

The State of Higher Education in California

The gender and racial gap analysis

This analysis details the wide gaps between men and women in college preparation, enrollment and completion in California, with attention to the significant gap between Black and Latino men compared to their female counterparts.

Women of all ethnic groups are outpacing men in the state in terms of college preparation, college enrollment, and graduation from both the University of California (UC) and California State University (CSU) systems. This is despite California having more college-aged men than women.

Gaps in college attainment are widest among Black and Latino men compared to their female counterparts. The education gap for Latino and Black men begins at high school graduation, grows wider as fewer men complete the A-G requirements (courses required for admission consideration into the UC or CSU), and is especially pronounced in university enrollment and graduation rates. Almost twice as many Black women enroll in the UC or CSU as Black men, and one-and-a-half times as many Latina women as Latino men enroll in the state's four-year public universities. With lower graduation rates at the CSU and UC for men, the education gender gap widens even more. Young men of all ethnic groups not only are performing worse than their female peers, but worse than older generations in terms of actual degree attainment. This analysis also finds that while Latina and Black women fare better than their male counterparts, they still lag significantly behind White and Asian/Pacific Islander (API) women.

California must address the growing inequity in college enrollment and degree completion. This is not just a problem for men, or Blacks or Latinos; this imbalance affects all Californians. We all benefit when all of our young people have access to a college education and the tools to succeed and graduate. These disparities must be narrowed so that California's young men have the skills necessary to participate in the workforce and contribute to a robust economy for the state's future.

For the complete reports in our *State of Higher Education in California* series, please visit www.collegecampaign.org

Figure 1: More men than women are of traditional college-going age in California

California Population, Age 18-24, by Race/Ethnicity, 2012

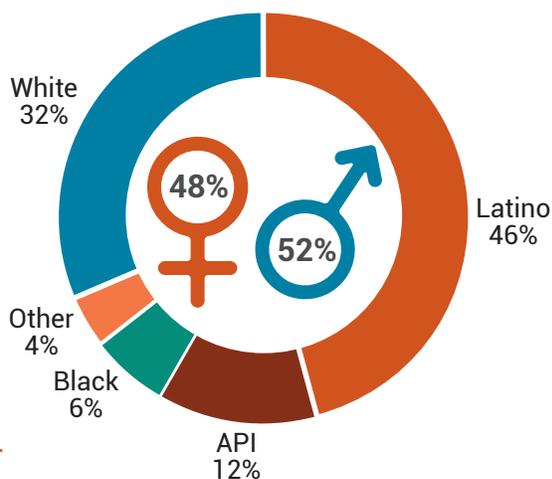
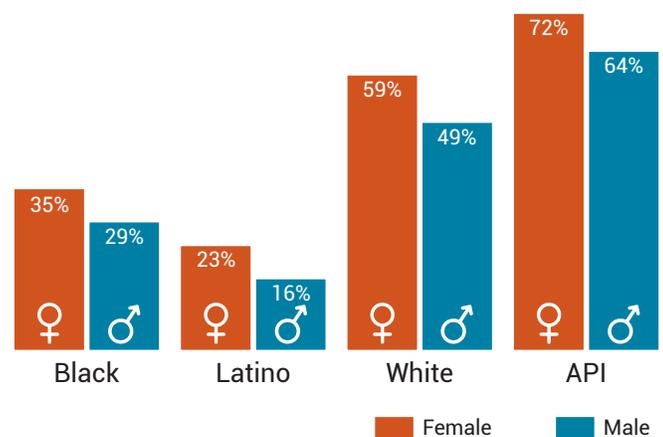


Figure 2: Young women of all ethnic groups have higher levels of educational attainment than their male counterparts

