2021
STATE OF THE SYSTEM REPORT

California Community Colleges Chancellor's Office
Eloy Ortiz Oakley, Chancellor

California Community Colleges

"Historically, our system has not been set up to meet people where they are. It has been set up in a way that says, if you have all the right words and you know where to go, then you'll get what you need. It is not designed to be inclusive. The result is to exclude some versus others, whether that's intentional or not. The Vision for Success requires us to design with intentionality to support every student."

– Pamela Haynes
President of the Board of Governors of the California Community Colleges

Photo: DeAnza College (front cover), American River College (right)

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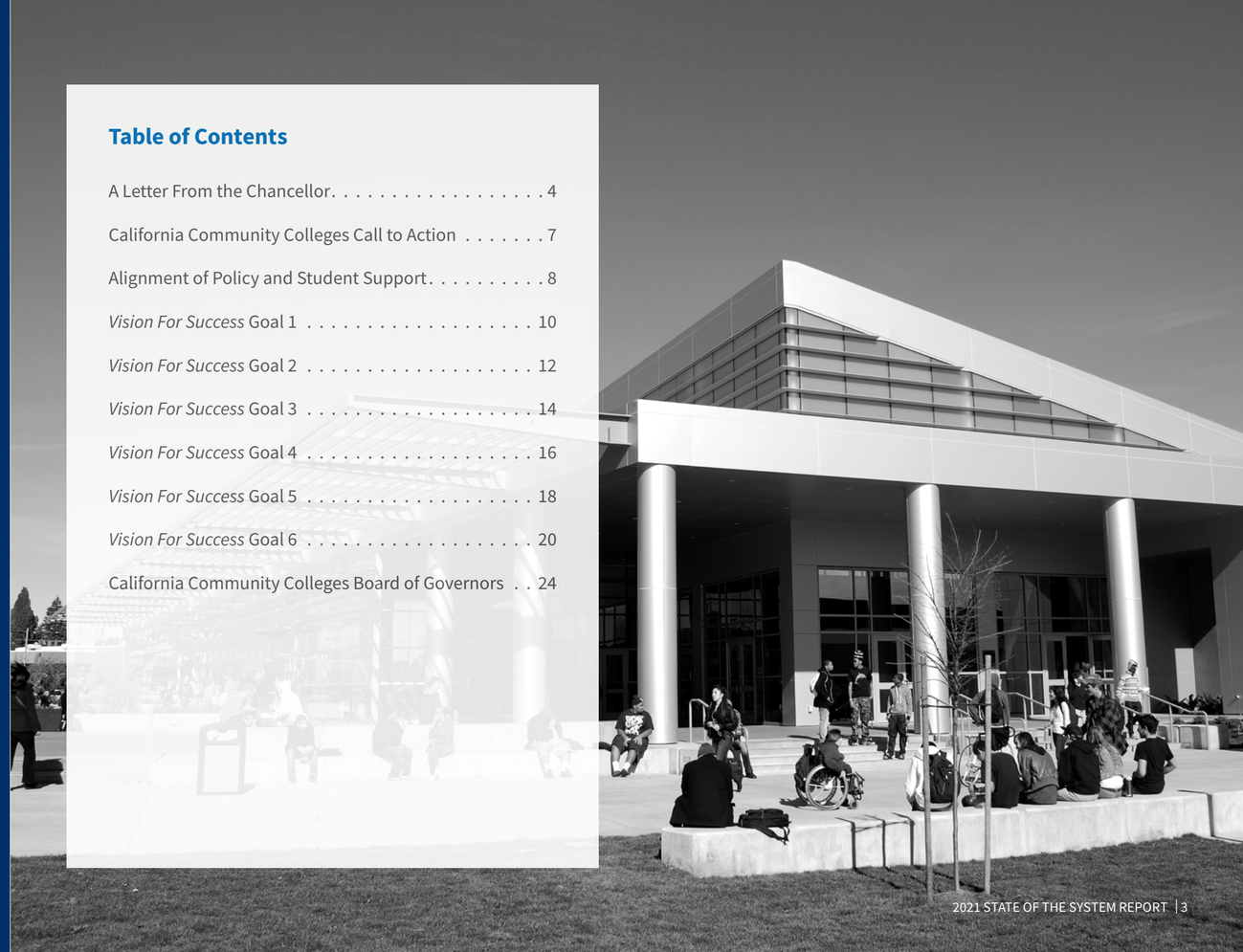
California Community Colleges Board of Governors . . 24



A LETTER FROM THE CHANCELLOR

The past year has been a test like no other for our students, faculty and staff, serving up pain and loss due to the COVID-19 pandemic and racial injustice.

Yet despite these challenges we continue to show progress toward meeting goals of the system's *Vision for Success*, which sets a path to increase certificate and degree attainment, to improve transfer and to close equity gaps.

And, just as importantly, our all-in approach to student equity and success is serving as an exemplar for partners in higher education and public service around the nation, buoying our hopes that this common purpose will lift up more communities that have been underserved.

The number of California community college students transferring to the University of California and California State University showed a yearly increase of 4%, a slightly larger increase than was logged in the preceding year. The number of students earning Associate Degrees for Transfer, meanwhile, continued their upward trajectory, with a yearly increase of nearly 13%.

Certificate, degree and transfer success increased across all student groups, but to close equity gaps colleges need to improve completion rates for African American and Latino students at a greater rate than for white students. Regional equity gaps, as measured in seven California geographic areas, are also slowly closing.

Community colleges have already met the *Vision for Success* goal of increasing the number of students who earn college credentials by 20% from the baseline year of 2016-17, and the number of credentials awarded continued to increase.

Key policy initiatives contributing to this progress include systemwide adoption of the Guided Pathways framework and ongoing implementation of a new system for placement of incoming students that ended flawed standardized testing that inaccurately placed many students in remedial rather than transfer-level coursework.

Our approach — and the hard work of everyone at our colleges — have had far-reaching impacts throughout the state and the nation.

A recent report, Recovery with Equity: A Roadmap for Higher Education after the Pandemic from the Governor's Council for Postsecondary Education, serves as a clarion call validating the goals and objectives of our *Vision for Success*.

We are leading national conversations about the integration of Diversity, Equity and Inclusion and anti-racism within guided pathways as well as strategies for addressing basic needs for students, including financial aid reform.

A new policy on social justice approved by the Accrediting Commission of Community and Junior Colleges, which accredits two-year colleges in California, Hawaii and Pacific territories, closely aligns with our *Vision for Success*. The policy commits the commission to embed equity and anti-racist approaches to new accreditation standards that apply to the region's 137 colleges.

The Chancellor's Office and the state Attorney General fought successfully in court last year to ensure that federal stimulus funds are available to undocumented and international students throughout the nation.

