include Title IV eligible four-year universities.

Transfer student enrollment

Transfer is an important pathway for Latino college participation and success since, as we have seen, about two-thirds of Latinos begin their higher education at a community college and Latino college students are more likely than other groups to remain in California to continue their studies. In fact, in fall 2013, 92 percent of CSU's incoming transfer students and 93 percent of UC's transfer students came from California's community colleges.⁴³ Research suggests that about 15 percent of Latino students transfer to out-of-state universities—a smaller proportion compared with Black (42 percent), White (32 percent), and Asian Pacific Islander students (17 percent).⁴⁴

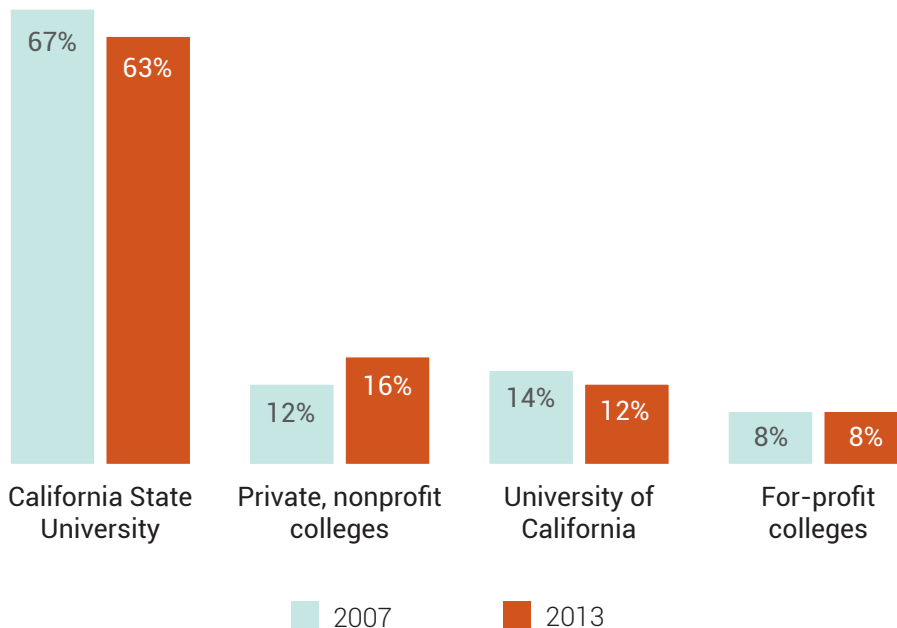
In 2013, approximately 97,600 students transferred to a four-year university in California, about 28 percent of them Latino, up from 72,500 in 2007.⁴⁵ Figure 9 shows where Latino transfer students enrolled in California in 2007 and 2013. In

2013, among Latino undergraduates who transferred to a four-year university, about 63 percent (17,500) transferred to the CSU, 13 percent (3,500) enrolled in the UC, 16 percent (4,400) continued their studies at private nonprofit institutions, and about eight percent (2,300) transferred to a four-year for-profit college.

Overall, the transfer landscape has shifted slightly since 2007 when a larger proportion of Latinos transferred to the public segments, such as CSU and UC, than the private sector. This decline in the proportion of students who enroll in California's public universities has been noted in previous research and is likely related to the decline in state funding the public segments experienced in the late 2000s and early 2010s (please see section on *Higher Education Finance and Affordability* on page 16).⁴⁶

Figure 9: Almost two-thirds of Latino students transfer into the California State University

Distribution of Latino transfer students to four-year universities in California, by sector



Latino college students are more likely than other groups to stay in California—this is why ensuring a strong transfer pathway is critical

Source: U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. Retrieved from Integrated Postsecondary Education Data System (IPEDS).

Note: For-profits include all eligible Title IV four-year universities located in California. Private, nonprofits include Title IV eligible four-year universities. Figures may not sum to 100 due to rounding.

Undergraduate enrollment

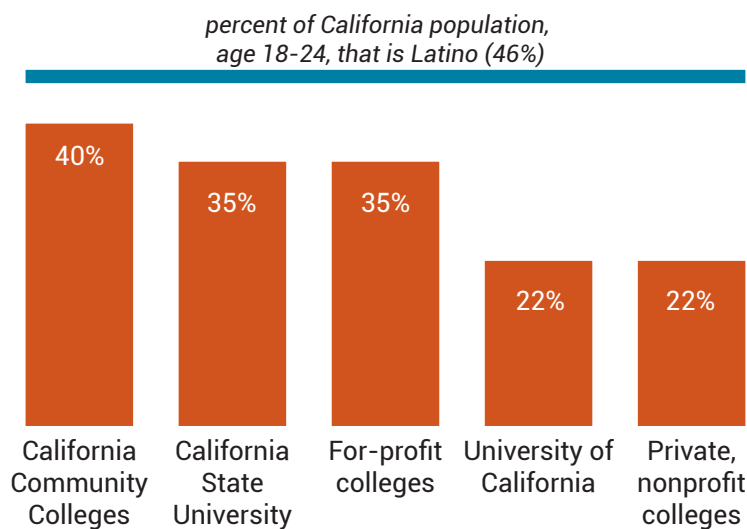
The enrollment patterns above reveal an underrepresentation of Latinos in both public and private four-year universities. About 46 percent of the traditional college-going-age population (18- to 24-years old) in California is Latino. As a result, we would expect to see a similar proportion of Latinos enrolled in higher education—but we do not. Latino share of the undergraduate population is 40 percent at California's community colleges, 35 percent at the California State University (CSU), 35 percent at for-profit colleges, 22 percent at the University of California (UC), and 22 percent at private nonprofit universities.

The good news is that more than twice as many Latinos enroll in a college or university in California today than did a decade ago—from 370,000 in 2004 to 815,000 in 2013—and as a result, Latino representation has also increased.

However, Latinos today continue to be underrepresented within every system of higher education relative to their proportion of the general population, particularly among both public and private nonprofit four-year universities.

Figure 10: Latinos are underrepresented in every segment of higher education

Latino proportion of each undergraduate student body by sector, fall 2013



Source: Data for 18- to 24-year olds from U.S. Census Bureau, 2011-2013 American Community Survey 3-Year Estimates, Public Use Microdata Sample. Higher education data from U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. Retrieved from Integrated Postsecondary Education Data System (IPEDS).

Note: For-profits include Title IV eligible four-year, two-year, and less than two-year colleges. Private, nonprofits include Title IV eligible four-year universities.