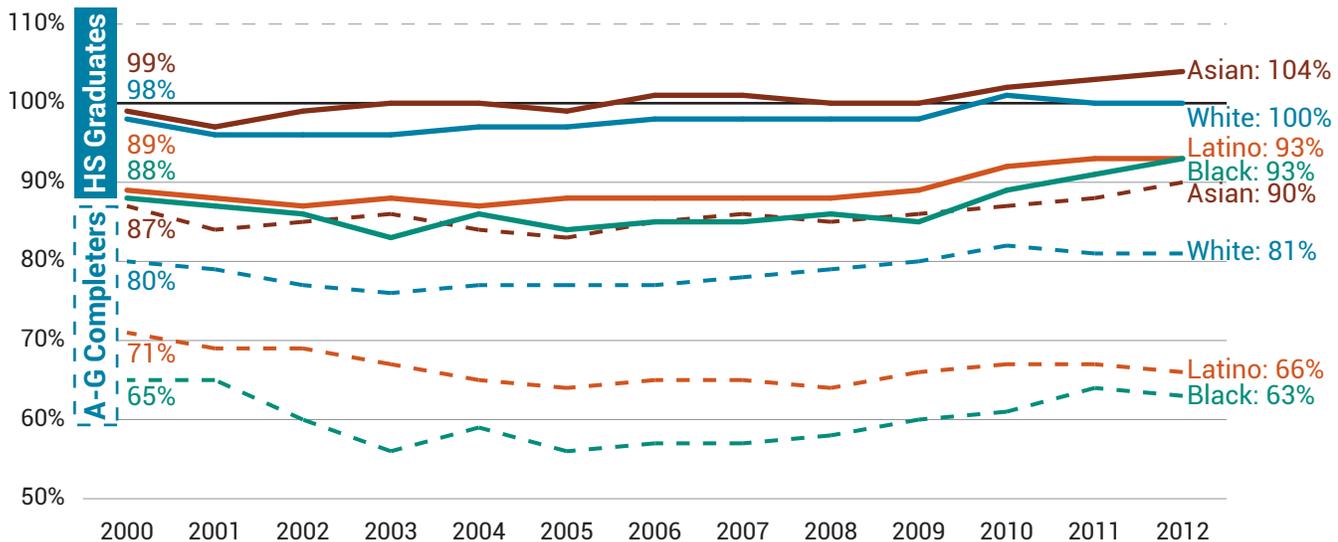
Share of 25- to 34-Year Olds in California with an Associate Degree or Higher, 2012



Access to Higher Education

Figure 3: More females graduate from high school and complete A-G course requirements than their male counterparts

Male High School Graduates and A-G Completers as a Percent of Female High School Graduates and A-G Completers by Race/Ethnicity



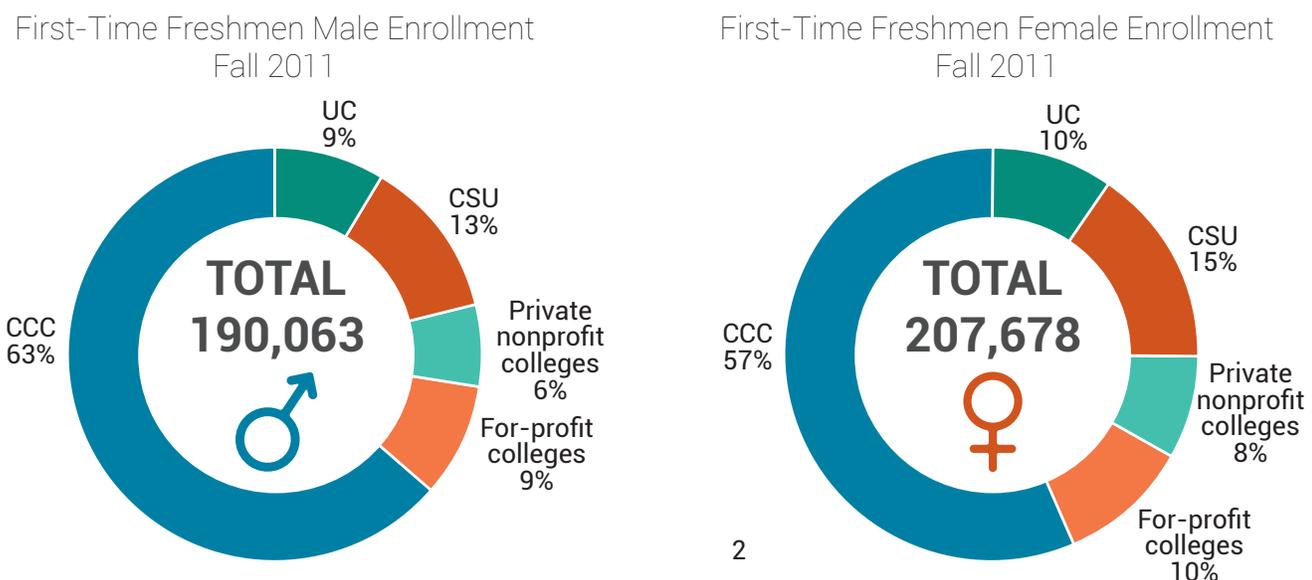
Source: Author's calculations from the California Department of Education

Note: A-G is a set of high school courses required for admission consideration into the UC or CSU.