Changes to student placement have had profound effects on higher education, spurring national changes in the recognition of student capacity and getting students fair credit for their skills, reducing the reliance nationwide on inaccurate standardized tests in community colleges and in admission, including at the University of California.

We're also shifting views on philanthropy and its thinking about the relative impact of giving in higher education. Last year we received a $100 million pledge for California community colleges from the Jay Pritzker Foundation to help close regional achievement gaps in underserved areas of our state. This was recently followed by $155 million in giving to seven of our colleges as part of a nationwide giving campaign by MacKenzie Scott.

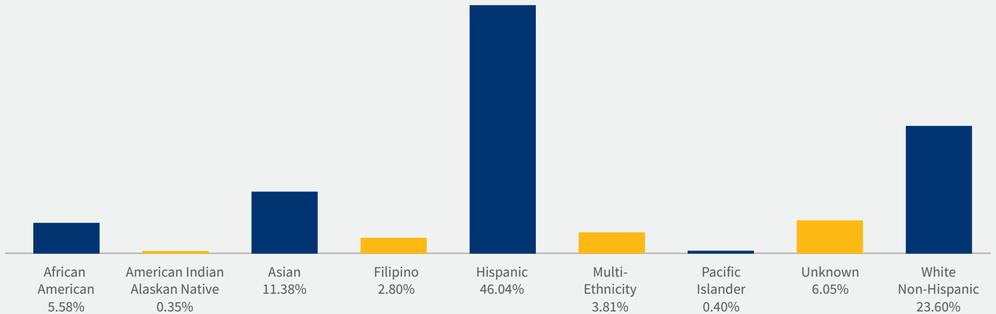
Community colleges are uniquely positioned to deliver high impact and aid in our state's recovery. As you read this, our system is educating Californians who will shape the new economy, rebuild our infrastructure, fight future pandemics, and participate in our democracy as informed voters and activists.

We have emerged from this trying year as a higher education system that is stronger and more resilient than ever, and our "new normal" is one defined by empathy, innovation and steadfast commitment to closing equity gaps.

Sincerely,

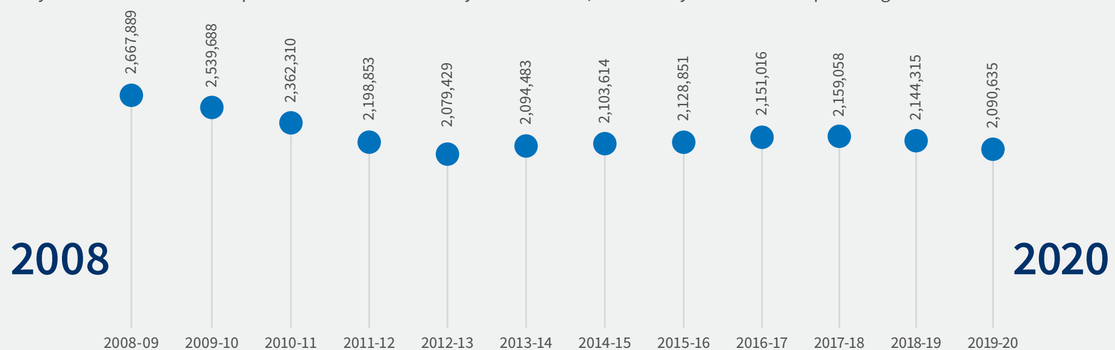
Eloy Ortiz Oakley

2019-20 Student Demographics by Ethnicity



Annual Student Headcount

The system headcount is unduplicated so students are only counted once, even if they attended multiple colleges.



CALIFORNIA COMMUNITY COLLEGES CALL TO ACTION PROMOTES LEADERSHIP AND ACTION IN ADDRESSING STRUCTURAL BARRIERS TO STUDENT EQUITY

Accountability is at the core of the California Community Colleges "Call to Action," issued in 2020 amid our country's long-overdue reckoning with racial injustice. "In this moment," it declared, "we need to use our positions of privilege, influence and power to make a difference."

A year later there is visible progress toward the goals outlined in the Call to Action, and central to that progress has been listening to students such as Gerald Richardson III, who has been a statewide advocate for college affordability and whose unrelenting drive for equity helped lead to a resolution affirming a commitment to student success for Black and African American students in the Ventura Community College District.

The Call to Action is a strategic roadmap aimed at building and maintaining momentum in addressing structural racism and the cultural transformation needed to make progress on Diversity, Equity and Inclusion efforts. It connects the DEI Integration Plan and the *Vision for Success*, it demands open dialogue in addressing campus climate, and it requires concrete action in creating inclusive classrooms and anti-racism curriculum.

Campus leaders across the system, at all levels, responded to the Call to Action by hosting and engaging in campus dialogue to assess their campus climates. College leaders and stakeholder associations hosted events, town halls, community circles, webinars and listening sessions in their efforts to give voice to the experiences of marginalized and under-represented students and college personnel.

Campuses have started the process of auditing classroom climate and craft an action plan to create inclusive classrooms and anti-racism curriculum. Our system has begun to rally around improving classroom climate by adopting anti-racist classroom practices and curriculum. Campus leaders have been guiding classroom climate audit discussions and workshops in partnership with chief instructional officers and faculty leaders

The Chancellor's Office and system leaders are also taking a hard look at the role our colleges play in the training of law enforcement officers throughout California and how policing occurs on our campuses. Two key areas of the work ahead remain: 1) the impact of campus police culture and climate on student learning and success; and 2) the evolution of police academy trainings as delivered by 19 academies operated by California community colleges. A task force comprised of students, law enforcement officials, college leadership, community members and others has been convened to consider the need for regulatory changes.

Last summer, we looked inward to implement the Diversity, Equity and Inclusion Integration Plan on an accelerated timeline, and sought out innovative strategies to advance our *Vision for Success* and diversify faculty and staff. This work is happening all the time and impacting the entire system for the better.

As we continue to make progress and pursue DEI and anti-racism work, real change with lasting impact is possible. This kind of transformation will require a redistribution of power and money, but faculty and staff diversification will help us achieve systemic change and build a more culturally competent campus culture for our students long-term.

ALIGNMENT OF POLICY AND STUDENT SUPPORT IS CRITICAL

Aligning myriad fiscal, policy and program supports through the lens of the Guided Pathways framework is critical to serving students. Guided Pathways is a framework for transformative institutional change that provides a structure for colleges to scrutinize their practices, disaggregate data to uncover opportunity and attainment gaps, and redesign college programs and policies with the aim of providing every student with a clear path to graduation and quality job opportunities. Guided Pathways is based on the idea that students need structured, cohesive support to reach their end goals and recognizes that support needs will differ from one individual student to another.