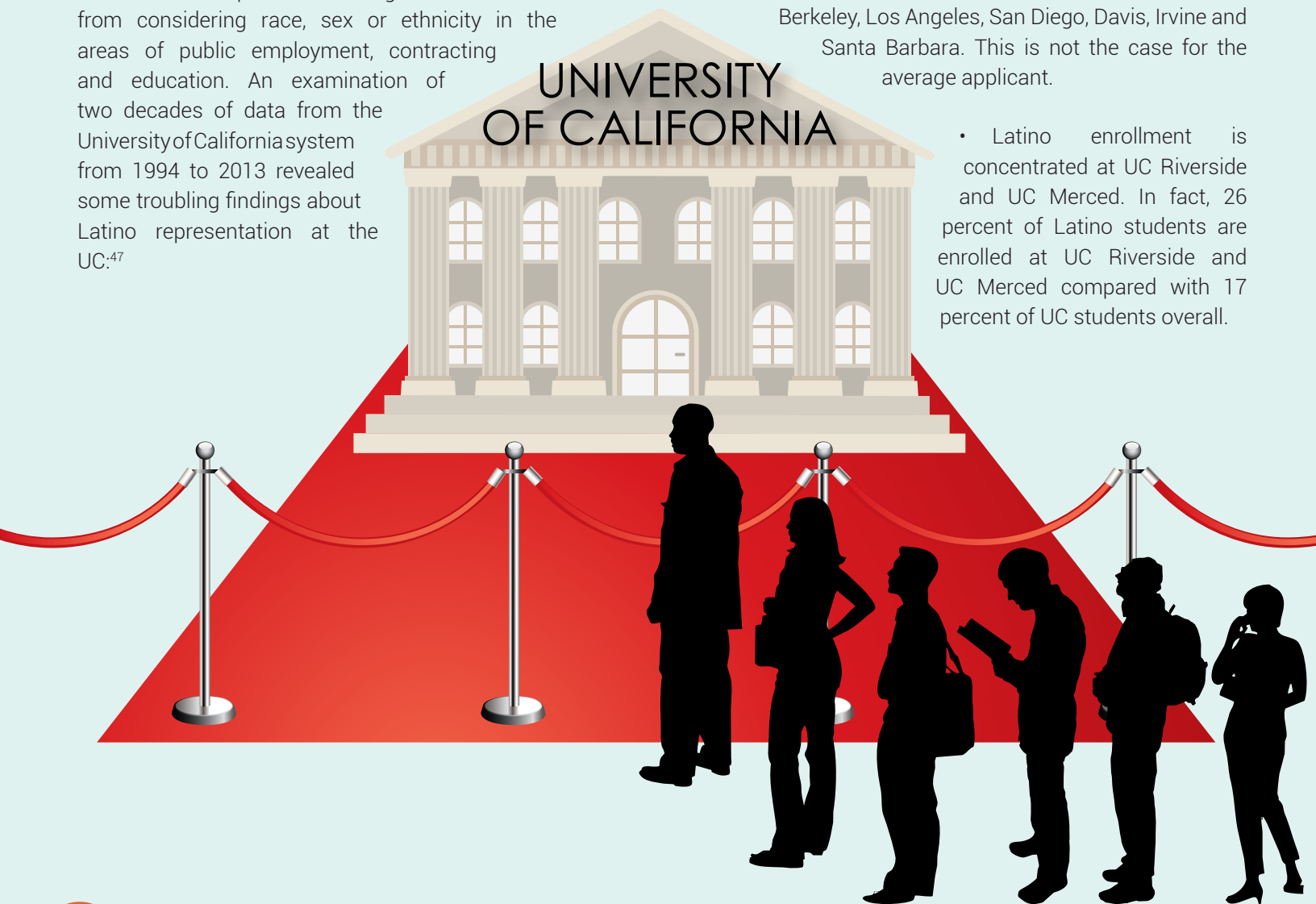
LATINOS AND PROPOSITION 209

A larger number and proportion of Latinos graduate from high school and complete the A-G course requirements every year. More Latinos are applying to, gaining admission to, and enrolling in the University of California system as well. However, Latinos are still significantly underrepresented at the University of California system relative to their population and this underrepresentation is more pronounced at UC Berkeley and UC Los Angeles (UCLA) in particular. The data suggests that this underrepresentation is partly a result of Proposition 209.

Proposition 209 was a California ballot proposition approved by voters in November 1996 that amended the state constitution to prohibit state government institutions from considering race, sex or ethnicity in the areas of public employment, contracting and education. An examination of two decades of data from the University of California system from 1994 to 2013 revealed some troubling findings about Latino representation at the UC.⁴⁷

- Admission rates⁴⁸ for Latinos over the past 20 years, from 1994 to 2013, have declined by:
 - » 28 points across the UC system overall, compared with 21 points for all applicants
 - » 45 points at UC Berkeley, compared with 25 points for all applicants
 - » 46 points at UCLA, compared with 33 points for all applicants
- Currently, less than one-third of Latino applicants gain admission to six of UC's nine undergraduate campuses: Berkeley, Los Angeles, San Diego, Davis, Irvine and Santa Barbara. This is not the case for the average applicant.

- Latino enrollment is concentrated at UC Riverside and UC Merced. In fact, 26 percent of Latino students are enrolled at UC Riverside and UC Merced compared with 17 percent of UC students overall.



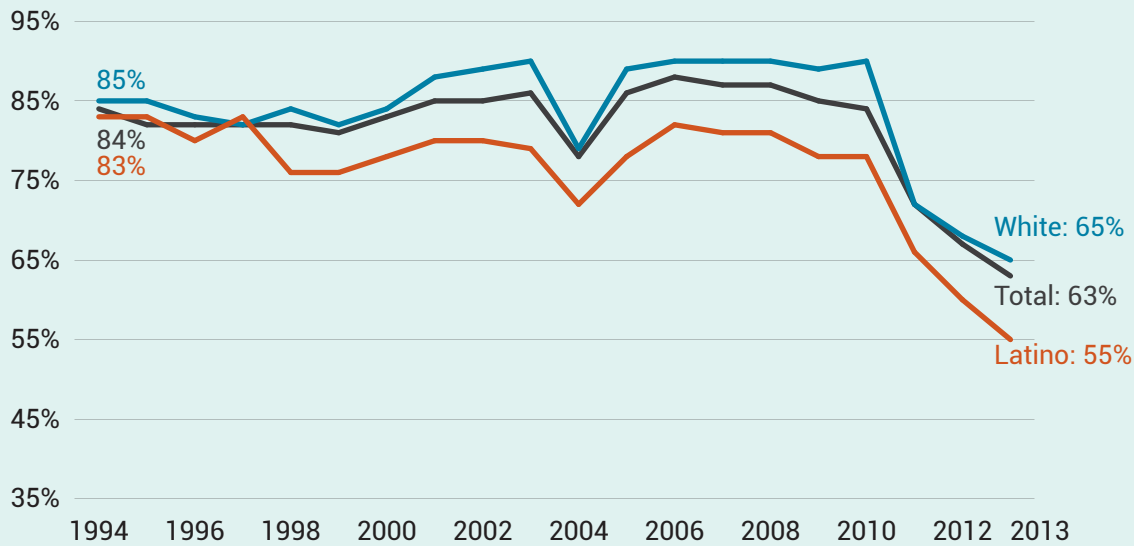
In July 2014, there was significant media attention around the fact that more Latinos than Whites were admitted to the UC system for the first time in history. While true, this figure does not tell the whole story.

First, the UC admits Latino applicants at a rate nine percentage points lower than they do Whites (Figure 11). Second, Latinos who are admitted to the UC are still underrepresented relative

to the number who apply. For example, Latinos make up a larger share of the applicant pool (33 percent) than they do the admission pool (29 percent).⁴⁹ Because Latinos applied in such large numbers (32,580 Latino applicants compared with 26,168 White applicants), even when admitted at a lower rate than Whites, they still outnumber Whites in the overall admit pool in 2014.

Figure 11: Admission rate for Latinos has declined by 28 points since 1994 and is nine percentage points lower than it is for White applicants

UC admission rates



Source: University of California Office of the President, Student Affairs

Finally, while more Latinos enroll in the UC system today than did twenty years ago, the majority are shut out of the gates of UC Berkeley and UCLA. The number of Latino applicants to these two campuses has increased by 350 percent in the

past two decades (from 6,310 in 1995 to 28,386 in 2014), but the number that has been admitted has stayed relatively flat (from 3,427 in 1995 to 3,486 in 2014).

350%
increase in
Latino
Applicants

At
UC Berkeley
& UCLA
between 1995 & 2014

1.7%
increase in
Latino
Admits

HIGHER EDUCATION FINANCE AND AFFORDABILITY

Higher education in California must continue to be a priority for our state leaders. In the past, the importance of higher education was quite clearly reflected in budget allocations for the state's colleges and universities. Today, however, the professed priority for higher education is not proven, as evidenced by the declining proportion of General Fund expenditures dedicated to higher education.⁵¹ In the mid-1970s, almost 18 percent of all General Fund expenditures was dedicated to higher education.⁵² In Governor Brown's 2014-15 budget, that share declined to less than 12 percent.⁵³ Higher education received a decade low of only ten percent of the General Fund in 2012-13.⁵⁴ Over the past decade, General Fund allocations per student have declined by more than 40 percent at CSU and by more than 50 percent at UC.⁵⁵ Consequently, these cuts reduced the number of students colleges could serve and pressured the systems to increase tuition and fees in order to make up for lost state funding.