First-time Freshman Enrollment

The majority of first-time freshmen in California attend community colleges (CCC); however, men are more likely than women to do so (Figure 4). About 63 percent of men enroll in a CCC compared to 57 percent of women. Women enroll in for-profit colleges, nonprofit private colleges, the California State University (CSU), and the University of California (UC) at higher rates than men.

Figure 4: Women are more likely than men to attend the UC, CSU, for-profits, and private institutions



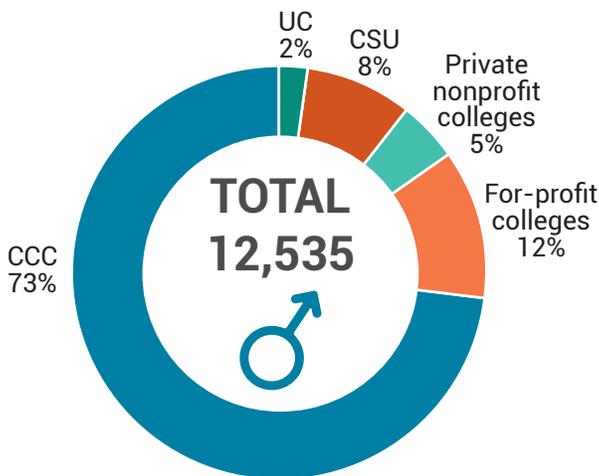
Source (Figures 4, 5, & 6): Integrated Postsecondary Education Data System (IPEDS)

In terms of actual raw numbers, more men than women enroll as freshmen at the CCC among Whites, Blacks, and Asians—this is not true for Latinos. Though Latinas are less likely to enroll in a CCC compared to their male counterparts, they still outnumber their male peers which shows how few Latino men are enrolled in postsecondary education in California.

Figure 5 shows the distribution of Black first-time freshmen by gender. A 14 percentage point gap in CCC enrollment separates Black men from Black women; 16 percent of Black female freshmen enroll in a for-profit college compared to 12 percent of Black men. This phenomenon is true for Latinos as well—11 percent of Latinas enroll in for-profit colleges compared to nine percent of Latino males (Figure 6). Seventy percent of Latino men enroll in CCC as freshmen compared to 61 percent of Latinas, who are more likely to attend other postsecondary institutions such as for-profit colleges, private nonprofit colleges, a CSU, or a UC.

Figure 5: The share of Black men who enroll in a California Community College as freshmen is 14 percentage points higher than it is for Black women

First-Time Freshmen Black Male Enrollment
Fall 2011



First-Time Freshmen Black Female Enrollment
Fall 2011

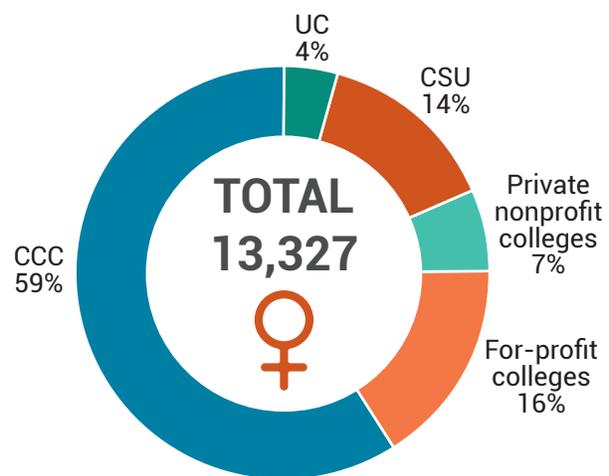
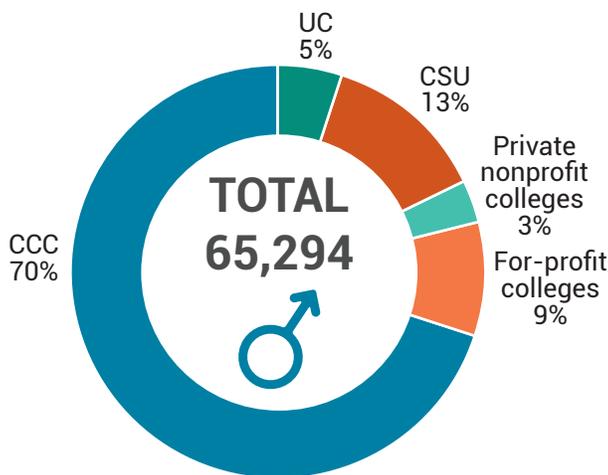
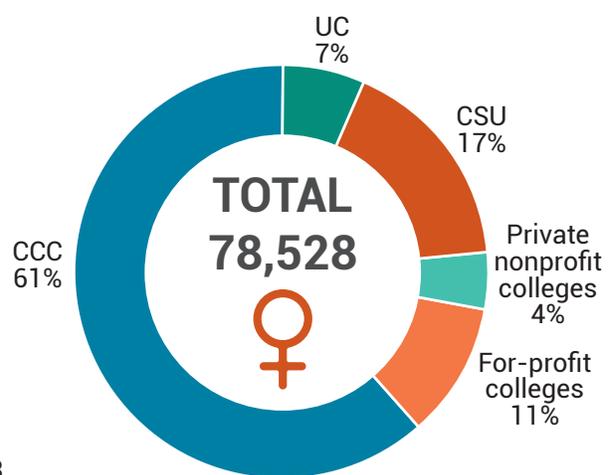