POLICY CONNECTIONS

Examples include Equitable Placement (AB705), Associate Degrees for Transfer, California Promise and regulatory reforms.

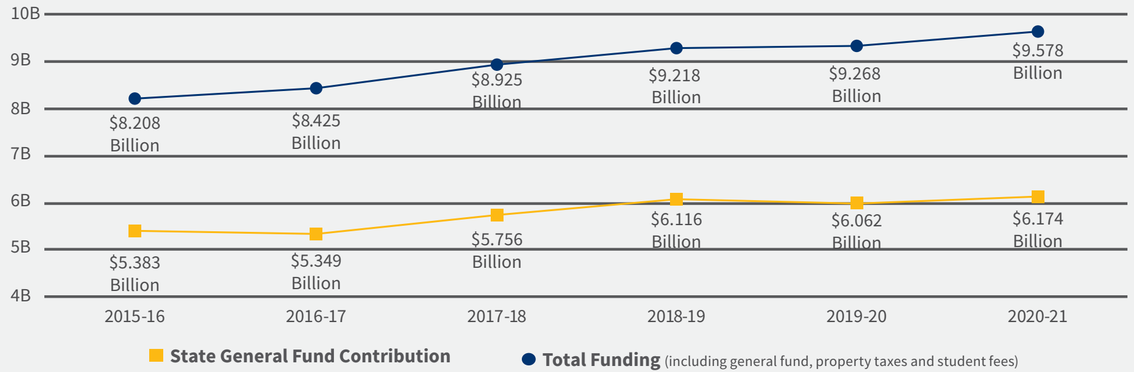
FISCAL REFORM

Examples include Student Centered Funding Formula, Guided Pathways allocations, and Student Equity and Achievement Program.

PROGRAM ALIGNMENT & SUPPORT

Examples include Strong Workforce Program, Student Success Metrics, Vision Resource Center, investment in faculty and staff, regional support and local board goals.

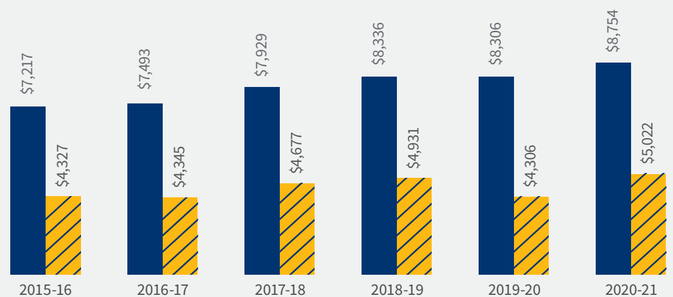
California Community Colleges Funding



Funding Per Student

Total funding per full-time equivalent student from all sources, including general fund, property taxes and student fees.

Funding per full-time equivalent student from state general fund contributions.



VISION FOR SUCCESS GOAL 1:

INCREASE THE NUMBER OF STUDENTS EARNING CREDENTIALS BY AT LEAST 20%

Why Is This Goal Important?

This increase is required to meet the career goals of students and the future workforce demand of California. By increasing the number of students achieving their academic goals while simultaneously making sure those goals meet the workforce needs of the state, both benefit—ensuring our colleges serve as an engine of economic growth and social mobility.

How Do We Measure It?

This goal is measured using the new Student Success Metrics and includes the number of students who acquire degrees, credentials or certificates. Because this metric is based on the number of students and not the number of awards, students are counted only once and only for their highest level of achievement.

Spotlight: Gabriel Souza
San Diego City College

When Gabriel Souza moved to San Diego from Brazil, he had one thing on his mind: getting the education he needed to become a clinical psychologist.

His first stop was San Diego Continuing Education, where he enrolled in the Gateway to College and Career program, which offers paid internships, connections to industry, support in securing a high school diploma or equivalency, and a college and career readiness course aimed at creating viable pathways to a productive future. In fall 2020, Souza transferred to San Diego City College, the next stop on his way to a doctorate in psychology.