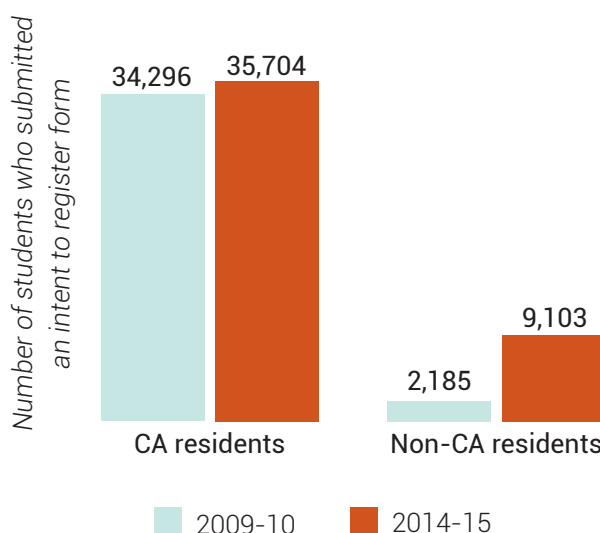
Insufficient state funding has serious impacts on higher education enrollment capacity. According to the Assembly Budget Committee, *CSU campuses denied admission to more than 30,000 eligible California residents in the fall of 2014*, a pattern which has persisted since 2009.⁵⁶ While the UC has managed to maintain overall enrollment levels during the recession, in the past five years California-resident enrollment has remained flat, while the number of nonresidents has increased by 317 percent from almost 2,200 students in 2009-10 to 9,100 today (Figure 12).⁵⁷

Furthermore, in November 2014, the UC reported in response to California's Department of Finance funding assumptions for the UC—which stipulated annual state funding increase of just 4 percent and no tuition increases for the next three academic years—that the University would be forced to reduce resident undergraduate enrollment by almost 16,000 students (10 percent) over three years by 2017-18 while more than doubling nonresident undergraduate enrollment under the Governor's proposed budget allocation. However, under the UC's current proposed funding model—which includes up to a 5 percent tuition increase for the next five

years in addition to 4 percent annual increase in funding from the state (or more to make up for not increasing tuition)—UC will enroll at least 3,000 more California residents by 2017-18 and 5,000 California residents over five years and not displace resident enrollment from the increase in nonresident enrollment.⁵⁸

Figure 12: Non-resident enrollment among freshmen at UC is increasing

UC freshmen Statement of Intent to Register (SIRS) by residency



Source: University of California Office of the President, Student Affairs

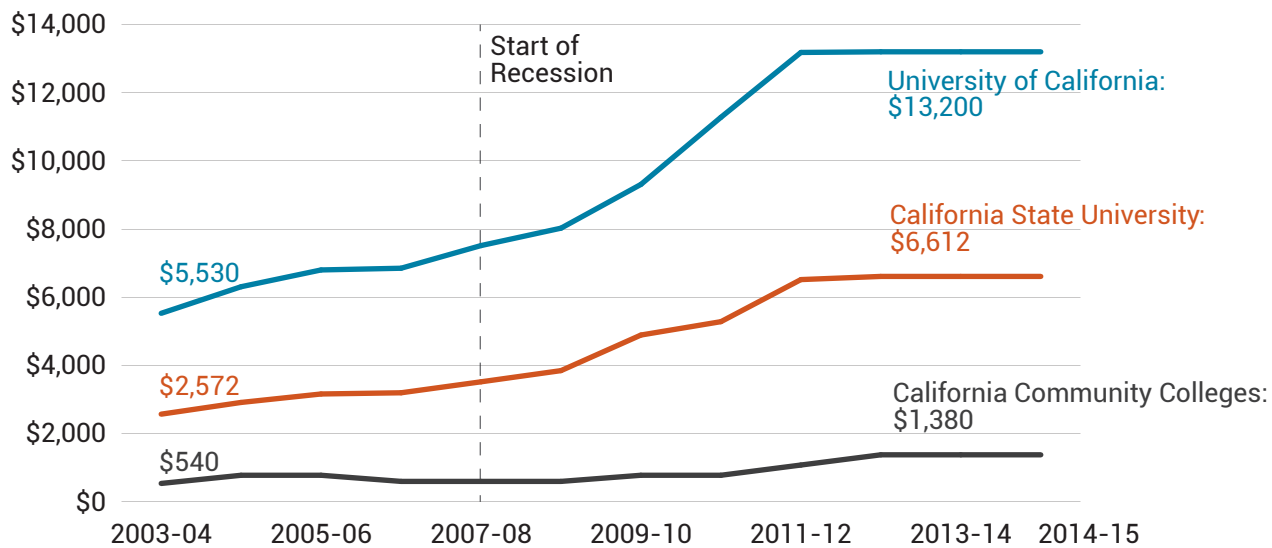
Note: Non-California residents includes Out-of-State Domestic students and International students.

Tuition and fees have increased substantially over the past decade. The average total tuition and fees paid by resident undergraduate students at UC, CSU, and CCC (for a full-time course load of 30 units per year) increased by approximately 150 percent since 2003-04 (Figure 13). Tuition/fees have

increased from \$5,530 to \$13,200 at UC, and from \$2,572 to \$6,612 at CSU between 2003-04 and 2014-15. The enrollment fee at California's community colleges increased from \$18 per unit in 2003-04 to \$46 per unit in 2014-15.⁵⁹

Figure 13: Average total tuition and fees at UC, CSU, and CCC increased by approximately 150 percent since 2003-04

Average annual tuition/fees for California resident undergraduate students



Source: Moore, Colleen, Connie Tan, and Nancy Shullock. (2014). *Average Won't Do*.

Note: Tuition and fees have not been adjusted for inflation. UC rates include systemwide tuition and fees and the average campus-based fees. CSU rates include systemwide tuition for more than 6 units and the average campus-based fees. CCC rates represent the total fee for a full-time load of 30 units.

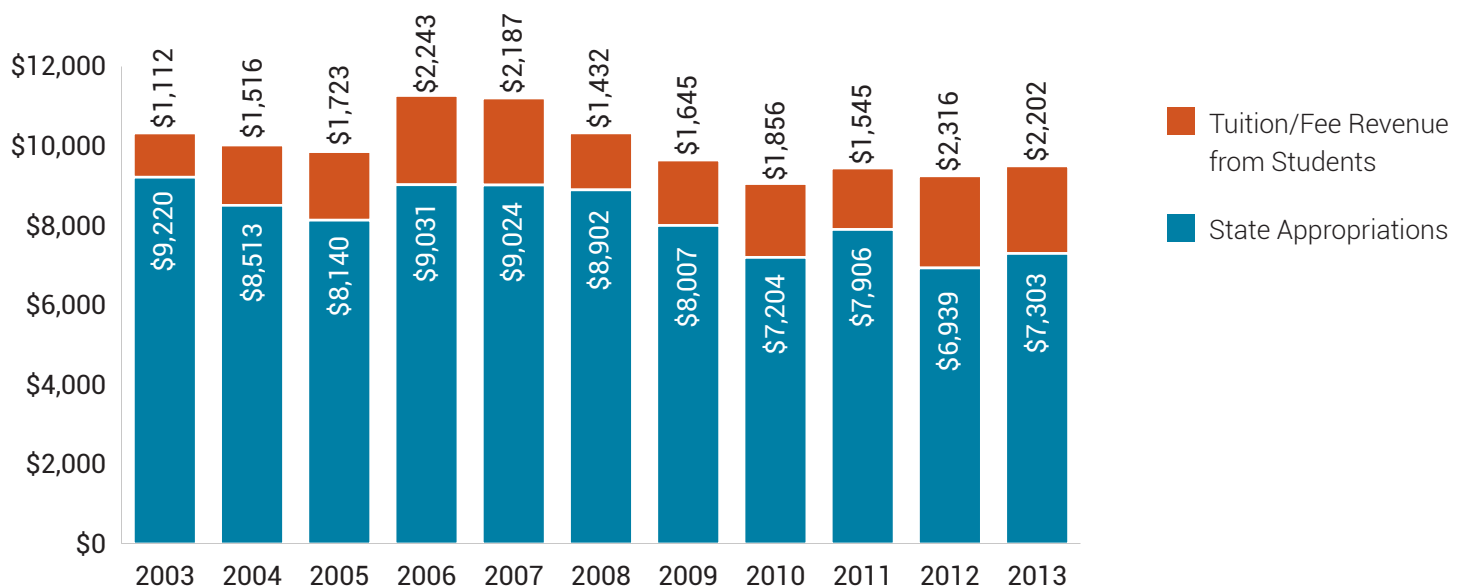


While the total amount spent (both state dollars and revenue from tuition/fees) per full-time equivalent student today is relatively the same as that spent about one decade ago, the simultaneous decrease in state funds and increase in tuition and fees mean that students and their families now share a larger burden in funding their education than they used to. Data from the State Higher Education Executive Officers

Free Application for Federal Student Aid (FAFSA). In the state of California, the California Student Aid Commission serves as the principal agency responsible for administering the many state financial aid programs, including the Cal Grant program. Students must complete the FAFSA in order to receive Cal Grants.⁶⁰ Cal Grants provide \$1.8 billion in need-based grants to students—award amounts for students vary

Figure 14: Students share a larger burden in funding their education than they used to while state contribution declines

California higher education funding per full-time equivalent student



Source: State Higher Education Executive Officers, State Higher Education Finance FY 2103.

