
2022 State of the System Report

Equity for Every Student



California
Community
Colleges

“So much of our work has been informed by the Vision for Success. It has been and will continue to be our North Star, and the Board of Governors is steadfast in its commitment to those principles and values.”

- Board of Governors President Pamela Haynes

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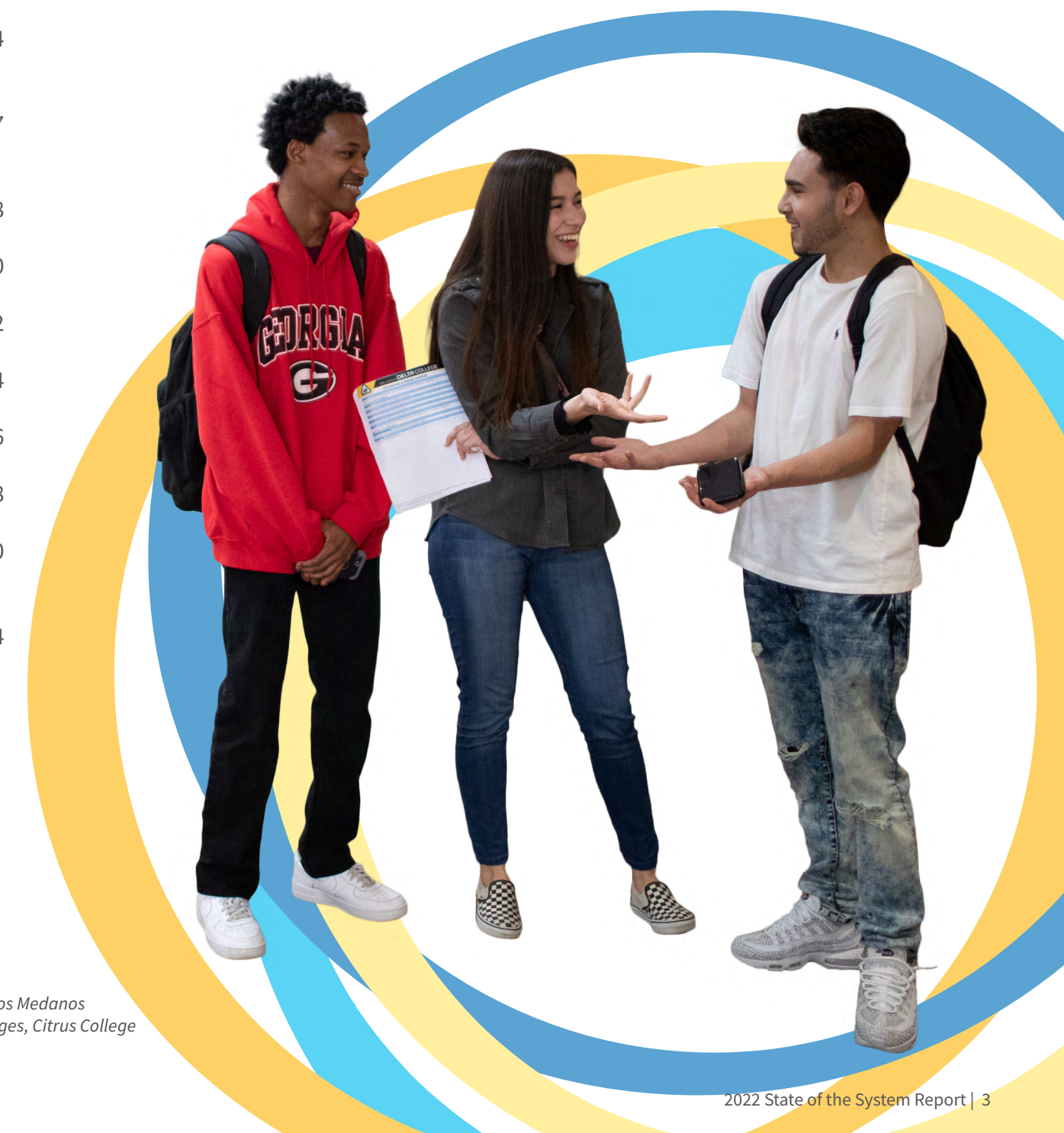
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*Photos: Cover (from top left) - California Community Colleges, Los Medanos College, Clovis Community College, California Community Colleges, Citrus College
This page - San Joaquin Delta College*



A Letter From the Chancellor

Even in this endemic period, the California Community Colleges continues to make progress toward meeting its [Vision for Success](#) goals, established nearly five years ago to set a path to increase certificate and degree attainment, improve transfer and close equity gaps.

Over the past year, the system added momentum in exceeding its goal of increasing the number of students earning credentials each year by at least 20%. Since 2016-17, the number of students receiving credentials has increased by 27%.

Transfer to California State University and the University of California increased by 4% from last year, though the increase in the number of transfer-prepared community students continues to outpace growth in the number of students who actually transfer to CSU and UC. The number of students earning an Associate Degree for Transfer increased 7.6% over the past year, and the five-year increase stands at 74%.

Progress toward the goal of reducing the units students accumulate before receiving their associate degree and the goal of increasing the number of students who get jobs in their field of study continued to show steady but modest improvements.

While there has been improvement in outcomes for all students over the timeframe of the *Vision for Success*, equity and regional gaps remain and, in some cases, widened over the past year.

Thanks to our reforms of remedial education, one-year completion of [transfer-level courses](#) continue to increase. One-year completion of [transfer-level courses](#) increased from 49% to 67% in English, and from 26% to 50% in mathematics over four years.

In the past year, we also have delivered on key elements of our systemwide Call to Action, which was developed following the racial reckoning in the spring of 2020 and the inequities laid bare by COVID-19 disruptions.

The Board of Governors recently established a regulatory framework for colleges to incorporate [Diversity, Equity, Inclusion and Accessibility](#) competencies and criteria in performance evaluations and faculty tenure review as well as changes to how policing is done on college campuses.

We have also focused attention on meeting students' basic needs, such as housing and food insecurity. Progress has been made in expanding financial aid opportunities to community colleges through the California College Promise and changes to Cal Grant eligibility. The system is also moving forward with a significant investment of state resources to holistically address [student housing](#).

As I prepare to step down on July 31, 2022 to lead the College Futures Foundation, I can say with confidence that serving as chancellor of the community college system has been the most rewarding experience of my life. I am so proud of what the Chancellor's Office team has accomplished and of the amazing students that we serve.