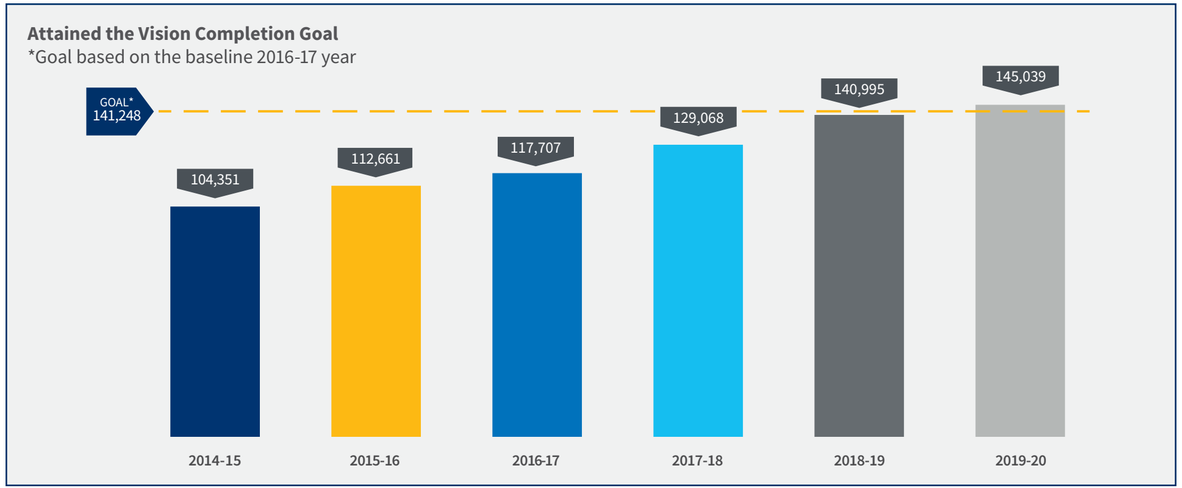
Photo: Cuyamaca College

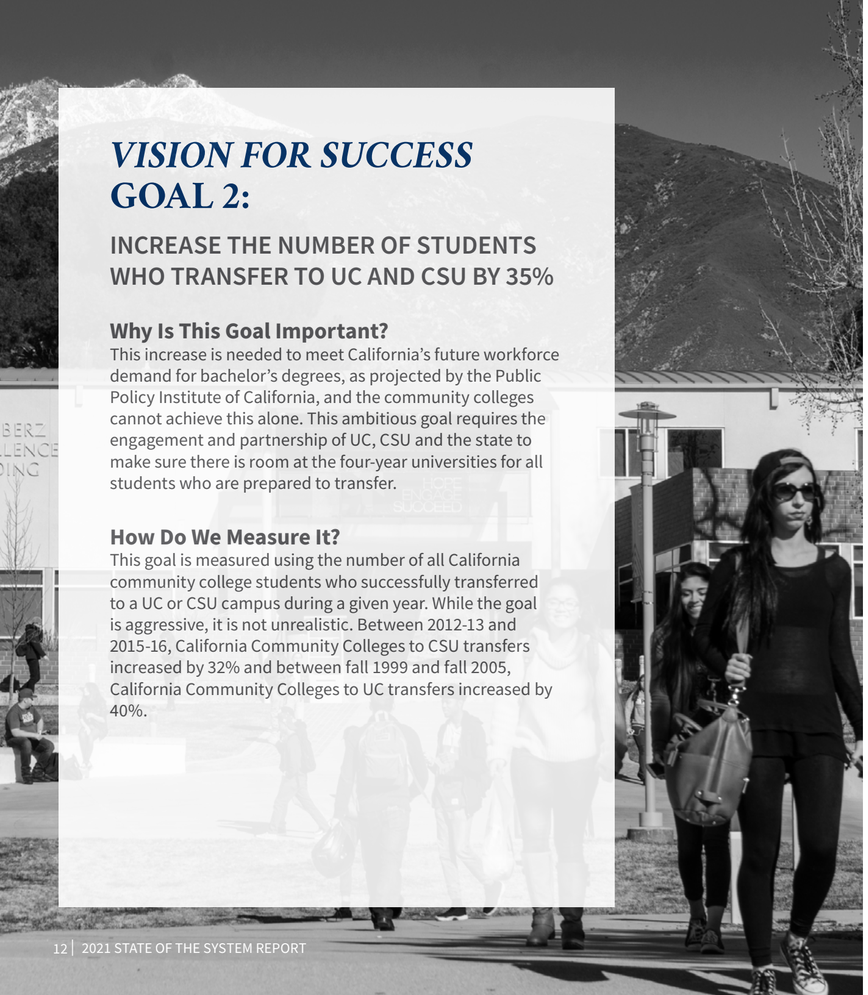
Photo: Gavilan College

"Everything is at stake for students. Having diversity in the classroom is essential for students to be successful later on."

– Katherine Squire
Vice President of Student Senate, California Community Colleges

Attained the Vision Completion Goal
*Goal based on the baseline 2016-17 year





VISION FOR SUCCESS GOAL 2:

INCREASE THE NUMBER OF STUDENTS WHO TRANSFER TO UC AND CSU BY 35%

Why Is This Goal Important?

This increase is needed to meet California's future workforce demand for bachelor's degrees, as projected by the Public Policy Institute of California, and the community colleges cannot achieve this alone. This ambitious goal requires the engagement and partnership of UC, CSU and the state to make sure there is room at the four-year universities for all students who are prepared to transfer.

How Do We Measure It?

This goal is measured using the number of all California community college students who successfully transferred to a UC or CSU campus during a given year. While the goal is aggressive, it is not unrealistic. Between 2012-13 and 2015-16, California Community Colleges to CSU transfers increased by 32% and between fall 1999 and fall 2005, California Community Colleges to UC transfers increased by 40%.

Spotlight: Vanessa Mendoza

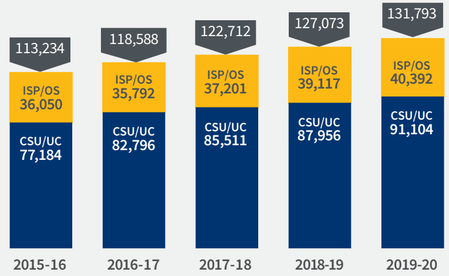
San Bernardino Valley College

Vanessa Mendoza wanted to study literature before a cultural anthropology class at San Bernardino Valley College (SBVC) changed her path. As she said, "Anthropology is the study of what it means to be human, and as a human with a lot of questions, this major seemed like a perfect fit for me."

Mendoza graduated from SBVC in 2018 and transferred to UC Berkeley. She credits her time at SBVC for providing a strong foundation to succeed in her upper-division courses.

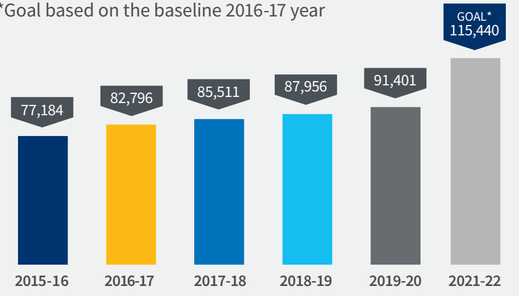
Photo: Chaffey College

Total Annual Number of Community College Transfers - UC, CSU, In State Private/Out of State (ISP/OS)



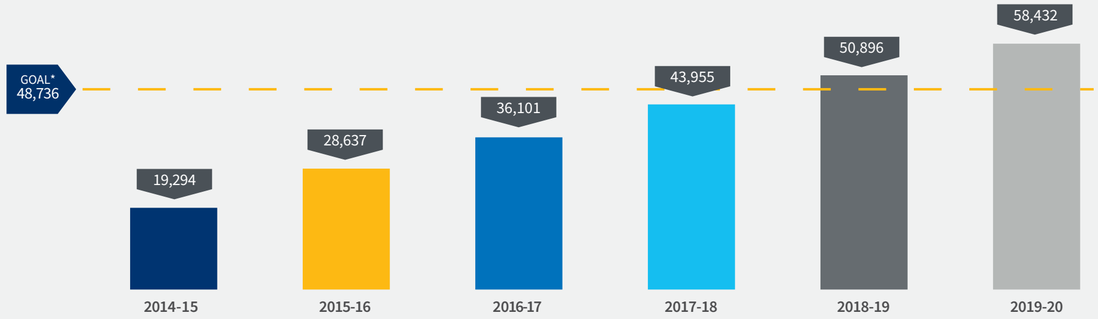
Annual Number of Community College Transfers to the University of California (UC) and California State University (CSU) Systems