Note: Constant 2013 dollars adjusted by SHEEO Higher Education Cost Adjustment (HECA). Educational Appropriations include American Recovery and Reinvestment Act (ARRA) funds.

2013 report shows that in 2003, students and their families contributed 11 percent of total higher education funding through tuition and fees. By 2012, the students' share of total funding had increased to 25 percent and in 2013, that amount was reduced slightly to 23 percent (Figure 14).

Higher tuition and fees for students means that a larger number and proportion of students require financial aid to fund their college education. Financial aid comes in the form of grants and loans. Grants come in the form of need-based and merit-based and do not need to be repaid whereas loans do. In order to access Federal and most state-funded grants and loans, students must complete the

by the type of college attended, as well as the type of Cal Grant program for which students qualify.

The Institute for College Access and Success (TICAS) reports that among those who file a FAFSA, only one in four very low-income Latino students receive a Cal Grant award.⁶¹ At community colleges, where more than two-thirds of Latino students enroll, only 16 percent of the lowest income students receive an award.⁶² These low receipt rates are due to the fact that there is a significant shortage of Cal Grant awards relative to the number of eligible applicants who apply for them. For example, in 2014-15, there was only one competitive Cal Grant award available for every 17

eligible applicants.⁶³ Competitive Cal grants are awarded to students who miss the Cal Grant filing deadline or enroll in college more than one year after completing high school. Further, three-quarters of Latino students who do receive a Cal Grant get the Cal Grant B award, the value of which has eroded over time and which is now one-seventh the size of the maximum Cal Grant A award.⁶⁴

Unfortunately, many students, particularly Latinos, do not complete the FAFSA and file for a Cal Grant award, even though they are eligible. It is difficult to pinpoint exactly why Latino students are less likely to apply for financial aid but research suggests that Latino students and their families have inaccurate perceptions of requirements, do not receive enough or accurate information in a timely manner, or are deterred by the application process altogether.⁶⁵ According


to TICAS, 45 percent of California community colleges students completed the FAFSA in 2012-13 compared with 54 percent of community college students nationally.⁶⁶ These low application rates come at a cost to students: in 2009-10 about half a million California community college students eligible to receive federal or institutional grant aid left almost \$500 million on the table in Pell grants alone.⁶⁷

Given that three-fourths of young Latino adults in California would have been more likely to enroll in college if they had more knowledge about their financial aid options,⁶⁸ more must be done so that all students, particularly Latinos, receive accurate, timely, and encouraging information about financial aid. Further, more must be done to ensure that our financial aid policies support Latino students once they enroll.

COLLEGE COMPLETION

California Community Colleges

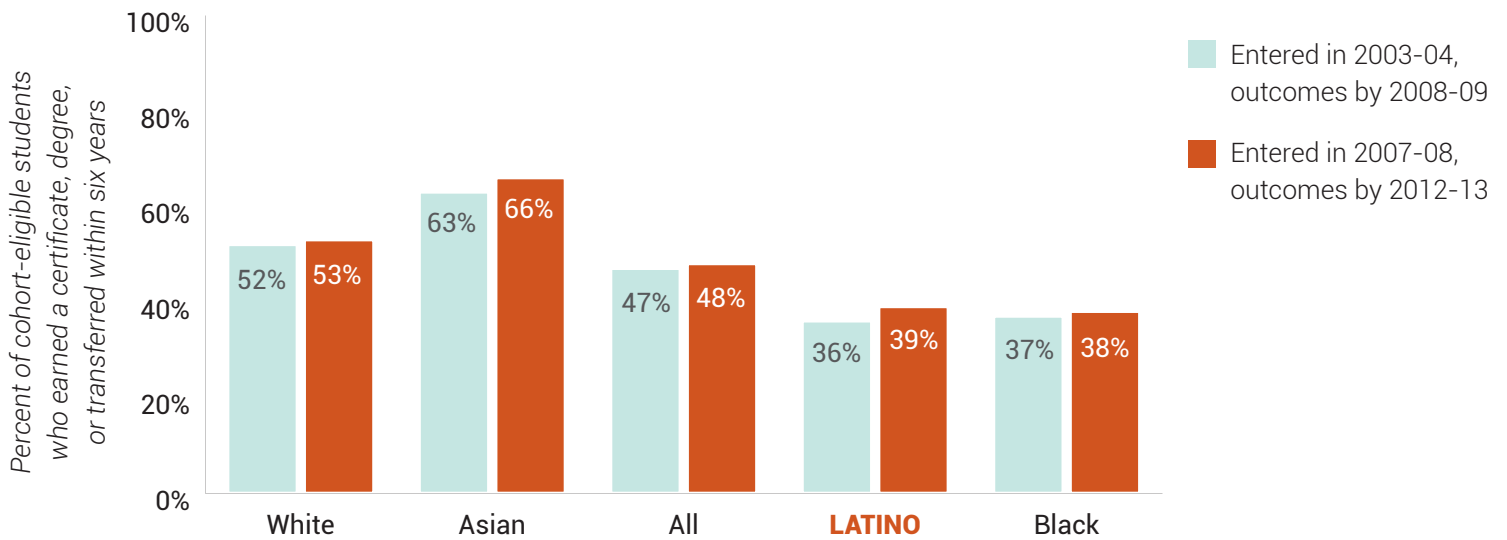
According to the California Community College (CCC) Student Success Scorecard, fewer than half (48 percent) of all students complete a degree, certificate or transfer to a four-year university within six years. For Latinos, that rate is 39 percent (Figure 15). The Scorecard provides outcomes for “prepared” students, who do not enroll in pre-college level courses, versus “unprepared” students, who do enroll in pre-college level courses. The Scorecard shows that 64 percent of “prepared” Latinos versus 35 percent of “unprepared” Latinos complete community college within six years of enrolling for the first time. As noted earlier, 85 percent of Latino students at California’s community colleges enroll in pre-college level coursework. Among them, approximately two-thirds will not earn an award or transfer within six years. For the cohort tracked through 2013, that was about 35,300 Latino students.



In 2013, California Community Colleges did not transfer or confer an award to 35,000 Latino students who started in pre-college level coursework six years prior

Figure 15: California Community Colleges award a certificate, degree or transfer to four out of ten Latino students

California Community College six-year completion rates



Source: Author's analysis of data from California Community College Chancellor's Office, Scorecard Metric Summary Report.

Note: Cohort-eligible includes first-time students with minimum of six units earned who attempted any Math or English in the first three years and completed an associate degree, certificate or transfer-related outcome within six years of entry.