While there may be uncertainty about what the future holds, my view is that even more progress is in store for our students and our state thanks to the Board of Governors commitment to the *Vision for Success* and the trajectory it has established. The *Vision for Success* is now a foundational element for the governor's higher education framework

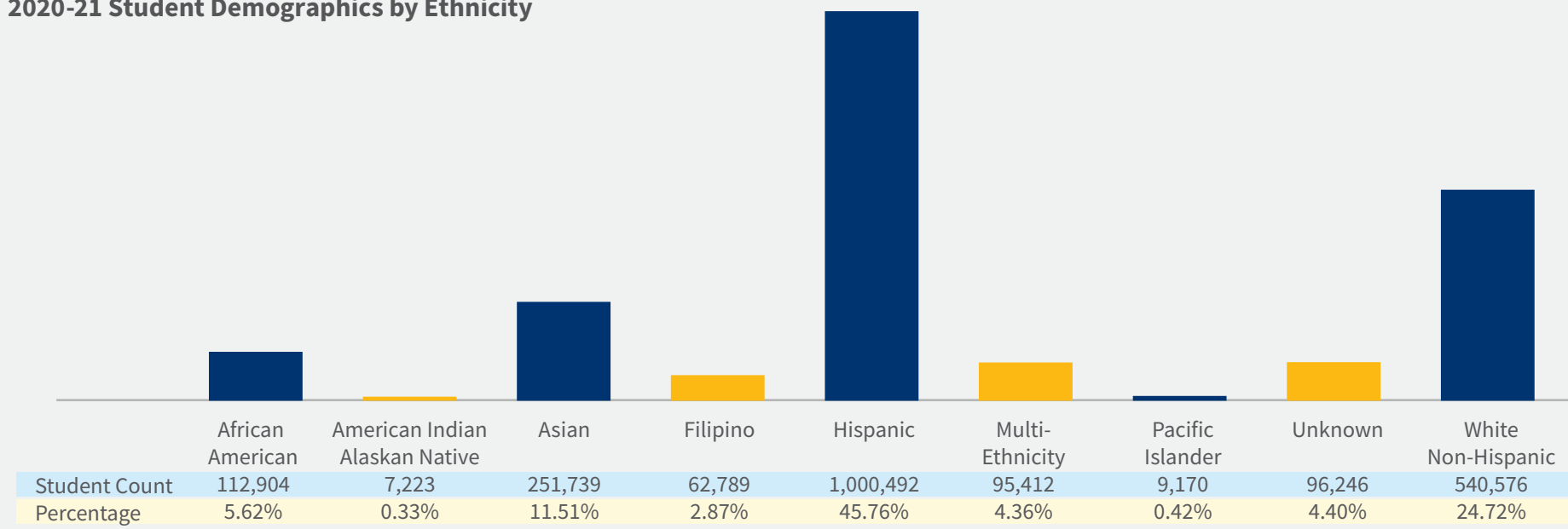
I am forever grateful to Gov. Newsom, former Gov. Jerry Brown and the members of the Board of Governors for the opportunity and the privilege to serve the California community colleges and the great State of California

I will miss my interactions with student leaders throughout the state, who never fail to amaze me. Our students come from some of the most challenging backgrounds you can think of. They have overcome more obstacles in one year than most people overcome in an entire lifetime, and yet they still engage in leadership and commit themselves to improving their lives and the lives of their peers.

Sincerely,

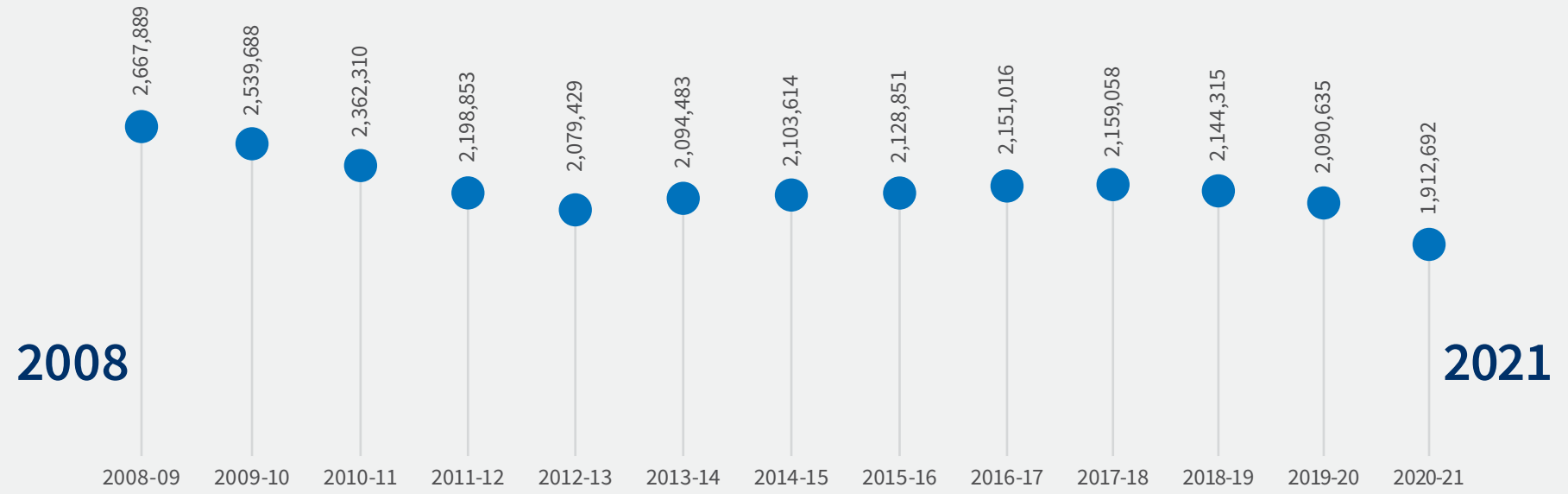
Eloy Ortiz Oakley

2020-21 Student Demographics by Ethnicity



Annual Student Headcount

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



Equitable Placement Practices Showing Dramatic Results for Students

Five years ago, the state took bold steps to transform remedial education by requiring community colleges to drop placement tests, which were poor predictors of college performance and instead take a more holistic look at students' high school coursework, grades, and overall GPA in placing students in their first courses.

The goal was to follow the evidence and have more students start directly in college-level English and math, rather than requiring them to retake the equivalent of courses that they had already successfully completed in high school.

Since the passage of AB 705, Extraordinary progress has been made. One-year completion of transfer-level courses increased from 49 percent to 67 percent in English, and from 26 percent to 50 percent in mathematics, from fall 2015 to fall 2019, with substantial increases in completion for all students, including students of color, students with disabilities, veterans and former foster youth.

Research shows that corequisite support, where students begin in college-level courses while getting additional support, is superior to making students take remedial courses that don't lead to credits toward a degree or transfer and too often didn't lead to the completion of critical math and English courses.

Across all California community colleges this change is helping tens of thousands of students each year improve their lives through education while they accelerate their progress toward a credential. And by unleashing their talent, this boosts the state's economy.

Consider where California was 10 years ago: 85 percent of community college students were forced to begin in remedial education.