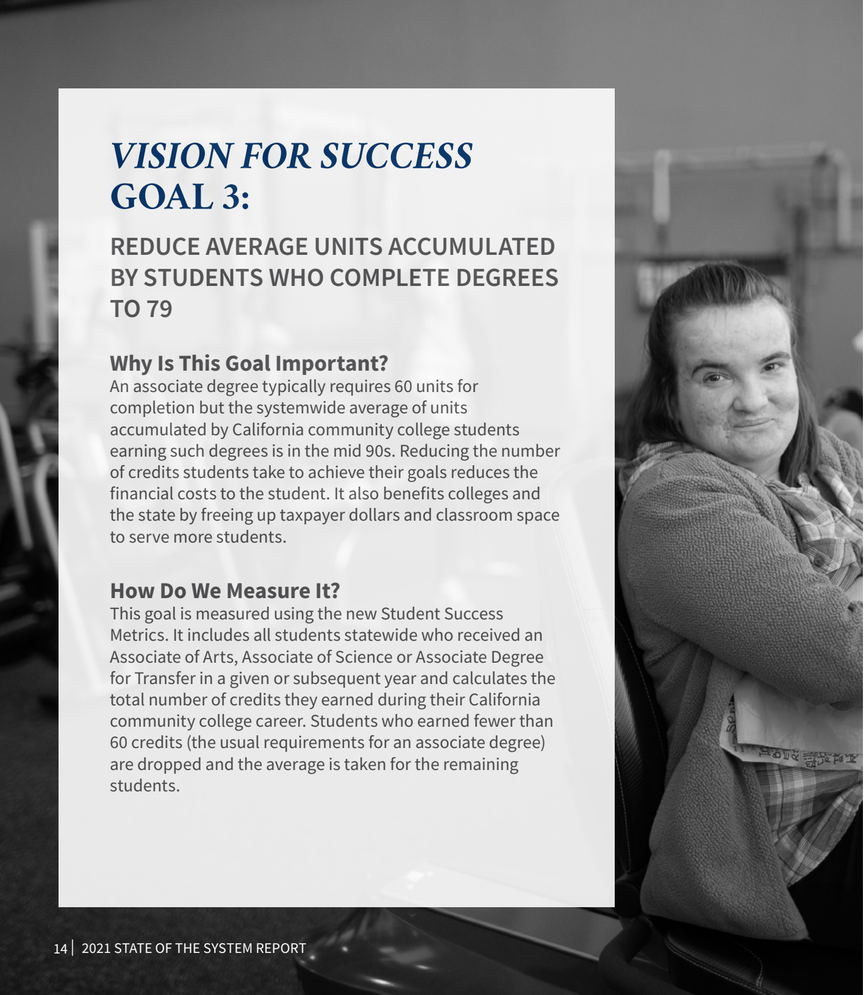
*Goal based on the baseline 2016-17 year



Associate Degree for Transfer Awards by Academic Year

*Goal based on the baseline 2016-17 year





VISION FOR SUCCESS GOAL 3:

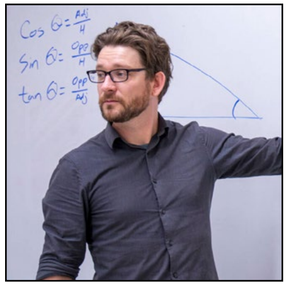
REDUCE AVERAGE UNITS ACCUMULATED BY STUDENTS WHO COMPLETE DEGREES TO 79

Why Is This Goal Important?

An associate degree typically requires 60 units for completion but the systemwide average of units accumulated by California community college students earning such degrees is in the mid 90s. Reducing the number of credits students take to achieve their goals reduces the financial costs to the student. It also benefits colleges and the state by freeing up taxpayer dollars and classroom space to serve more students.

How Do We Measure It?

This goal is measured using the new Student Success Metrics. It includes all students statewide who received an Associate of Arts, Associate of Science or Associate Degree for Transfer in a given or subsequent year and calculates the total number of credits they earned during their California community college career. Students who earned fewer than 60 credits (the usual requirements for an associate degree) are dropped and the average is taken for the remaining students.



Spotlight: Chris Lemley
Napa Valley College

Chris Lemley didn't strike many people as a candidate for college. A self-proclaimed 'train wreck,' Lemley dropped out of high school and felt lost. He found his way to Napa Valley College and never looked back.

Lemley earned associate degrees in machine tool technology, and natural sciences and math. Armed with experience and his degrees, Lemley was offered an opportunity to become an instructor teaching Tech Mathematic for students in the Career Technical Education program, and is on track to graduate from UC Santa Cruz in 2022.

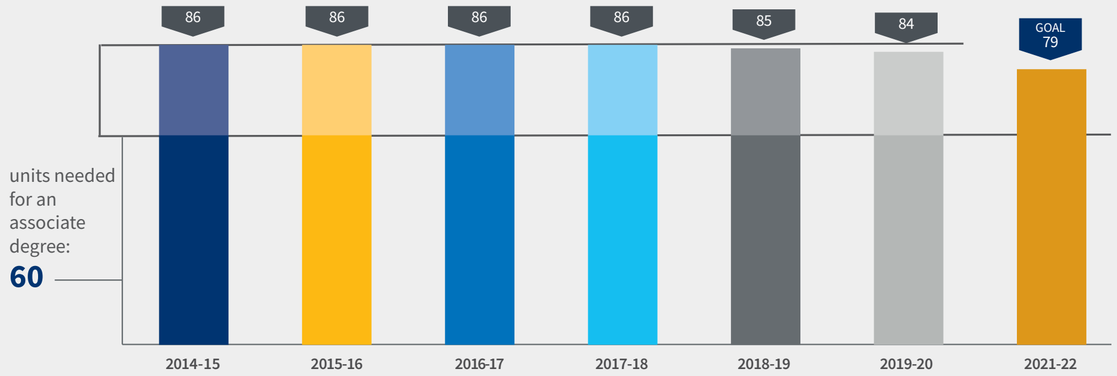
Photo: San Jose City College

Photo: College of the Desert

"I have a job 35 hours a week. I [frequently] have to sacrifice one over the other: work or school. I always have to debate this."

– Rodrigo Velazquez Angel
Student, on a 2021 California Community Colleges webinar

AVERAGE UNITS TO DEGREE



VISION FOR SUCCESS GOAL 4:

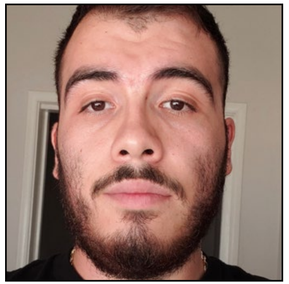
INCREASE THE NUMBER OF STUDENTS WHO GET JOBS IN THEIR FIELD OF STUDY TO 76%

Why Is This Goal Important?

Not only does this goal address the ability of the system to help the state meet future workforce needs, it also relates to how well colleges are serving students. An increase in this metric suggests that colleges provide career education programs that prepare students for available jobs that increase their social mobility and offer support to help students find those jobs.

How Do We Measure It?

Using the statewide Career Education Outcomes Survey data as reported on the Student Success Dashboard, this goal is measured as the percent of respondents who answered "Very close—my current job is in the same field as my coursework and training," or "Close—I use what I learned in my coursework and training even though I am not working in the exact same field" to the question "If you are working, how closely related to your field of study is your current job?"