As reported in *Average Won't Do*, the number of credentials and degrees produced per 100 undergraduates enrolled in California's community colleges is among the lowest in the country. On average, about nine certificates and degrees were awarded per 100 enrolled undergraduates in 2012. For Latino students, that figure is 7.3.⁶⁹

National research indicates that more than 80 percent of community college students intend to earn at least a bachelor's degree.⁷⁰ However, only about 30 percent of Latino California community college students actually transfer to a four-year university within six years compared with 39 percent of all students.⁷¹

Only 30% of Latinos transfer to a four-year university from a California community college within six years

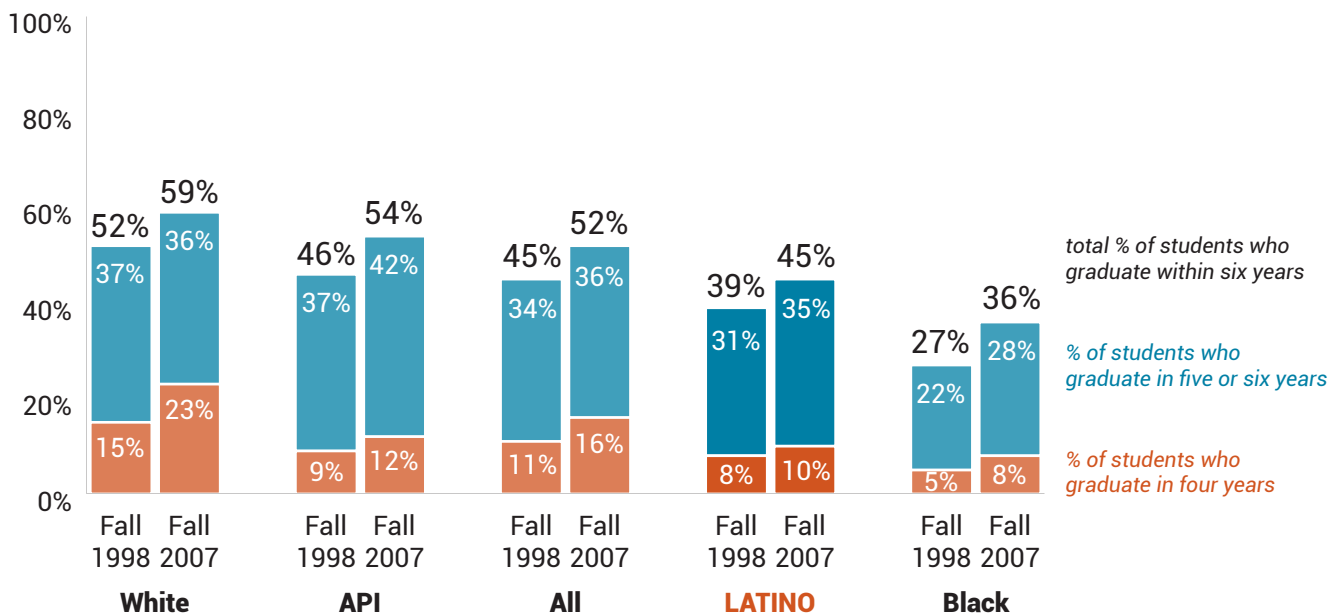
California State University

The California State University system (CSU) has gradually improved its graduation rates in the past decade. Both four-year and six-year graduation rates for freshmen are higher for all groups today than they were a decade ago. While progress has been made, there is still much work to do. Four-year graduation rates are too low for all groups—on average, CSU graduates fewer than two out of ten freshmen within the traditional four-year timeframe; for Latinos, only about one in ten will graduate within four years (Figure 16).⁷² Six-year graduation rates are higher, but CSU will still graduate only 45 percent of Latino freshmen within that timeframe.

The four-year graduation rate gap between White and Latino students has almost doubled from an 8.5-point gap for the freshman cohort enrolling in 1998 to a 15.4-point gap for the cohort enrolling in 2007. The six-year graduation rate gap between White and Latino students has increased by 1.1 percentage points from a 12.9-point gap among the freshman cohort enrolling in 1998 to a 14-point gap for the cohort enrolling in 2007.

Figure 16: CSU graduates 45 percent of Latino freshmen within six years

CSU freshmen four- and six-year graduation rates



Source: Author's analysis of data from CSU Division of Analytic Studies.

Note: the horizontal axis notes the entering year of a cohort. For students who entered in fall 1998, four-year outcomes are by 2001-02 and six-year outcomes are by 2003-04. For students who entered in fall 2007, four-year outcomes are by 2010-11 and six-year outcomes are by 2012-13.

API = Asian and Pacific Islander.

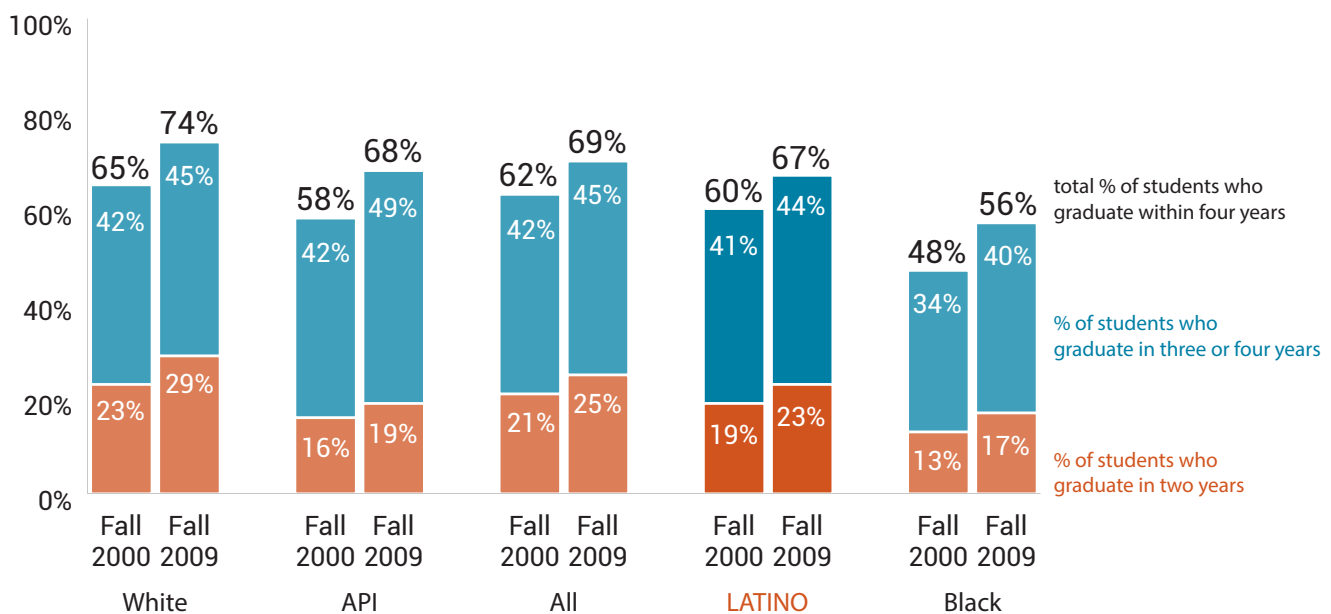
CSU graduates fewer than two out of ten freshmen within the traditional four-year timeframe; for Latinos, only about one in ten will graduate within four years

CSU has also improved its graduation rates for transfer students over the past decade (Figure 17). CSU graduated 25 percent of California community college students who transferred to CSU in 2009-10 within two years and about 69 percent within four years. Latino students in this same cohort had similar outcomes as the average, with 23 and 67 percent, graduating within two- and four-years,

respectively.⁷³ The two-year graduation gap between Whites and Latinos increased from a 4.4-point gap for the transfer cohort enrolling in 2000-01 to a 5.6-point gap for the cohort enrolling in 2009-10. **The four-year graduation gap between Whites and Latinos is the same as it was ten years ago (0.8 points).**

Figure 17: CSU graduates two-thirds of Latino transfer students within four years

CSU transfer two- and four-year graduation rates



Source: Author's analysis of data from CSU Analytic Studies Department.

Note: the horizontal axis notes the entering year of a cohort. For students who entered in fall 2000, two-year outcomes are by 2001-02 and four-year outcomes are by 2003-04. For students who entered in fall 2009, two-year outcomes are by 2010-11 and four-year outcomes are by 2012-13.

API = Asian and Pacific Islander.