Figure 6: The share of Latino men who enroll in a California Community College as freshmen is nine percentage points higher than it is for Latinas

First-Time Freshmen Latino Male Enrollment
Fall 2011



First-Time Freshmen Latina Enrollment
Fall 2011

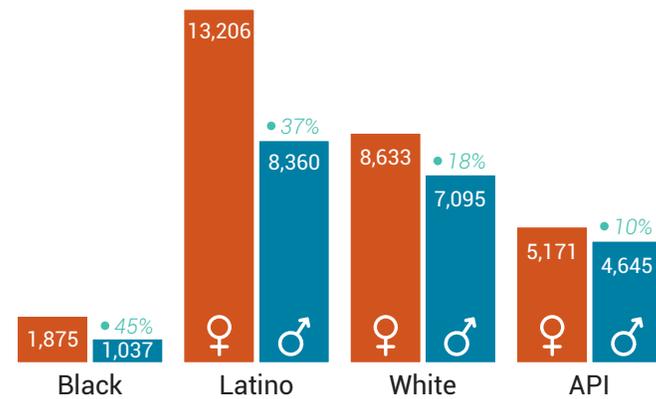


In the California State University (CSU), roughly one Black male enrolls for every two Black females (Figure 7), and one-third fewer Latino men enroll than Latinas. The gender gap among Latinos has grown wider from a gap of 33 percent in 1994 to a gap of 37 percent in 2011, and has not improved for Blacks (not shown). The gender gap among Asian Pacific Islanders (API) and Whites, while still present, is smaller than it is for Latinos and Blacks.

Almost half as many Black male freshmen enroll as Black females (Figure 8). For every 100 Latinas who enroll as freshmen, only 64 Latino men do. The gender gap between Blacks and Latinos has grown wider in the past two decades. In 1994, for every 100 Black women who enrolled as freshmen there were 60 Black men—in 2011 that number reduced to 54. In 1994, for every 100 Latinas who enrolled as freshmen there were 67 Latino men—in 2011, there were 64 men.

Figure 7: Significantly more women enroll as freshmen at the CSU than men

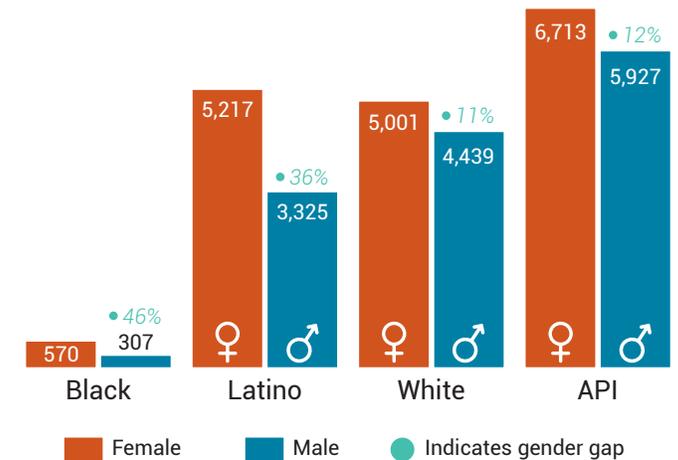
CSU First-Time Freshmen Enrollment, 2011