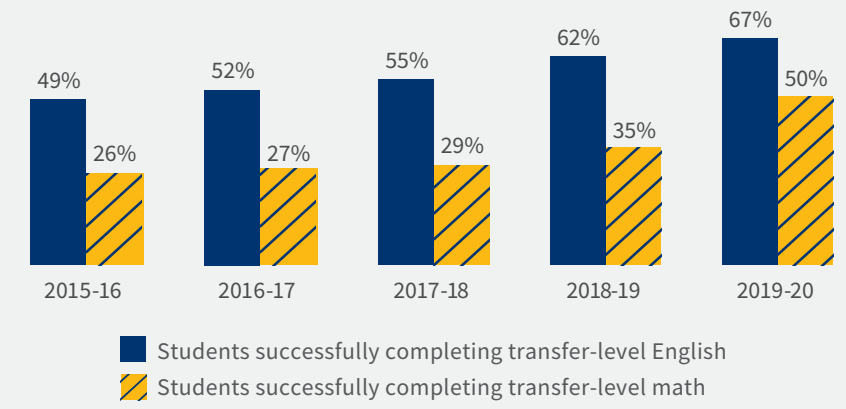
We were harming students by how we assessed and placed them into remediation. We know now that placement isn't about telling us whether the student is ready for college—it's about helping the college know what we need to do to be ready for the student. An irrefutable and growing body of research shows that students are best served by being placed directly into transfer-level courses with necessary academic supports.

Dismantling this decades-long approach of preventing students from accessing transfer-level courses is an enormous and ongoing task.

It requires not only fundamental changes in how we think and operate—but also investments aimed at retooling curricula, supporting faculty, and offering students more advising, tutoring, and other supports.

Yet the dramatic results are worth it for students, who are more likely to complete and even to earn higher wages after college. And the effort and investment are crucial for colleges to thrive in their missions.

Students Successfully Completing Transfer-Level English and Math During First Year of Enrollment

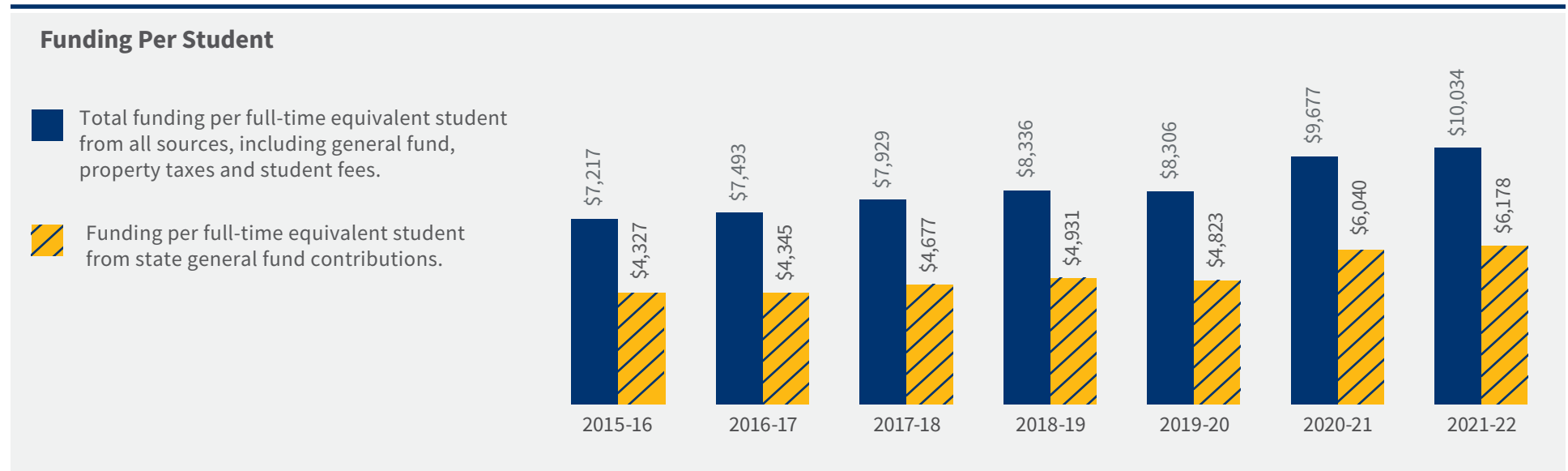
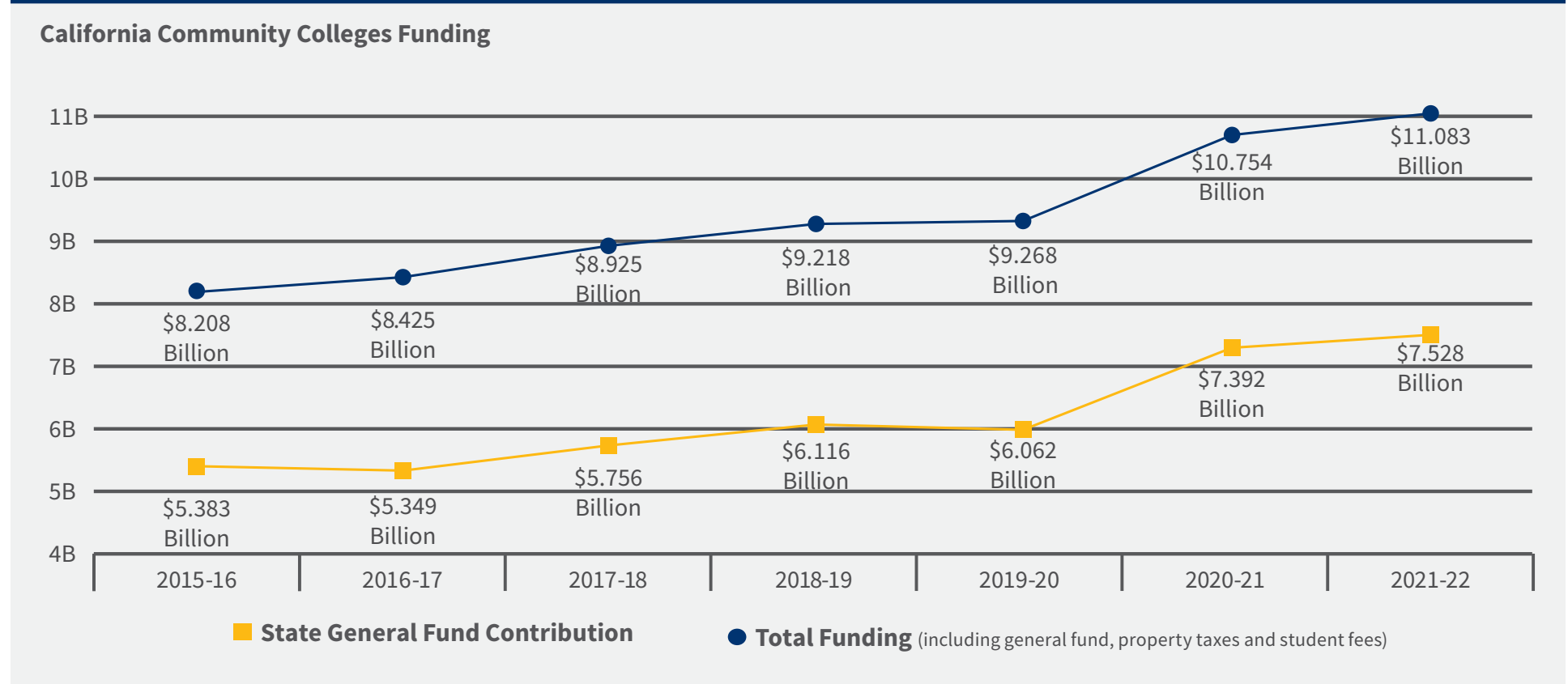


Alignment of Policy and Student Support is Critical

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.