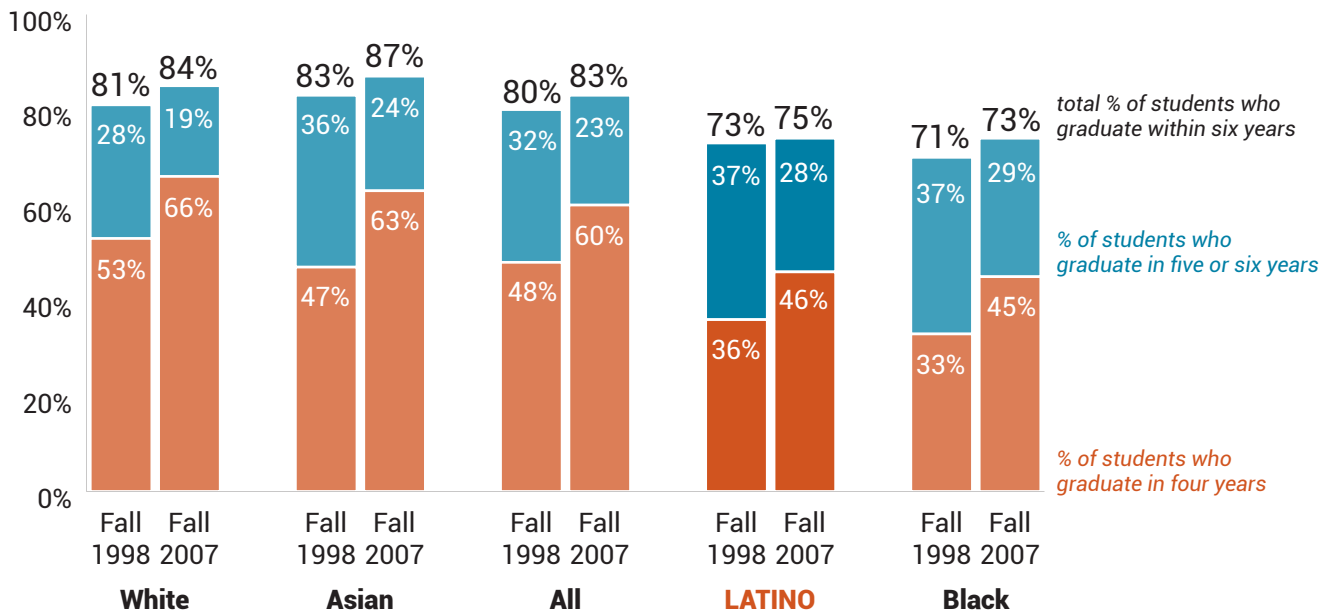
University of California

The University of California system (UC) has also improved its four- and six-year graduation rates for all freshmen over the past decade (Figure 18). UC graduated 60 percent of the freshmen who enrolled in 2007-08 within four years and 83 percent within six years.⁷⁴ **Unfortunately, UC graduated its Latino freshmen at lower rates—46 and 75 percent within four and six years, respectively.** While Latino graduation

rates have improved in the past ten years, the gap between Latinos and the group with the highest four-year graduation rates, Asians, has increased from 11.6 points among the cohort enrolling in 1998-99 to 16.2 points among the cohort enrolling in 2007-08 and the six-year graduation gap has widened from 10 points to 12 points for the cohorts enrolling in 1998-99 and 2007-08, respectively

Figure 18: UC graduates 75 percent of Latino freshmen within six years

UC freshmen four- and six-year graduation rates



Source: Author's analysis of data from UC Office of the President.

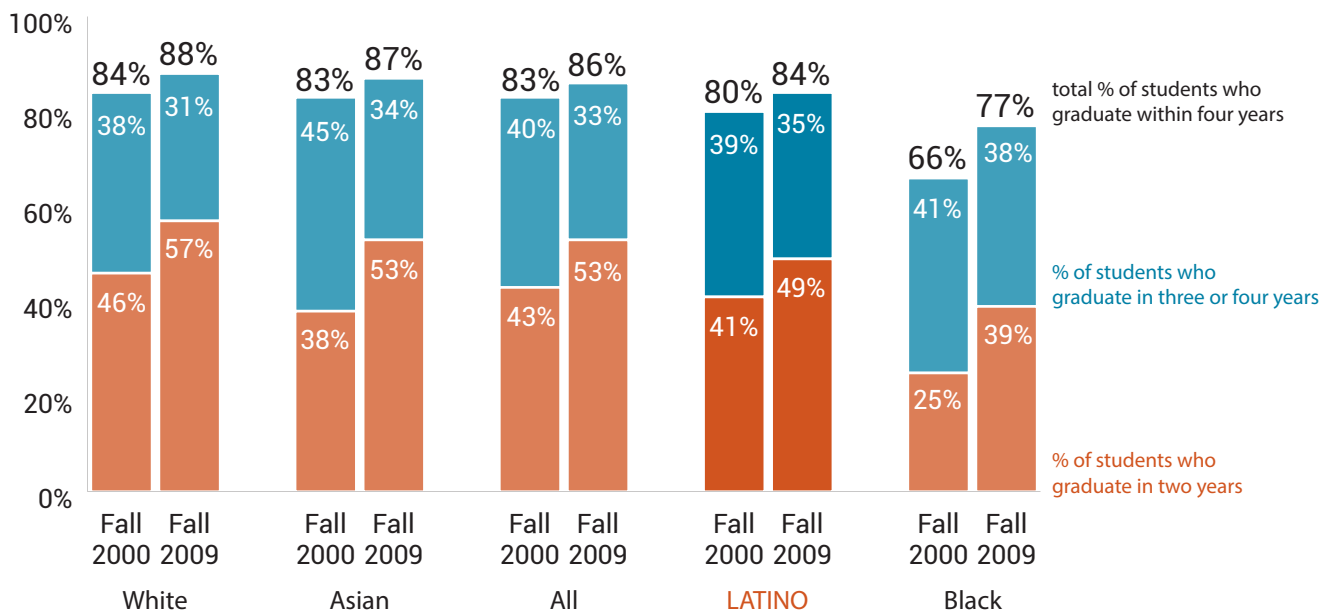
Note: the horizontal axis notes the entering year of a cohort. For students who entered in fall 1998, four-year outcomes are by 2001-02 and six-year outcomes are by 2003-04. For students who entered in fall 2007, four-year outcomes are by 2010-11 and six-year outcomes are by 2012-13.

UC graduated slightly more than half (53 percent) of transfer students enrolling in 2009-10 within two years and the vast majority, 86 percent, within four years (Figure 19).⁷⁵ While graduation rates for Latino transfer students are closer to the average relative to freshmen graduation rates, the UC still graduates Latino transfer students at rates slightly lower than the average—49 percent within two years and

84 percent within four years. Promisingly, the two-year graduation gap between Asian and Latino transfer students has also decreased from a gap of 3.6 points among transfer students enrolling in 2000-01 to 1.3 points among the cohort enrolling in 2009-10 and the four-year gap has decreased from 6.6 points to 1.5 points.

Figure 19: UC graduates 84 percent of Latino transfer students within four years

UC transfer two- and four-year graduation rates



Source: Author's analysis of data from UC Office of the President.

Note: the horizontal axis notes the entering year of a cohort. For students who entered in fall 2000, two-year outcomes are by 2001-02 and four-year outcomes are by 2003-04. For students who entered in fall 2009, two-year outcomes are by 2010-11 and four-year outcomes are by 2012-13.

UNDOCUMENTED STUDENTS

The Migration Policy Institute estimates approximately 11.4 million undocumented immigrants live in the United States with about 28 percent residing in California.⁷⁶ The majority (82 percent) of undocumented immigrants living in California originate from Mexico or Central America while about 13 percent are from Asia.⁷⁷

Undocumented adults over the age of 25 are three times more likely to not have a high school diploma or GED (57 percent)⁷⁸ than the average Californian (19 percent).⁷⁹ And 74 percent of the undocumented population between 18- and 24-years old is not enrolled in school⁸⁰ compared with 47 percent of all young adults.⁸¹ **While it is difficult to quantify the exact number of undocumented students who are enrolled in college, the Pew Research Center estimates that national figure to range from 200,000 to 225,000, approximately two percent of all college students.**⁸²

In the landmark report, *In the Shadows of the Ivory Tower*, researchers surveyed 909 undocumented students enrolled in college who originate from 55 countries and live in 34 states. This report found that:

- 74 percent of students who left their studies for a semester or two (but returned) did so because of financial difficulties;
- 72 percent were working while attending college;
- 68 percent had parent(s) who had never attended college;
- 61 percent had an annual household income below \$30,000;
- 48 percent attended four-year public universities; and
- 42 percent were enrolled in two-year public colleges.

Clearly, undocumented students face numerous obstacles to attain a college degree—the biggest concern being the cost of college. Two major pieces of legislation passed in

California significantly expanded access to higher education for undocumented immigrants by making it more affordable: Assembly Bill (AB) 540 (Firebaugh) and the California Dream Act (AB 130 and AB 131 - Cedillo). Assembly Bill 540 passed in 2001 and allowed eligible students to pay resident tuition at California's three segments of public higher education if they meet certain eligibility requirements. The California Dream Act,⁸³ passed in 2011 and administered by the California Student Aid Commission (CSAC), allows undocumented students who meet AB 540 criteria to access non-state sponsored scholarships for public colleges and universities and to receive state-funded financial aid such as Cal Grants, Board of Governor's fee waivers, and institutional grants.