Source: Based on the author's analysis of data from the Integrated Postsecondary Education Data System (IPEDS)

Figure 8: Significantly more Black and Latina women enroll as freshmen at UC than men, though their numbers are still too low

UC First-Time Freshmen Enrollment, 2011



The gender gap among Latinos has grown wider—from a gap of 33 percent in 1994 to a gap of 37 percent in 2011—and has not improved for Blacks

Graduation

Because a smaller number of men than women enroll in California's public four-year universities, a smaller number of men than women graduate. Men also have lower graduation rates than their female counterparts, exponentially widening the gap upon graduation. This trend is seen at both the CSU and the UC.

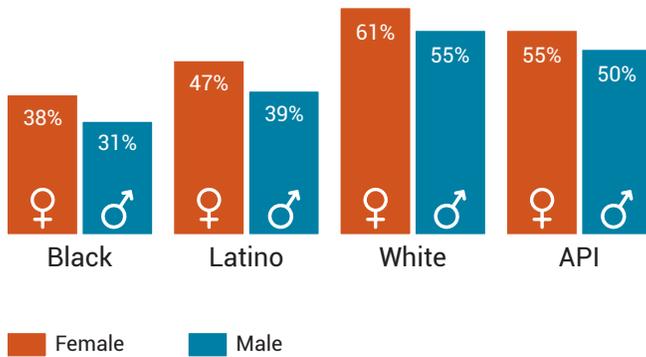
At CSU, graduation rates between men and women of the same race/ethnicity are relatively similar to each other while graduation rates vary substantially depending on race/ethnicity (Figure 9). Only 31 percent of a cohort of Black men who entered the CSU as freshmen in 2005 had graduated by 2011 while 38 percent of the entering cohort of Black women had graduated—a gap of seven percentage points. Latinas graduate from CSU at a rate eight percentage points higher than their Latino male counterparts. The good news is that graduation rates for both men and women among Whites, Asian Pacific Islanders (API), Latinos, and Blacks have improved in the past decade (not shown).

Gender gaps in six-year graduation rates are smaller at UC than they are at CSU for API, White, and Latinos students (Figure 10). The difference in graduation rates between Black men and women is actually *wider* at UC (10 percentage points) than it is at CSU (seven points). While Black men have improved their graduation rates by 10 points since 2002, fewer than two out of every three black men who enter the UC as freshmen will graduate within six years.

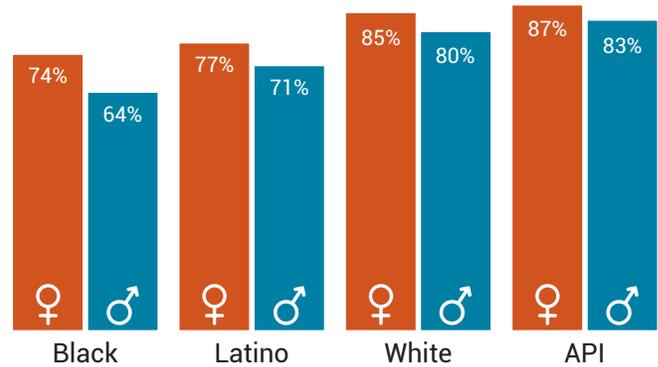
Figure 9: Women graduate from the CSU at an average rate of five to eight percentage points higher than their male counterparts