Vision For Success Goal 1:

Increase the number of students earning credentials by at least 20%

Why Is This Goal Important?

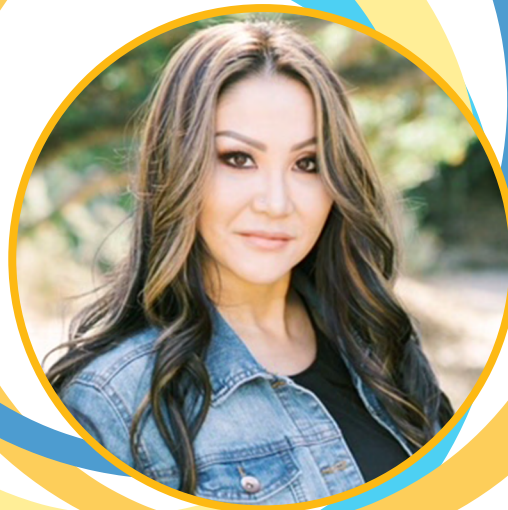
This increase is required to meet the career goals of students and the future workforce demand of California. By increasing the number of students achieving their academic goals while simultaneously making sure those goals meet the workforce needs of the state, both benefit—ensuring our colleges serve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



Photo: Fresno City College



Spotlight: Becca Huff

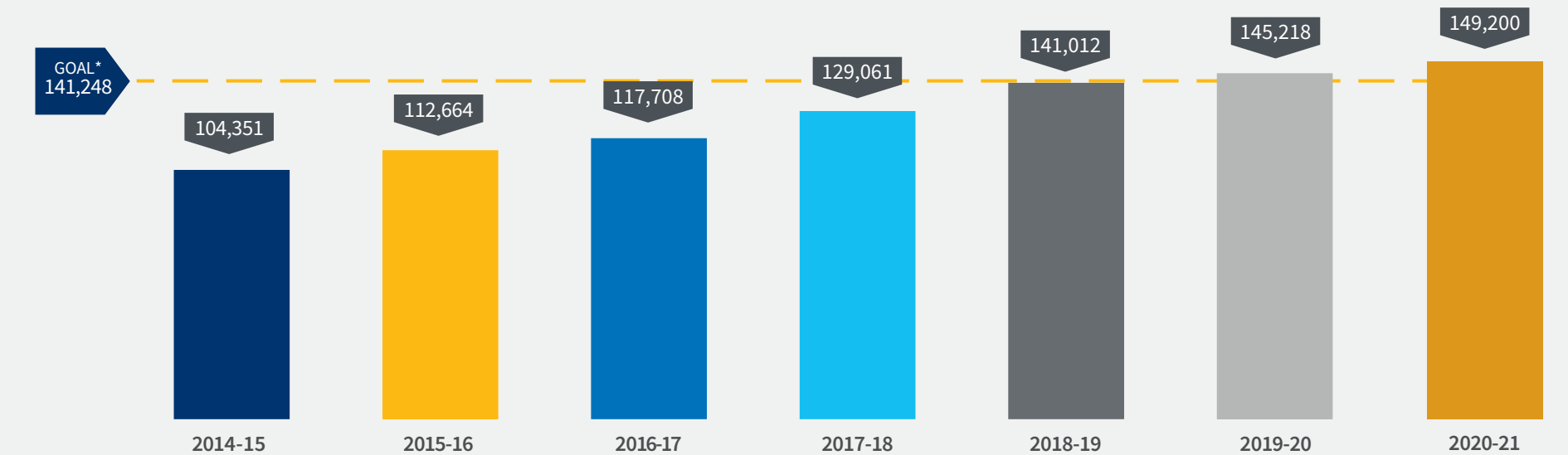
MiraCosta College

Becca Huff was a nursing student at MiraCosta College, struggling to continue with her classes because of the growing demands at school and at home. Becca was widowed while pregnant with her son, and she always instilled him the values of hard work and perseverance. When she was ready to give up, her son reminded her that she needed to believe in herself too. Becca credits her instructors at MiraCosta for staying with her every step of the way until graduation. She is now working as a registered nurse in Southern California, living in her own home with her son.

“I know how easy it is to get discouraged by day-to-day struggles. In the end though, all that work and sacrifice has paid off.”

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: Kofi Ahinasi Los Angeles Southwest College