Since the California Dream Act was first implemented in 2013-14 for Cal Grants, more than 75,000 applications have been received.⁸⁴ Of the approximately 38,500 applications received in 2014-15, nearly 8,200 (30 percent) have been awarded Cal Grant award offers, and of those, slightly more than half have been paid.⁸⁵ Half of all those who received Cal Grant award offers through the Dream Act application were enrolled in California's community colleges (3,950), one-third in California State University (2,815), and 14 percent in University of California (1,180).⁸⁶ While community college students were awarded the most offers, they had the lowest paid rate in comparison to the other segments.⁸⁷

Information is needed to learn more about this marginalized population in California given that the state is home to the largest number of undocumented immigrants in the country. Data by race/ethnicity for Dream Act applicants is not publicly available but is important to have given the racial/ethnic diversity of undocumented college students. Where are these students attending college? What proportion is applying for and receiving financial aid from the state and from the institutions they attend? What are the obstacles to receiving financial aid and how can barriers be removed? What additional support does this population need so that more undocumented young adults enroll in and graduate from college or university?

BARRIERS TO COLLEGE ACCESS AND SUCCESS

Levels of parental education and income are the biggest determinants of whether students successfully obtain a college degree. In one study, low-income, first-generation students were nearly four times more likely to leave their studies after the first year than students who came from educated and wealthier families. After six years, only 11 percent of low-income, first-generation students had earned bachelor's degrees compared with 55 percent of their more advantaged peers.⁸⁸

The reality is that many low-income and first-generation students face significant challenges in accessing and completing higher education. Students who fit this profile generally lack the social capital or access to resources that are typically available to students from higher-income or better-educated families and they must also work to finance their academic endeavors and to support themselves and oftentimes, their families.

Latinos are more likely to have a parent who does not have a four-year degree than any other racial/ethnic group.⁸⁹ About half of Latinos enrolled in college have parents whose highest level of education was a high school diploma or less compared with 45 percent of Black and 28 percent of White students.⁹⁰ Latinos are also more likely than the average student to attend college part-time.⁹¹ In one national study, three-fourths of all Latinos worked while pursuing their college degree.⁹² More than one in five Latino families in California is living in poverty (21 percent), a rate two and a half times that of non-Latinos (8 percent).⁹³

Even high-achieving Latino students overwhelmingly attend a two-year college—a phenomenon called undermatching. In 2010, 46 percent of Latinos who graduated from California's top-performing high schools (ranked in the top 10 percent of Academic Performance Index scores) enrolled in a California Community College—a rate higher than that

of their White (27 percent), African-American (23 percent) and Asian (19 percent) counterparts.⁹⁴ One study found that a critical determinant of undermatching was students' and parents' lack of information about differences among various colleges and universities, the admissions process, and financial aid. As a result, students do not apply to more elite institutions for which they are eligible and from which they are more likely to graduate.⁹⁵

Given the barriers the majority of Latinos face and these statistics, it comes as no surprise that educational outcomes for Latinos are not higher. However, the good news is that students who fit these characteristics do not have to be destined to continue the cycle of low educational outcomes and poverty. A substantial amount of research indicates that interventions that are designed to prepare students for college early in their academic trajectory and provide support along their college careers has a significant positive effect on student enrollment, persistence, and graduation.⁹⁶ Guidance and support helps students determine the universities they should apply to, shows them how to navigate the application process and supplies information about the various financial aid options that might be available to them. One study in particular found that high-achieving low-income students who received information about colleges and financial aid were actually more likely to enroll in selective universities than their more advantaged counterparts.⁹⁷

Without this kind of support, the process can be too complex to navigate alone and many first-generation, low-income students fall through the cracks. This is why our state funding and policy priorities, along with the practices at colleges and universities are key. We can create an environment where the most American value of all—that everyone should have an equal opportunity to get ahead—is actually realized for a greater number of Latinos in our state.

RECOMMENDATIONS

Closing access and achievement gaps among racial and ethnic groups is critical for California. As a majority-minority state, the success of all ethnic groups is essential for a strong economy and vibrant civil society. The Campaign for College Opportunity proposes the following recommendations for policymakers, college leaders, and students and families so that we can secure California's economic future by significantly improving our education system for all Californians and specifically increasing college enrollment and graduation among Latino students.

1. Create a statewide plan for higher education.

A statewide plan would allow California to be intentional about closing persistent educational gaps among racial/ethnic groups and improve rates of college readiness, enrollment, and graduation for all groups, particularly Latinos.

- Establish statewide goals for improving college readiness: proficiency tests, high school graduation rates, and A-G curriculum.
- Establish statewide and college-by-college benchmarks for increasing graduation rates and decreasing the number of students and amount of time spent in pre-college level courses.
- Prioritize resources for colleges to examine performance problems and identify solutions to improve success for all students.
- Colleges and universities should use data disaggregated by student characteristics in order to analyze student performance, set goals for improving success rates, identify bottlenecks that have a disproportionate impact on certain populations, measure success of student support services, and scale programs that significantly close gaps in success and retention for students.
- Hold colleges and universities accountable for increasing graduation and completion rates for all

students, particularly among underrepresented groups.

- Establish an independent higher education coordinating body with the authority to monitor statewide adopted goals and progress in a public and transparent way.

2. Ensure colleges successfully move students through pre-college level courses, quickly and with improved retention rates.

Pre-college level work is one of the biggest determinants in whether students graduate from college. Given that the majority of Latino students test into pre-college level coursework, this is a critical issue in college completion.

- Use comprehensive assessment practices, including multiple measures to appropriately place incoming students in pre-college level coursework. Research has shown that standard assessment tests may not be effective in gauging how well a student will perform or their level of readiness.⁹⁸ Instead, some colleges are beginning to use high school GPA or SAT or AP test scores as a better indicator of college readiness.
- Redesign pre-college level course delivery so that more students successfully persist through to college-level work; including scaling promising accelerated, contextualized and compressed delivery methods. The more pre-college level courses students must take, the less likely they are to ever complete college-level English or math or even graduate. Innovative delivery methods allow students to complete requirements faster than in traditional sequence and connect pre-college level courses so they are "on ramps" into specific degree programs.

3. Provide students with clear transfer pathways to four-year degrees.

Only 30 percent of Latino California community college students transfer to a four-year university within six years. Given that the majority of California's students begin at community college and that those who do transfer graduate at high rates, improved transfer rates would substantially increase the number of Latino college degree-holders in the state.

- Implement all major/concentration pathways under the Associate Degree for Transfer program at each community college and California State University campus. Doing so will streamline the process of transferring from a California Community College to the California State University System by only requiring 60 credits and awarding an associate degree. It is estimated that this program will save approximately \$160 million and increase enrollment by 40,000 community college students and 14,000 California State University students annually.⁹⁹
- Expand Associate Degree for Transfer program to include access to the University of California system. In 2012-13, 20 percent of UC's 14,000 incoming transfer students came from only five community colleges and just over half came from 17 colleges.¹⁰⁰ Additionally, incoming transfer students are generally less diverse than incoming freshmen, which is counterintuitive given the racial/ethnic composition of California's community colleges.¹⁰¹ More students, from every region of California, should have a clearer pathway and equal opportunity to attend California's premier public research university.

4. Expand college knowledge in middle and high school and invest in support services students need to succeed.

Underrepresented, first-generation, and low-income students, the majority in California today, often face numerous challenges related to college enrollment and graduation. Research indicates that supporting these students before and through college vastly improves their success rates.

- Scale proven and successful efforts to improve college knowledge among students and their families. Efforts should educate students and their parents, as early as middle school, about financial aid options, college eligibility criteria, the differences among colleges, and the college application process.
- New and existing financial resources should be prioritized for student support services that create guided pathways designed to increase the rate at which students enter and complete a program of study. Colleges should scale proven practices such as orientation, counseling and advising, educational planning, academic tutoring and support, and peer learning opportunities.
- Implement and utilize degree tracking systems. Technological tools can help students track coursework and degree progress and notify them when they have satisfied degree requirements, even if outside their declared major. This type of tool should be implemented at every college to help students and advisors monitor progress.