Figure 10: At 64%, Black men have the lowest UC graduation rate

CSU Six-Year Graduation Rate, 2011



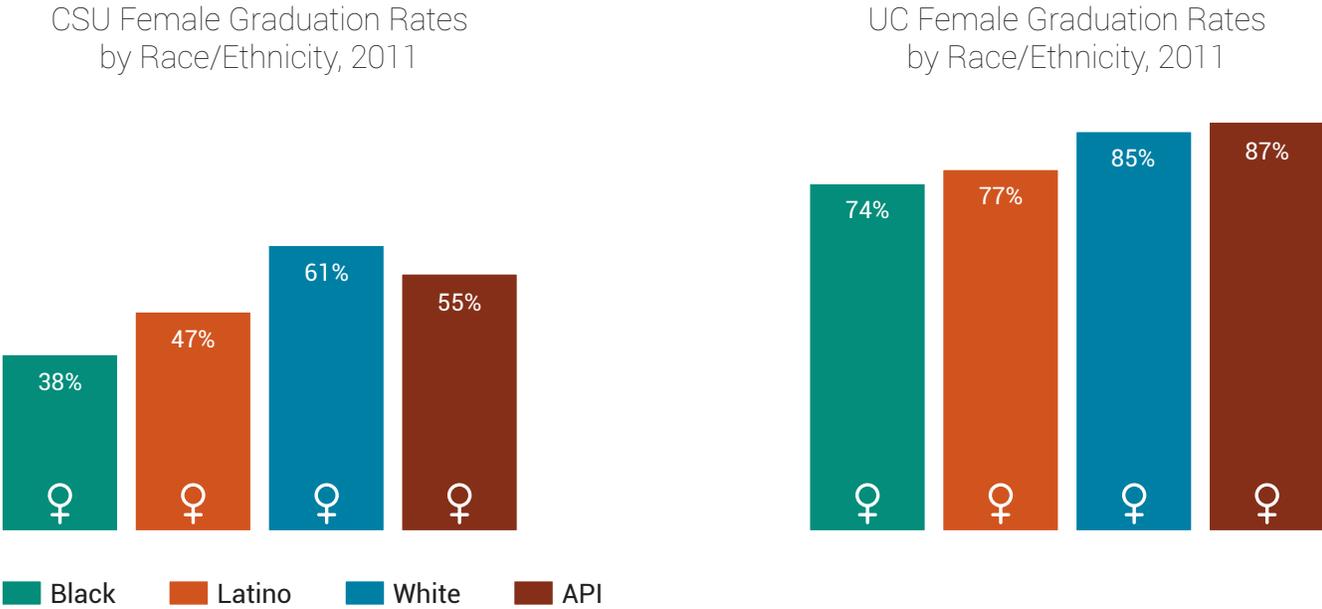
UC Six-Year Graduation Rate, 2011



Source: Based on the author's analysis of data from the Integrated Postsecondary Education Data System (IPEDS)

While Latinas and Black women are doing better compared to their male counterparts, persistent gaps by race exist (Figure 11). For example, White females graduate from CSU within six years at a rate of 61 percent, compared to 47 percent of Latinas and 38 percent of Black women—gaps of 14- and 23-percentage points, respectively. API females graduate from UC within six years at a rate of 87 percent, compared to 77 percent of Latinas and 74 percent of Black women—gaps of 10- and 13-percentage points, respectively.

Figure 11: While women perform better than their male counterparts, persistent gaps by race still exist



Source: Based on the author's analysis of data from the Integrated Postsecondary Education Data System (IPEDS)

Women of all ethnic groups are outpacing men in the state in terms of preparation for college, college enrollment, and graduation from both the UC CSU systems

While Latina and Black women fare better than their male counterparts, they still lag significantly behind White and Asian/Pacific Islander (API) women

At the CSU, Blacks and Latinos experience a larger gender gap in the number of students who graduate than White and API students (Figure 12). For every 100 Black women who graduate from the CSU, only 45 Black men do so. For every 100 Latinas who graduate, 51 Latino men do so—this gap is narrower today than it was in 2002, but is still unacceptably wide. While Black men and women are graduating from the CSU at higher rates in 2011 than in 2002, and the graduation gap has improved slightly, the actual *number* of Black men and women who graduate is disturbingly small—only 329 Black men and 728 Black women graduated in 2011 from an original cohort of 1,068 Black men and 1,940 Black women who entered in 2005. Of the 2005 entering cohort, about 22,200 total students graduated in 2011.

The gender gap among the number of graduates at UC narrows significantly from that at CSU for API, White, and Latino graduates only (Figure 13). The gender gap for Black graduates at UC remains the same as that at CSU—for every 100 Black women who graduate, only 46 Black men do so. Out of an entering cohort of 585 Black women and 310 Black men in 2005, only 430 Black women and 198 Black men had graduated by 2011. More than 25,000 total students from the 2005 entering cohort graduated from UC in 2011.