Spotlight: Simon Guerrero
Cerritos College

Simon Guerrero engaged in criminal activities as a young man but turned his life around with the help of Cerritos College. While he originally attended Cerritos College only to avoid prison time, Simon found his passion on campus and earned an Automotive Mechanical Repair Manufacturer Specialist Certificate and passed the Automotive Service Excellence Certification for Auto Electrical Specialists, before earning his associate degree in automotive technology. Simon now owns his own auto repair shop called L.A. Auto Service, Inc. in East Los Angeles.

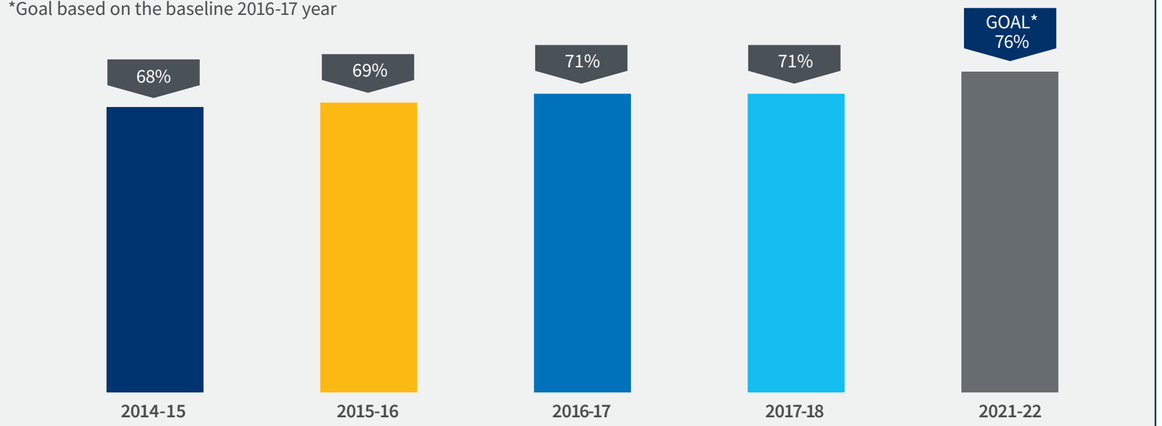
Photo: Long Beach City College

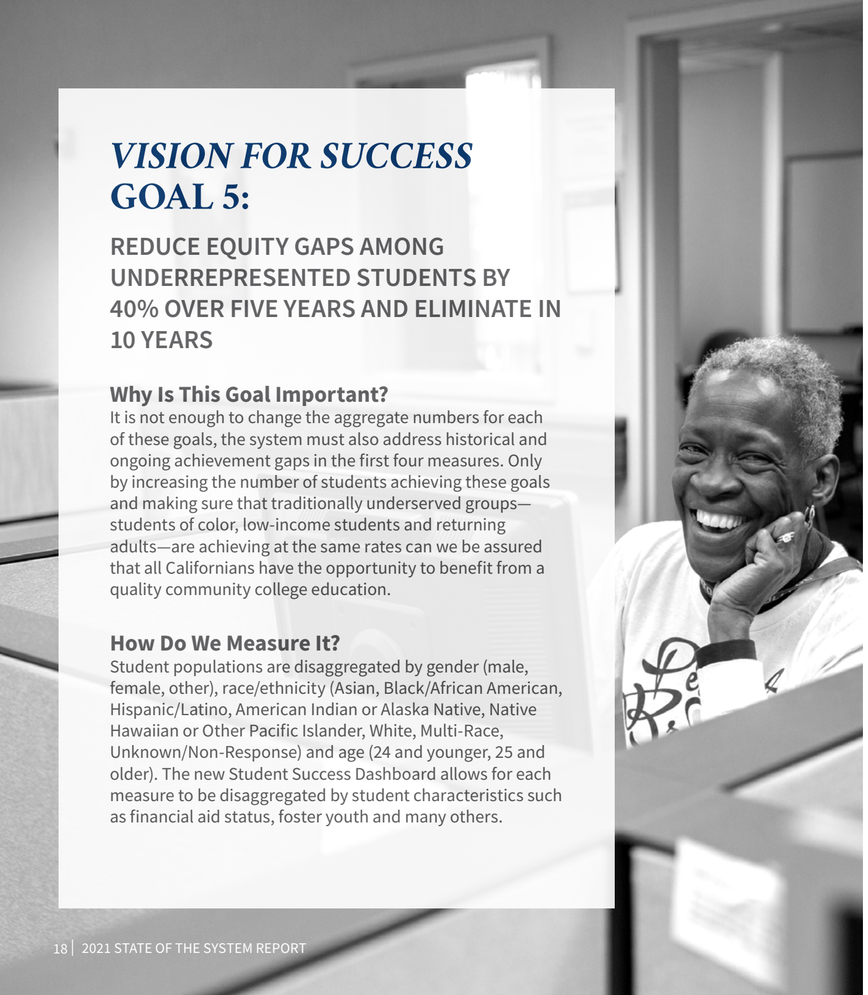
Photo: Gavilan College

"Well, let me just say that there is no economic prosperity for the state of California, without the California community colleges, right?"

– Lande Ajose
Senior Advisor to Gov. Gavin Newsom

PERCENTAGE OF GRADUATES WORKING IN THEIR FIELD OF STUDY
*Goal based on the baseline 2016-17 year





VISION FOR SUCCESS GOAL 5:

REDUCE EQUITY GAPS AMONG UNDERREPRESENTED STUDENTS BY 40% OVER FIVE YEARS AND ELIMINATE IN 10 YEARS

Why Is This Goal Important?

It is not enough to change the aggregate numbers for each of these goals, the system must also address historical and ongoing achievement gaps in the first four measures. Only by increasing the number of students achieving these goals and making sure that traditionally underserved groups—students of color, low-income students and returning adults—are achieving at the same rates can we be assured that all Californians have the opportunity to benefit from a quality community college education.

How Do We Measure It?

Student populations are disaggregated by gender (male, female, other), race/ethnicity (Asian, Black/African American, Hispanic/Latino, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, White, Multi-Race, Unknown/Non-Response) and age (24 and younger, 25 and older). The new Student Success Dashboard allows for each measure to be disaggregated by student characteristics such as financial aid status, foster youth and many others.