5. Fund colleges for both enrollment growth and successful outcomes.

Currently, some students who are eligible for admission to California State University and University of California are denied spots as a result of reduced enrollment targets, capacity issues, and increased demand that goes unfunded by the state budget.

- The state must fund colleges for enrollment growth and sufficient capacity so that all eligible Californians have a spot in college and so that students today do not face higher admissions standards than previous generations.
- Establish a new funding mechanism that creates incentives not just for college enrollment, but also for positive outcomes such as improved rates of completion, reduced time-to-degree and closing of gaps experienced by underrepresented students (including Latinos).

6. Strengthen financial support options for low- to moderate-income college students.

Significant budget cuts to higher education have resulted in increased costs for students and their families. Many Californians are unaware of their financial aid options and do not apply, despite being eligible, leaving money on the table.

- Increase the number of students who complete the Free Application for Federal Student Aid (FAFSA) by educating high school students early and often about financial aid and the FAFSA. Ensure students maximize their federal and state financial aid and work-study offers by completing the FAFSA and filing for a Cal Grant.
- Serve more Cal Grant eligible students. In 2014-15, there was only one competitive Cal Grant available for every 17 eligible students.¹⁰² California community college students are the least likely to receive a Cal Grant but they are the ones who often need it the most.¹⁰³

7. Allow California's public universities to use race/ethnicity as one of many factors in weighing an applicants' qualifications for admission.

Latinos are substantially underrepresented in higher education, especially at the University of California—the state has broken its promise to provide quality education for all of its residents. Given California's racial/ethnic diversity, if the state plans to keep our economy strong by meeting the growing demand of businesses for educated workers, we must significantly increase diversity in our universities.

- Ask voters to modify Proposition 209 to allow for the consideration of race/ethnicity as one of many factors for admission to California's public universities.

California's public universities should:

- Target recruitment and outreach to underrepresented students so that undergraduate enrollment reflects the racial/ethnic composition of the state's young adult population.
- Adopt an institutional policy that states racial/ethnic diversity is an important component of providing a high-quality education with significant benefits to student learning and development.



Want to be a part of the solution?

In the coming months, the Campaign for College Opportunity will release a ***Transforming Higher Ed Toolbox*** that offers specific policy and college campus strategies and tactics that higher education stakeholders (policymakers, college leaders, advocates, civil rights activists, business leaders, and students) can employ to actively work to make these recommendations a reality.

Continue to check our website or sign up for our newsletter at www.collegecampaign.org for more information.

CONCLUSION

California is undergoing one of the largest demographic, cultural and economic transformations in its history. How we address the challenges and incredible opportunities of the burgeoning Latino population will define our economy and civil society and those of the nation for decades to come.

The one factor that will largely determine the direction and velocity of that change is education. More than any other aspect of our society, education will have the most immediate and also the most long-lasting impact on the maturing Latino population.

Education paves the way for progress. It ensures that we produce the best-skilled workers for the jobs of today and tomorrow in a global economy. Those educated workers

drive economic prosperity that in turn determines our quality of life.

If we don't expand the opportunity for more of our young Californians to go to college and graduate, we will not succeed—neither individually—nor collectively as an economy, society and state.

The future success of Latinos in California will impact all of us. In a state as diverse as California, we can only grow and prosper when all racial/ethnic groups share in educational and economic success. **Whether a significantly greater number of Latinos fare better in our education system and have the opportunity to succeed in college, will determine our economic fate.**



ABOUT THIS REPORT

The *State of Higher Education in California* is a series of reports 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 provides information on demographics, levels of educational attainment, and rates of college readiness, enrollment and graduation for Latinos in California. These in-depth reports analyze California's public colleges and universities and recommend actions that our policymakers and college leaders can take in order to improve college enrollment and graduation rates.

This report on Latinos is the first in the *2015 State of Higher Education in California* series.

ACKNOWLEDGMENTS

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Nadia Valliani, Research and Policy Analyst with the Campaign for College Opportunity, was the principal researcher and author of this report, with contributions from Michele Siqueiros, Jessie Ryan, and 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. The ACS replaces the “long form” of the Decennial Census; the advantage of the ACS is annual collection, as opposed to collection once every ten years through the Decennial Census. Since 2000, the ACS is conducted nationwide with an annual sample of 3 million households. Data indicators are based on the 2011-13 ACS three-year estimates collected and analyzed through tools provided by the U.S. Census Bureau: Factfinder and DataFerrett 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. In some cases data for the Asian category is reported alone and in other cases, in combination with the Pacific Islander category. This reflects the difference in data provided by the original source.

Data was also collected through the Integrated Postsecondary Education Data System (IPED) database, available at the National Center for Education Statistics (NCES) website, the California Department of Education (CDE), the California Community Colleges Chancellor’s Office, the California State University Division of Analytic Studies, and the University of California’s Office of the President.

INFOGRAPHIC NOTES AND SOURCES

Page 1

California population – Latinos largest group: California Governor’s Budget Summary 2015-16. **Educational attainment and other population data:** U.S. Census Bureau, 2011-13 American Community Survey 3-Year estimates, Public Use Microdata Sample. **Latino enrollment in higher education segments:** Data for 18- to 24-year olds from U.S. Census Bureau, 2011-2013 American Community Survey 3-Year Estimates, Public Use Microdata Sample. Higher education data from U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. Retrieved from Integrated Postsecondary Education Data System.

Page 2

California Community Colleges (CCC) Latino enrollment: U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. Retrieved from Integrated Postsecondary Education Data System. **CCC pre-college level course enrollment:** This figure is for the cohort of students who entered in 2007-08 and earned at least six credits and attempted a math or English course within first three years of enrollment. Data from California Community College Chancellor’s Office Student Success Scorecard. **CCC completion:** This figure is for the cohort of students who entered in 2007-08 and earned at least six credits and attempted a math or English course within first three years of enrollment. Data

from California Community College Chancellor's Office Student Success Scorecard. **CCC transfer:** California Community College Chancellor's Office. Retrieved from Datamart, Transfer Velocity Cohort Report. This measure is derived from a cohort of first-time students who entered CCC in 2007-08 and completed twelve credit units and attempted transfer-level math or English within six years of enrollment. **California State University (CSU) Latino enrollment:** U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. Retrieved from Integrated Postsecondary Education Data System. **CSU pre-college level course enrollment:** California State University, Division of Analytic Studies. Fall 2013 Final Regularly Admitted First-time Freshmen Proficiency Systemwide. **CSU graduation rates:** Data for cohort entering in Fall 2007 from California State University, Division of Analytic Studies.

Page 3

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²⁹ Data from California Community College Chancellor's Office Student Success Scorecard. Retrieved from <http://scorecard.cccco.edu/scorecard.aspx>.

³⁰ Includes the cohort of students who entered in 2007-08 and earned at least six credits and attempted a math or English course within first three years of enrollment. Data from California Community College Chancellor's Office Student Success Scorecard.

- ³¹ There is most probably double-counting here as some students attempted both pre-college level English and math.
- ³² Data from California Community College Chancellor's Office Student Success Scorecard.
- ³³ Author's calculations are based on the 54,107 Latino students who entered the CCC in 2007-08 who enrolled in pre-college level coursework, multiplied by the 63.5 percent success rate of Latino students who did not enroll in pre-college level coursework (result = 34,358). The number of pre-college level students who did complete (18,775) was then subtracted from the calculated figure (34,358) in order to find the additional number of students who could have completed. Data from California Community College Chancellor's Office Student Success Scorecard. Retrieved from <http://scorecard.cccco.edu/scorecard.aspx>.
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ABOUT THE CAMPAIGN

The Campaign for College Opportunity is a broad-based, bipartisan coalition, including business, education and civil rights leaders that is dedicated to ensuring that all Californians have an equal opportunity to attend and succeed in college in order to build a vibrant workforce, economy and democracy. The Campaign works to create an environment of change and lead the state toward effective policy solutions. It is focused upon substantially increasing the number of students attending two- and four-year colleges in California so that we can produce the 2.3 million additional college graduates that our state needs.

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