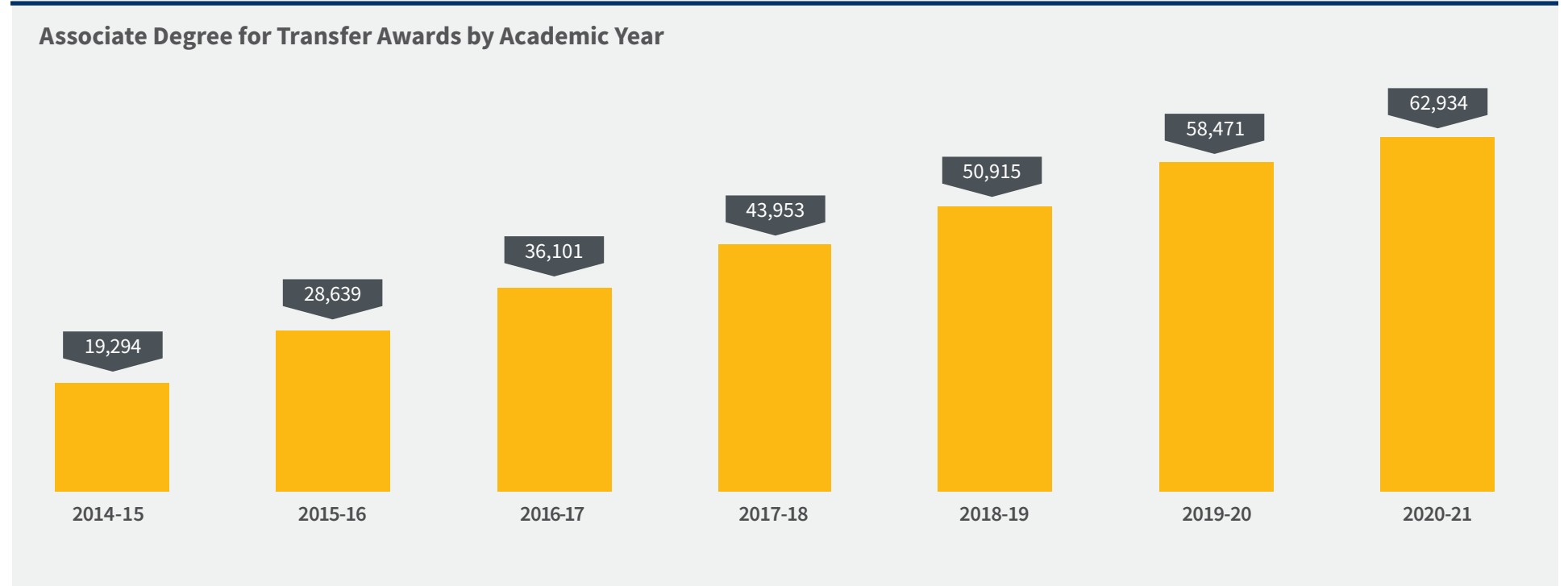
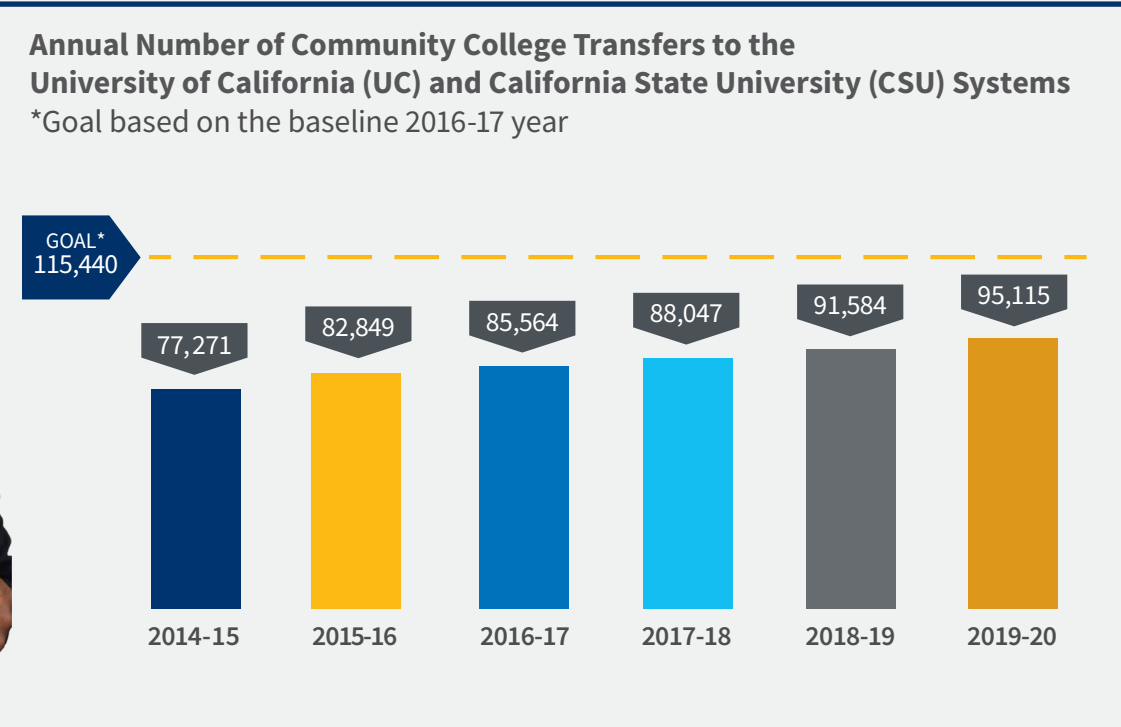
Los Angeles Southwest College (LASC) alum Kofi Ahinasi is ready to teach the next generation of students, thanks in no small part to the encouragement and support he received from his LASC community.

"LASC teachers are patient, kind and considerate and the counselors understand the pressure of being a student," he said.

It's a lesson he'll take to his own classroom when he becomes a teacher. After graduating from LASC with an associate degree in liberal studies - teacher preparation, Kofi is now studying at CSU Dominguez Hills with plans to become a math teacher and football coach.



Photo: Grossmont/Cuyamaca Colleges



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.



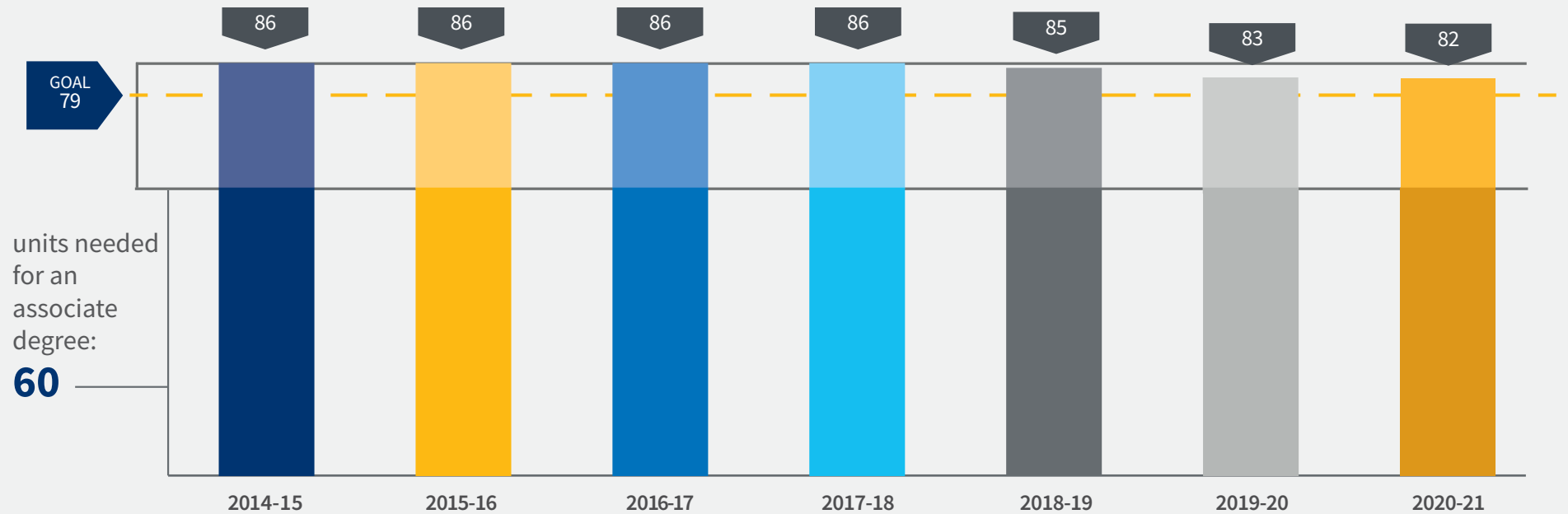
Photo: Merritt College



Spotlight: Guided Pathways Initiative De Anza College

De Anza College is known for its students' high transfer rates to four-year institutions, and its Guided Pathways Initiative has made the transfer process even clearer through extensive work on mapping all 157 programs. The Guided Pathways team also focused on keeping students on a pathway to success by engaging the campus around the concept of 'villages' in line with the Guided Pathways Initiative's six meta-majors. More than 15,000 students are part of a village related to their major or academic area of interest, allowing them to feel a sense of community with faculty, staff, and each other. The Guided Pathways Initiative is a true collaborative success: more than 300 employees from 120 different areas of the campus community were involved in developing the program.

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?”