Spotlight: Viktor Mulato

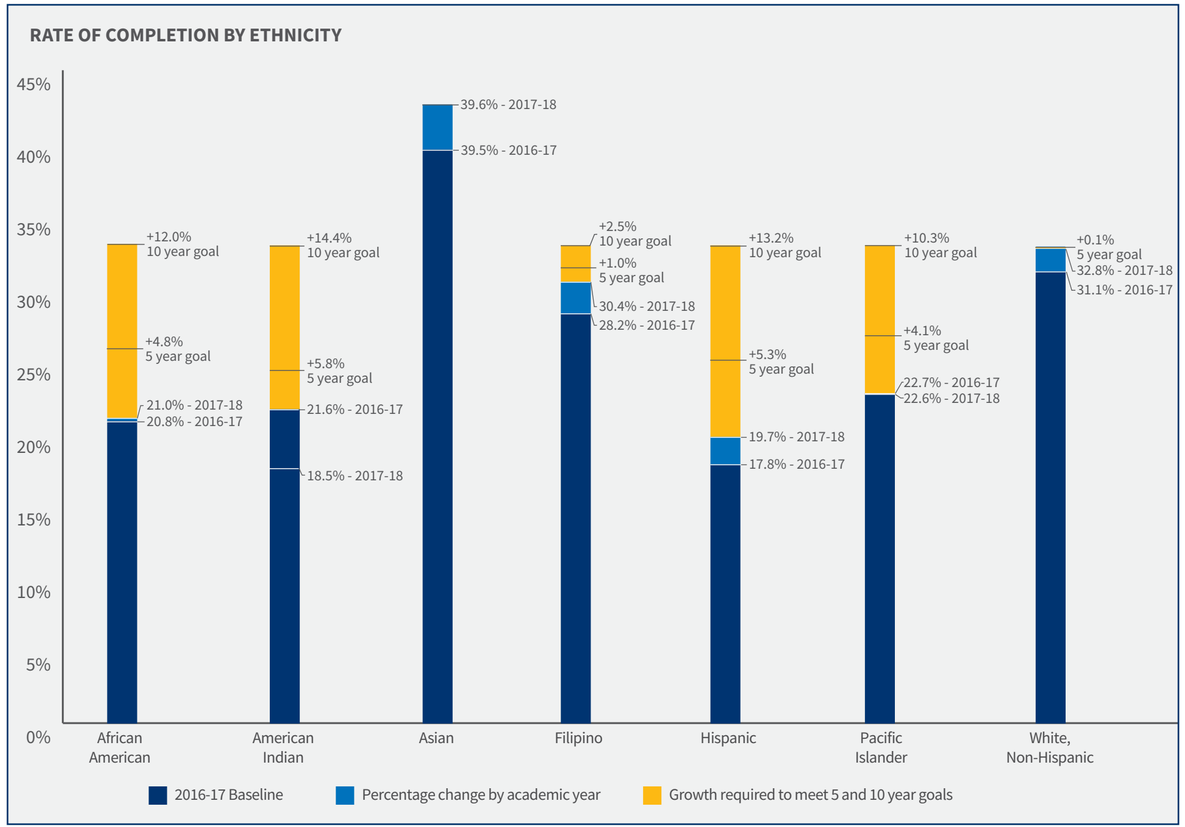
Lake Tahoe Community College

Lake Tahoe Community College's Viktor Mulato faced his share of struggles to earn a degree. But his determination to succeed paid off.

Viktor moved to the United States in 2018 from Guatemala. After settling in South Lake Tahoe, he began working on his dream to attend college. He's now the first in his family with a college degree, and did it while working full time to help support his family.

Viktor earned an associate degree in mathematics and will transfer to UC Davis to study electrical engineering.

Photo: Sacramento City College



VISION FOR SUCCESS GOAL 6:

ELIMINATE REGIONAL ACHIEVEMENT GAPS IN 10 YEARS

Why Is This Goal Important?

A June 2017 Public Policy Institute of California report noted the importance of addressing regional educational achievement gaps and the need to close those gaps if the state is going to meet its future workforce needs. The first step in closing those gaps is to understand the underlying causes in each region. While poverty may be a common variable affecting the Inland Empire, the Central Valley and the Far North regions of the state, how poverty manifests itself as reduced educational attainment in each area varies. The Chancellor's Office is supporting a variety of approaches to help different economic regions of the state improve completion.

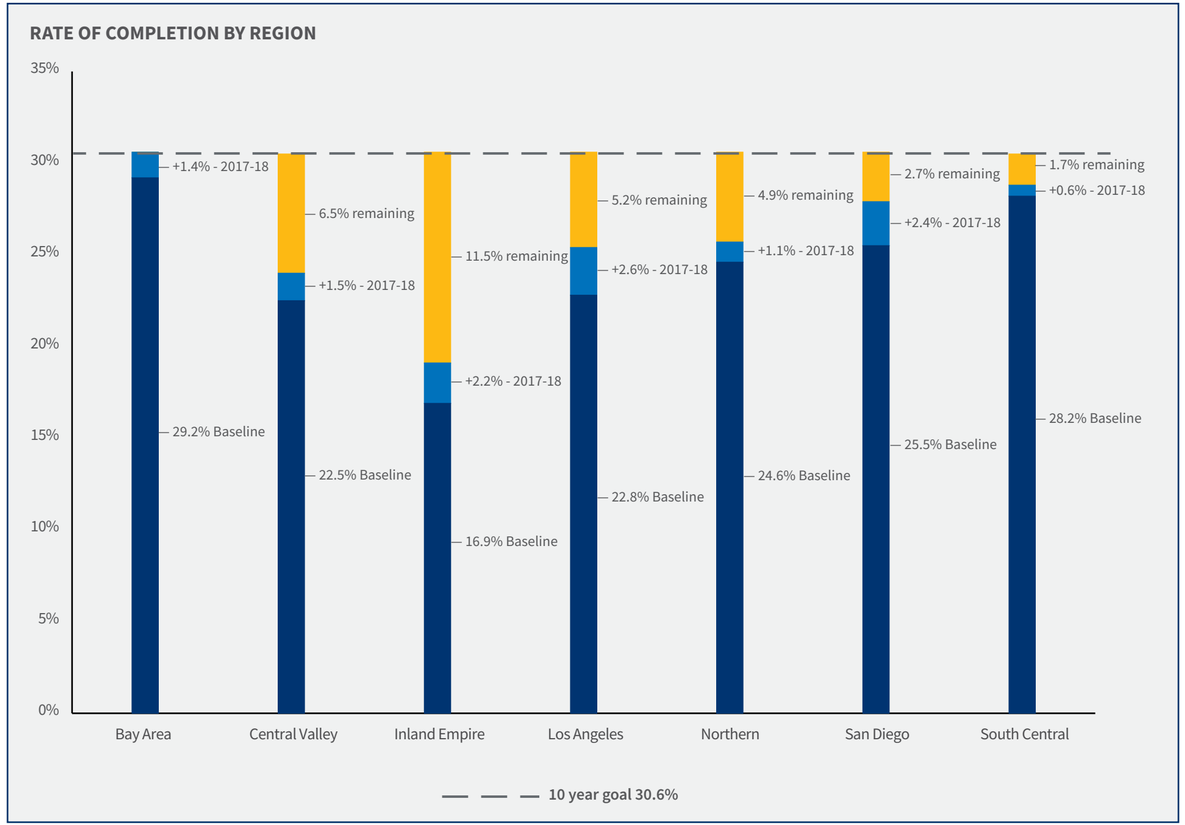
How Do We Measure It?