Figure 12: An average of one Black and Latino man graduates from the CSU for every two Black/Latina women

Number of CSU Students Who Enrolled in 2005 and Graduated by 2011

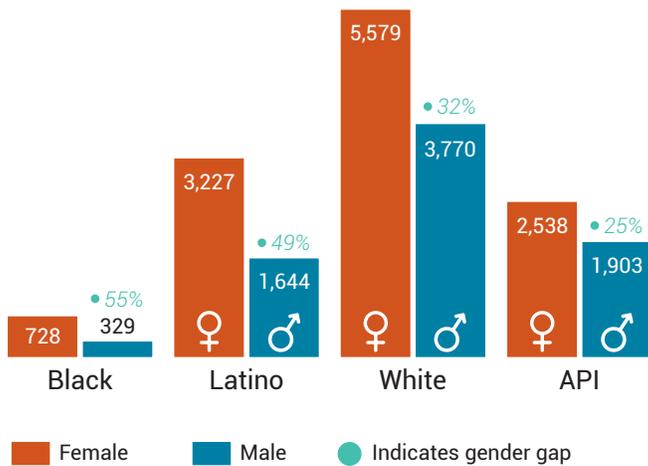
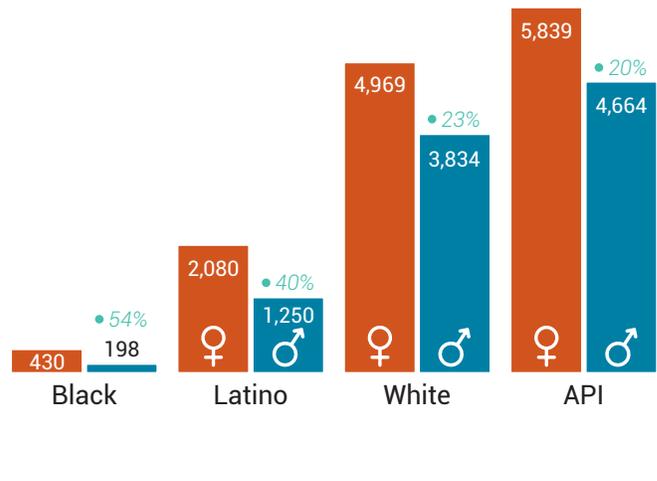


Figure 13: For every 100 Black women who graduate from the UC, only 46 Black men do so

Number of UC Students Who Enrolled in 2005 and Graduated by 2011



Source: Based on the author's analysis of data from the Integrated Postsecondary Education Data System (IPEDS)

This addendum to the Campaign for College Opportunity reports on *The State of Latinos in Higher Education in California* and *The State of Blacks in Higher Education in California* takes a detailed look at differences by gender, and in particular which differences or gaps exist between and across racial groups by gender. We recommend reviewing this addendum in conjunction with those earlier reports, which can be found on our website at www.collegecampaign.org

The Campaign for

College Opportunity

The Campaign for College Opportunity is a broad-based, bipartisan coalition, including business, education and labor leaders that is dedicated to ensuring the next generation of Californians has the opportunity to go to college and succeed. 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 the state and significantly impacting the rate of student success and achievement of their postsecondary education objectives.

For more information, visit: www.collegecampaign.org

Board of Directors

David Wolf (Chair)

Campaign for College Opportunity
Co-Founder

Thomas A. Saenz (Vice Chair)

President & General Counsel, Mexican
American Legal Defense and Educational Fund
(MALDEF)

Marcus A. Allen

Partner, Englander Knabe & Allen

George Boggs

Superintendent-President Emeritus, Palomar
College; President & CEO Emeritus, American
Association of Community Colleges

Camila Chavez

Executive Director
Dolores Huerta Foundation

Pamela H. David

Executive Director, Walter & Elise Haas Fund

Gary K. Hart

Former California Secretary of Education &
State Senator

Bill Hauck

Senior Advisor, Goddard Claussen/West
Trustee, California State University

William G. McGinnis

Trustee
Butte-Glenn Community College District

Rory O'Sullivan

Policy and Research Director
Young Invincibles

Eloy Ortiz Oakley

Superintendent-President
Long Beach City College

Darline Robles

Professor of Clinical Education
USC Rossier School of Education

Frederick R. Ruiz

Co-Founder & Chairman Emeritus, Ruiz Food
Products; Regent, University of California

Lisa A. Smith

Managing Director, Loop Capital Markets

A special thanks to our principal funders for this project: the Kresge Foundation, the Lumina Foundation, and the Evelyn & Walter Haas Jr. Fund. Their commitment and dedication to increasing opportunity for all Americans in higher education is to be admired. We would also like to thank the additional funders who make our work possible including: the California Education Policy Fund, the College Access Foundation of California, and the California Wellness Foundation.