Photo: College of Alameda

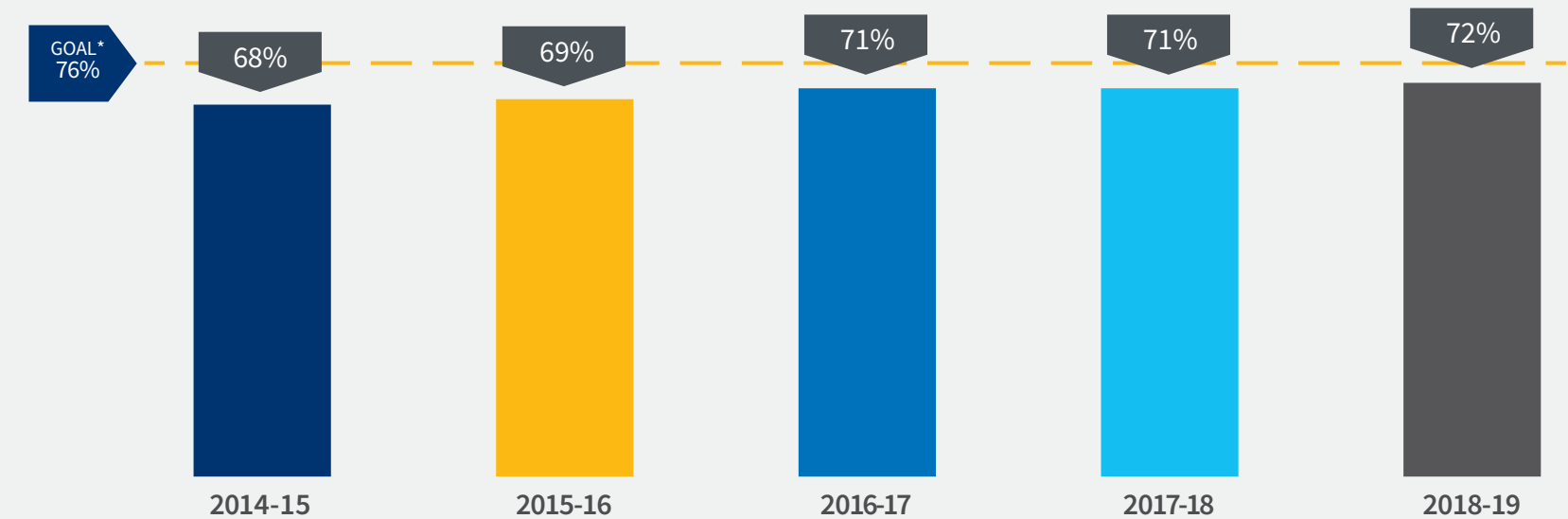


Spotlight: Amanda Cuttler College of the Redwoods

After earning a degree in photography from City College in San Francisco, Amanda Cuttler took a welding class at Cabrillo College and fell in love with it. She transferred to College of the Redwoods to earn an associate degree in welding. After school, she never looked back and shot to the top of her profession. She is the first women welder ever hired at Laurence Livermore National Laboratory, starting out as a laser welder and quickly transitioning over to a Mechanical Technologist working on top secret explosives, welding and fiber optics projects. She hopes to pave the way for more women in the industry in the future.

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.



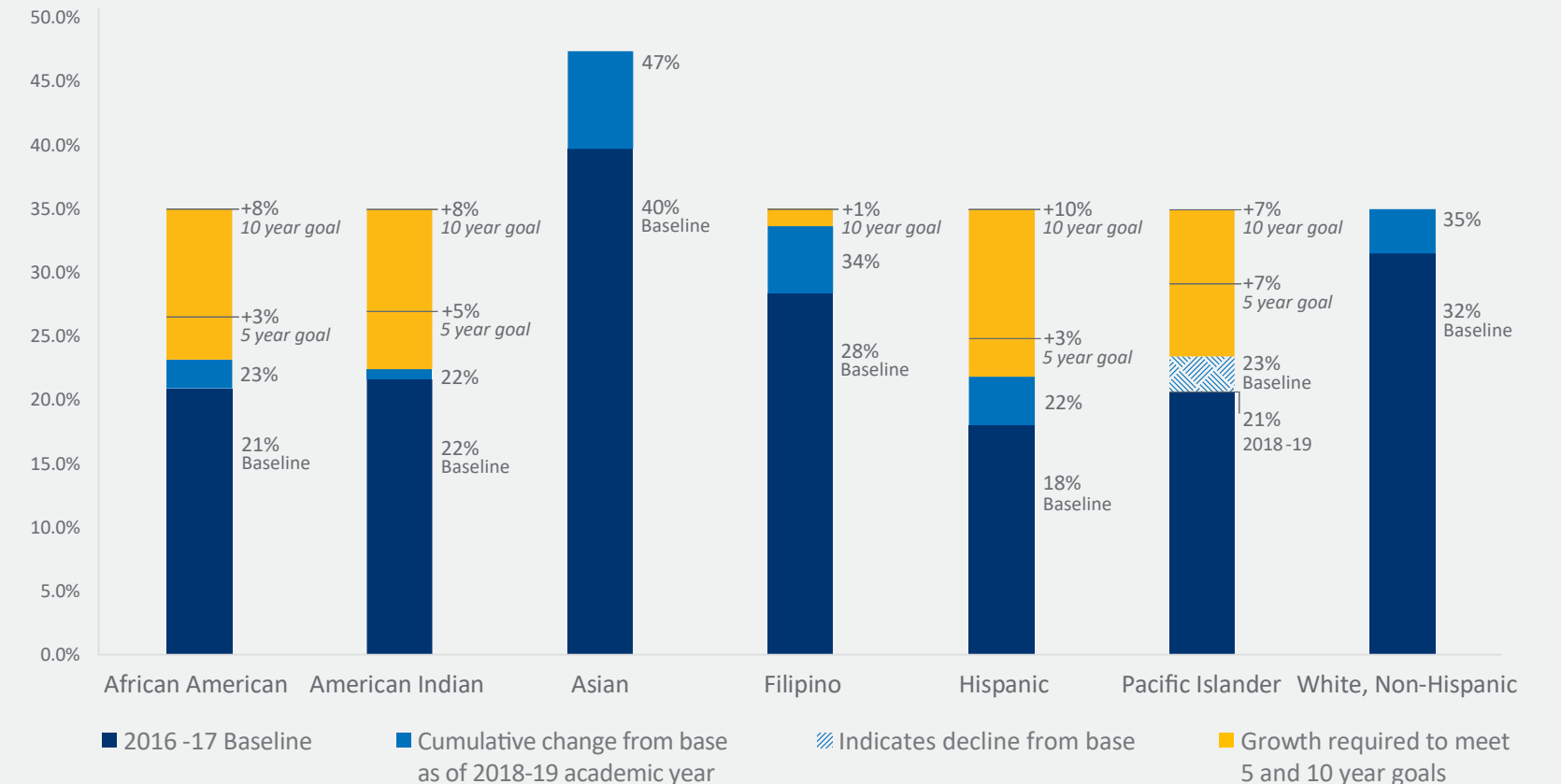
Photo: Los Angeles Trade Tech



Spotlight: Jessica Lopez Coastline College

Jessica Lopez is a full-time first-generation student at Coastline College, triple-majoring in business, economics and communication. Jessica was born without hands and feet, a rare disability known as Hanhart Syndrome. A passionate proponent for disability rights, Jessica is a member of Coastline College's student government, where she works to improve equity and access to disabled students, students of color and all traditionally underrepresented student groups. She is also a representative in the Student Senate for California Community Colleges, a nonprofit student organization recognized by California law to represent students in state-level legislative advocacy. Jessica wants to interrupt the beliefs some hold about disabled people in order to make the world more equitable and accessible.