For this report, regional gaps are measured as three-year completion rates (certificates, degrees, and transfer to four year institutions) across the California Community Colleges' seven workforce macroregions.

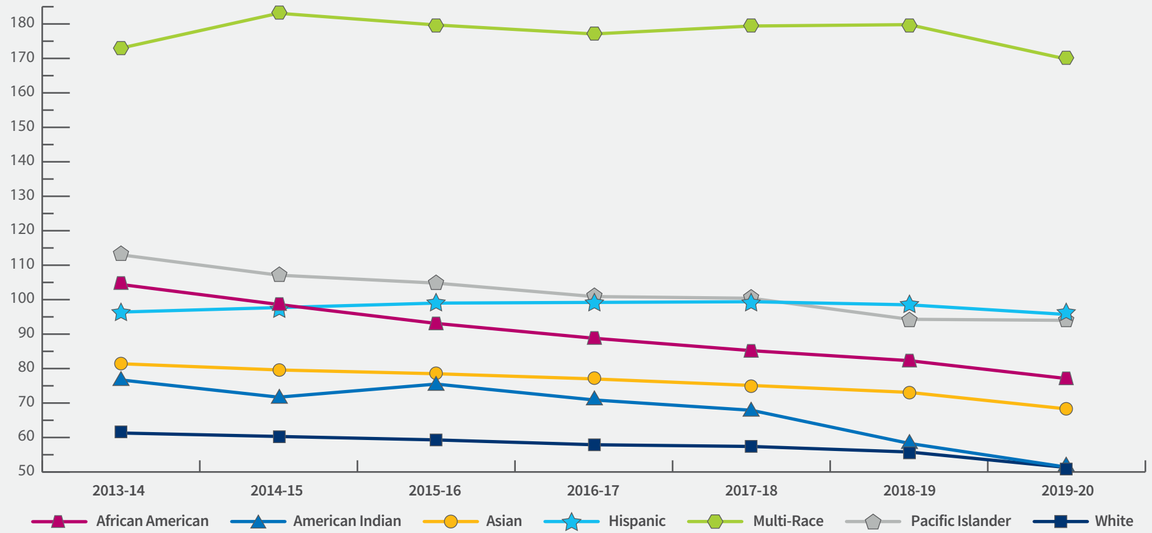
Spotlight: Brandy Thomas
Sierra College

Sierra College Executive Dean of Student Equity and Completion Brandy Thomas is committed to demystifying the higher education experience, especially for those from underrepresented backgrounds, and tailor supportive services to the needs of the student. Thomas is dedicated to meeting her students where they're at, while challenging them to see the endless possibilities available to them. As she says, "All students can succeed in college, if the college provides the right environment and support. It is my job to help create that space for our students."

Photo: San Joaquin Delta College

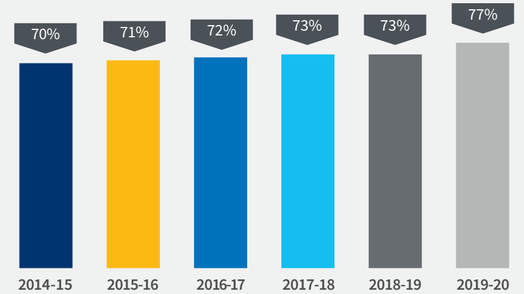


Participation Rate by Race/Ethnicity per 1,000 Population in California

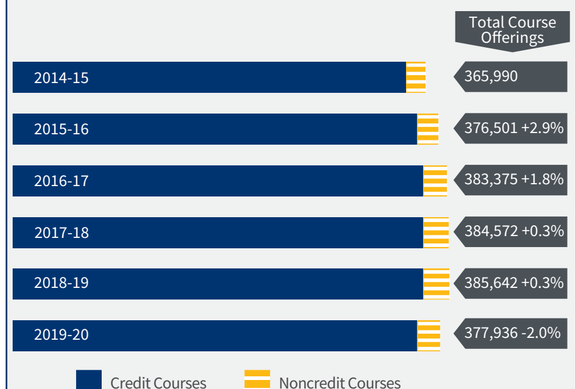


Race/Ethnicity	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
African American	104.4	98.6	93.1	88.8	85.2	82.3	77.1
American Indian	76.7	71.7	75.5	70.9	67.9	58.3	51.4
Asian	81.4	79.6	78.5	77.0	75.1	73.1	68.3
Hispanic	96.4	97.7	99.0	99.2	99.4	98.5	95.7
Multi-Race	173.0	183.1	179.7	177.1	179.4	179.8	169.8
Pacific Islander	113.0	107.1	104.8	100.9	100.4	94.3	94.0
White	61.3	60.3	59.3	57.9	57.4	55.8	51.3

Credit Course Success Rate



Course Sections Offered by Academic Year



TOP 25 Credit Programs in 2019-20 by Volume of Total Awards

Program	AA/AS Degrees	All Certificates (Credit)	Total Credit Awards
Liberal Arts and Sciences, General	32,739	58,462	91,201
Biological and Physical Sciences (and Mathematics)	19,185	268	19,453
Business Administration	16,841	553	17,394
Humanities	17,011	46	17,057
Child Development/Early Care and Education	5,135	7,948	13,083
Psychology, General	11,851	22	11,873
Administration of Justice	7,431	3,520	10,951
Social Sciences, General	9,803	11	9,814
Nursing	5,177	1,878	7,055
Sociology	5,860	2	5,862
Speech Communication	4,818	489	5,307
Accounting	1,682	3,345	5,027
Mathematics, General	4,014	202	4,216
Other Interdisciplinary Studies	2,009	1,858	3,867
Biology, General	3,655	31	3,686
Business Management	1,312	2,109	3,421
Fire Technology	1,071	2,328	3,399
Economics	2,938	-	2,938
Automotive Technology	604	2,297	2,901
Business and Commerce, General	1,178	1,166	2,344
English	2,259	36	2,295
Art	2,192	68	2,260
Manufacturing and Industrial Technology	458	1,676	2,134
Health Professions, Transfer Core Curriculum	1,976	151	2,127
Office Technology/Office Computer Applications	658	1,440	2,098

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2021 State of the System Report

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