RATE OF COMPLETION BY ETHNICITY



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 and degrees) across the California Community Colleges' seven workforce macroregions.



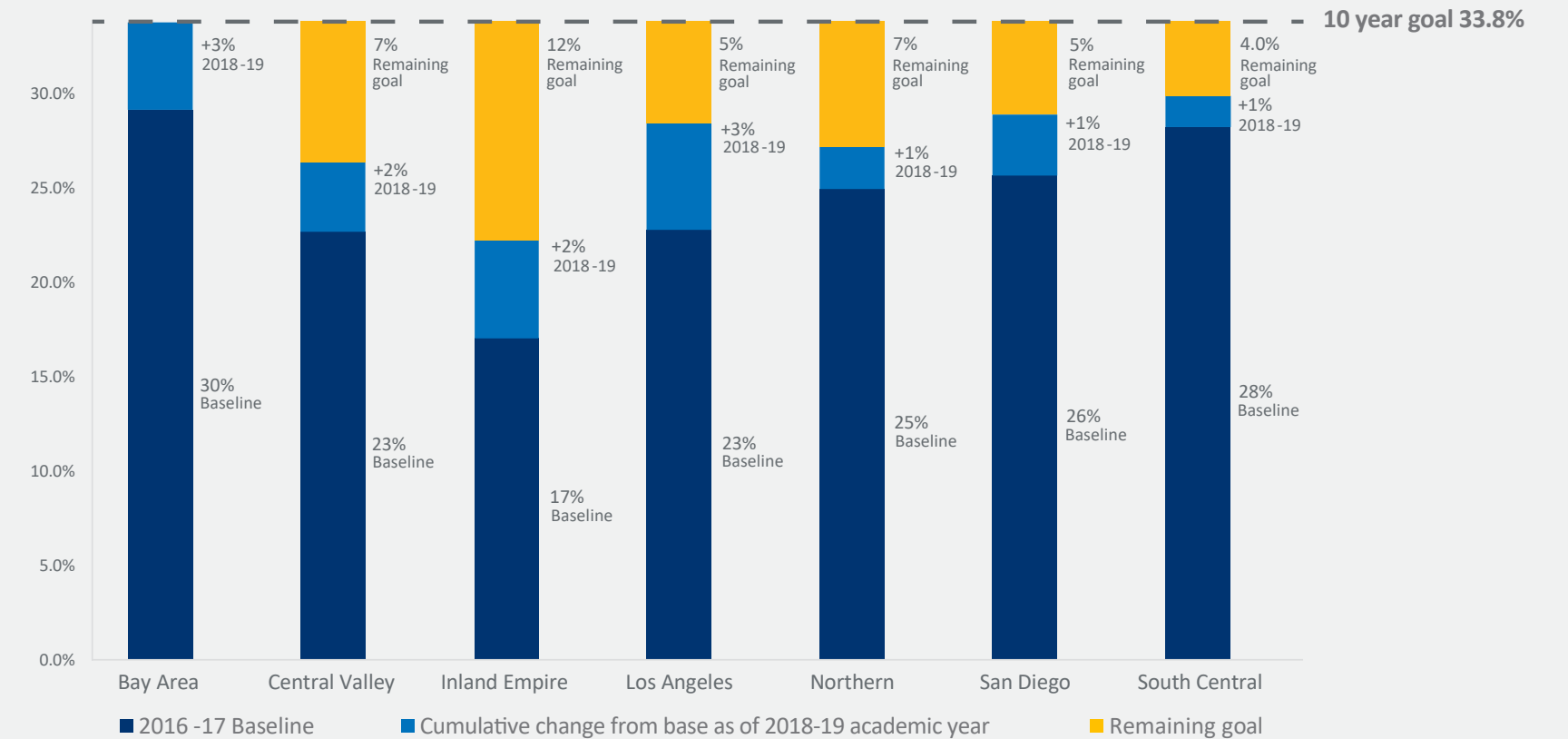
Photo: San Diego Community College District



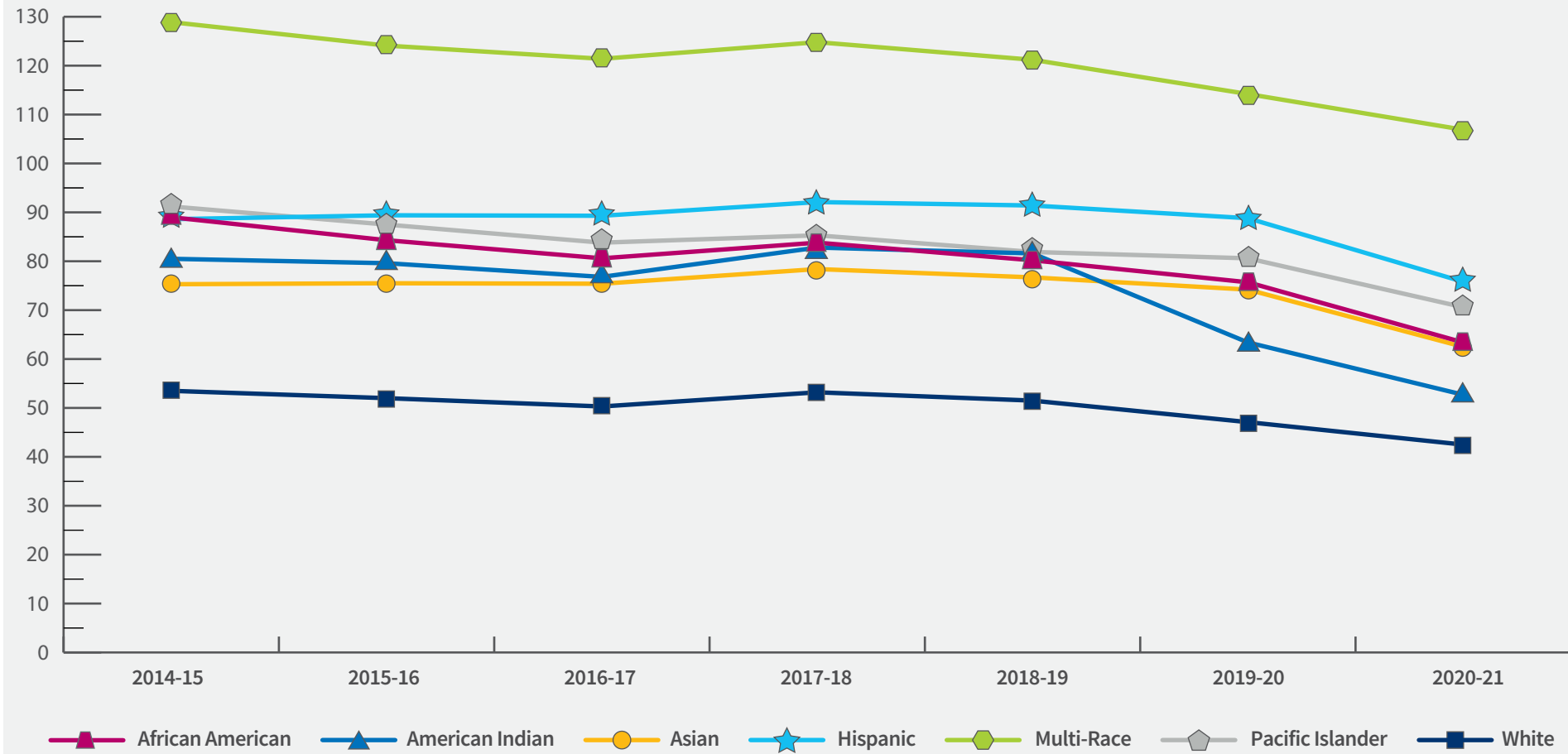
Spotlight: Javier Menjivar Hartnell College

Javier Menjivar, a son of Mexican and El Salvadoran immigrants, has found encouragement and hope at Hartnell College. After graduating from high school in 2019, and estranged from his parents, Menjivar enlisted in the Marines but was soon discharged due to injury. At Hartnell, he applied the discipline he'd learned in boot camp and earned a 4.0 his first semester, despite having struggled in high school. He has received academic honors and now plans to transfer to a four-year university and complete a bachelor's degree in economics. Menjivar has taken full advantage of opportunities and support available at Hartnell, including the Salinas Valley Promise tuition and mentorship program and TRiO, which provides support services for low-income and first-generation students programs. He also has been an avid student worker, helping assist undocumented students.

RATE OF COMPLETION BY REGION

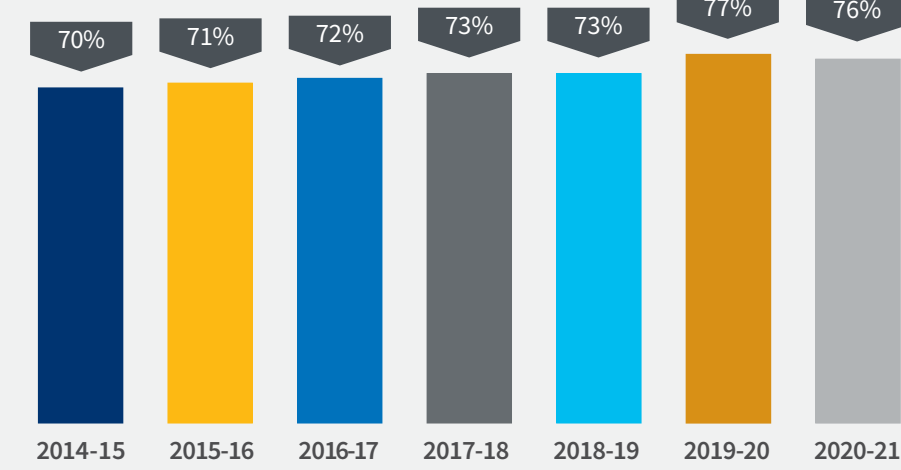


Participation Rate by Race/Ethnicity per 1,000 Population in California

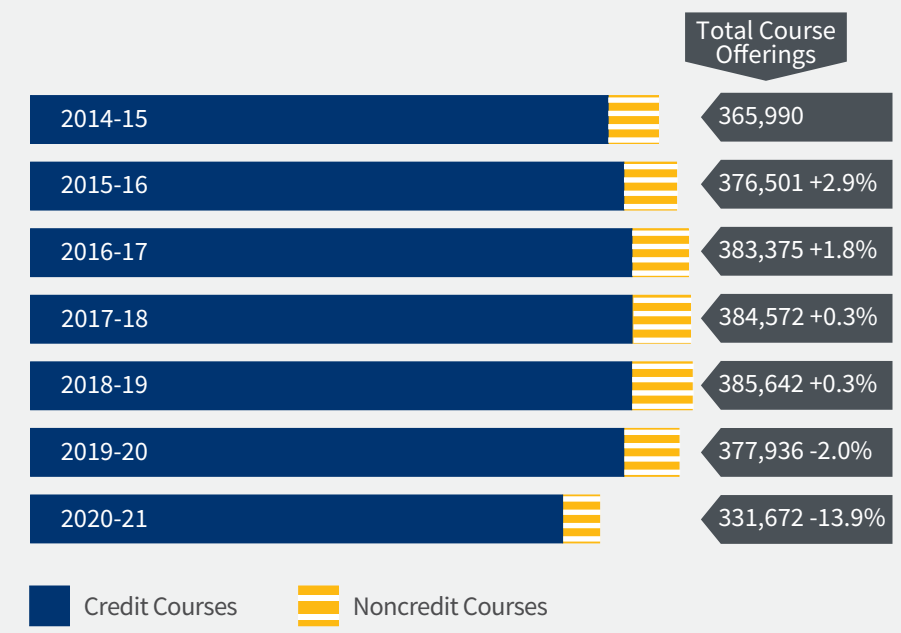


Race/Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
African American	89.0	84.3	80.6	83.8	80.2	75.7	63.4
American Indian	80.5	79.6	76.8	82.8	81.6	63.4	52.7
Asian	75.3	75.5	75.4	78.4	76.7	74.2	62.5
Hispanic	88.6	89.4	89.3	92.1	91.4	88.8	75.8
Multi-Race	128.9	124.1	121.4	124.8	121.2	114.2	106.9
Pacific Islander	91.2	87.5	83.8	85.3	81.9	80.6	70.6
White	53.5	52.0	50.3	53.2	51.5	47.1	42.5

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	32,604	60,417	93,021
Biological and Physical Sciences (and Mathematics)	19,646	261	19,907
Business Administration	17,807	486	18,293
Humanities	15,671	7	15,678
Psychology, General	13,846	33	13,879
Child Development/Early Care and Education	5,835	7,834	13,669
Administration of Justice	7,685	2,964	10,649
Social Sciences, General	9,496	12	9,508
Nursing	5,224	1,542	6,766
Sociology	6,494	2	6,496
Speech Communication	5,684	436	5,120
Accounting	1,725	3,055	4,780
Biology, General	4,361	397	4,758
Mathematics, General	4,065	240	4,305
Fire Technology	1,121	2,552	3,673
Other Interdisciplinary Studies	1,540	2,015	3,555
Business Management	1,434	2,076	3,510
Economics	3,368	10	3,378
Health Professions, Transfer Core Curriculum	2,517	508	3,025
Emergency Medical Services	11	2,589	2,600
Business and Commerce, General	1,253	1,281	2,534
English	2,269	29	2,298
Political Science	2,201	37	2,238
Art	2,132	40	2,172
Kinesiology	2,113	3	2,116

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Cover (from top left) - Mt. San Antonio College, North Orange
County College, Modesto Junior College, San Jose City College,
San Diego City College



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