



**2025 REPORT**

# California College Promise Program

California Community Colleges Chancellor's Office | Sonya Christian, Chancellor





California  
Community  
Colleges

**SONYA CHRISTIAN**  
Chancellor

June 1, 2025

Secretary of the Senate  
Erika Contreras  
State Capitol, Room 305  
Sacramento, CA 95814

**RE: California College Promise Program Legislative Report**

Dear Secretary Contreras,

Pursuant to California Education Code Section 76396.3, the California Community Colleges Chancellor's Office and the Board of Governors for California Community Colleges are pleased to release the California College Promise Program Legislative Report.

This report fulfills the statutory reporting requirement and provides an overview of how California Community Colleges used California College Promise Program funds between 2018 and 2023. It includes a summary of program allocations and spending, along with a descriptive analysis of systemwide progress toward key goals such as increasing college-level course placement, degree and certificate completion, employment in students' field of study, and transfer to four-year universities. The report also highlights persistent equity gaps and areas for continued improvement in alignment with Vision 2030.

For any questions regarding this report, please contact Allison Beer, dean, Educational Services and Support, at [ABeer@CCCCO.edu](mailto:ABeer@CCCCO.edu).

Sincerely,

A handwritten signature in black ink that reads "Sonya Christian". The signature is fluid and cursive, with the first name "Sonya" and last name "Christian" clearly legible.

Sonya Christian, Chancellor

Enclosure: Report

CC:  
Sue Parker, Chief Clerk of the Assembly  
Office of Legislative Counsel

**Chancellor's Office**

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# 2025 CALIFORNIA COLLEGE PROMISE PROGRAM LEGISLATIVE REPORT

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Prepared By

**California Community Colleges Chancellor's Office**  
Educational Services and Support Division



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## EXECUTIVE SUMMARY

The California College Promise Program was established in 2017 through Assembly Bill 19 (AB 19) to support college affordability and increase student success at California community colleges. The program allows colleges to use funds to waive fees for first-time, full-time students who complete a FAFSA or Dream Act application. In 2019, Assembly Bill 2 (AB 2) clarified eligibility by excluding students with prior post-secondary degrees or certificates and required the Chancellor's Office to report on the use of funds. This report fulfills that requirement.

## KEY FINDINGS

### Program Allocations and Spending (2018–2023):

- \$375 million was allocated to colleges.
- On average, 75% of funds were spent on direct student aid.
- 38 colleges spent at least 90% on aid such as fee waivers, book/computer vouchers, emergency grants, and transportation.
- ~70% of colleges used funds for fee waivers; ~50% for book vouchers.

### Progress on Program Goals

- **Placement:** College-level math placement rose from 56% (2018) to 97% (2022); English from 85% to 100%. Placement equity gaps have nearly closed.
- **Completion:** Three-year degree/certificate completion dropped from 34% (2018 cohort) to 28% (2020). Equity gaps persist—Black, Indigenous, and Pacific Islander students had the lowest rates (17–22%). Nearly 70% of awards were in in-demand fields.
- **Employment Alignment:** In 2022, one in six former students reported jobs aligned with their field of study; in 2023, one in seven.
- **Transfer Rates:** CSU/UC transfer rates declined slightly from 37% (2018) to 36% (2020), but foster youth and North/Far North students saw increases of 10 and 11 percentage points, respectively.

## INTRODUCTION

The California Community Colleges system is the largest higher education system in the nation, serving 2.1 million students in every community in the state. California's 116 community colleges serve the most diverse student body of any California higher education system; they are uniquely positioned to help residents of all backgrounds improve their social and economic mobility and build a better future for themselves, their communities, and the state. The California Community Colleges system is a critical partner to achieving state higher

education priorities by supporting baccalaureate degree attainment through transfer to four-year institutions—annually transferring about 80,000 students and offering Baccalaureate Degree Programs—and to meeting its workforce needs by providing opportunities for upskilling and workforce preparation for all Californians, particularly working adults.

Building on the foundation of the Vision for Success (2017) and the Governor’s Roadmap (2022), Vision 2030 reinforces the importance of equitable access, support and success while bringing to the forefront equitable socioeconomic mobility for historically underserved communities by proactively taking college to them wherever they are. As a future-looking plan that charts a new frontier while addressing current challenges, Vision 2030 guides field practices, fosters policy reform, and supports college innovation and implementation. The California College Promise Program (California College Promise) supports the goals of Vision 2030 by promoting equity in access, support, and success. More specifically, by helping students with the cost of attendance and allowing colleges the flexibility to administer California College Promise funds in a way that meets their students’ needs, colleges have an additional tool to move the needle on student success and equity. Ultimately, the California College Promise increases educational opportunities and promotes student success for all students regardless of race, gender, age, disability, or economic circumstances.

In 2017, the legislature enacted California College Promise through the passage of Assembly Bill 19 (AB 19). AB 19 provides funding to the California Community College system to support specified policy goals and waive fees for one academic year for first-time students. AB 19 grants the California Community College Chancellor’s Office (Chancellor’s Office) the authority to determine a funding distribution methodology that takes into consideration various local factors such as the number of full-time equivalent students (FTES) and the number of students who satisfy the requirement of federal Pell Grants. Per Education Code section 76396.1 the policy goals of AB 19 are as follows:

1. Increase the number of high school students who are prepared for and attend college directly from high school and increasing the percentage of high school graduates placed directly into transfer-level mathematics and English courses at a community college.
2. Increase the number of students who earn associate degrees or career technical education certificates that prepare them for in-demand jobs and increase the percentage of students who report being employed in their field of study.
3. Increase the percentage of students who transfer to the California State University and the University of California system and earn a baccalaureate degree.
4. Reduce and eliminate regional and equity gaps.
5. Address the ongoing crisis of basic needs insecurity among community college students, including, but not limited to, elevated levels of food and housing insecurity.
6. Encourage students with some prior college experience but who have never completed a degree or certificate to return to college and complete their education.

7. Ensure broad awareness of the benefits of the California College Promise program by informing prospective students that they may attend community college tuition-free and providing information about the on-campus services and support programs available to help students succeed in college.

Assembly Bill 2 (AB 2) was introduced and enacted in 2019 to clarify student eligibility by stating that funds cannot be used to waive fees for students who have previously earned a postsecondary certificate or degree. AB 2 also requires the Chancellor's Office to submit a report to the legislature evaluating the use of California College Promise funds. This report meets the reporting requirement of AB 2 and is organized into three sections. First, this report includes a brief overview of the California Promise Program, followed by a summary of how colleges used program funds. Finally, it includes an analysis of progress towards the program's four goals.

## **CALIFORNIA PROMISE PROGRAM FUNDING OVERVIEW**

The Chancellor's Office allocated California College Promise funds to colleges based on a formula that included the three factors listed below. To calculate each college's share, the Chancellor's Office used data submitted by the colleges through the Chancellor's Office Management and Information System (COMIS).

- Amount needed to waive fees for 2 years.
- Fair Share Pell Recipients FTES (90% of remaining after factor 1)
- Fair Share FTEs (10% of remaining after factor 1)

Community colleges have flexibility on how to use their California College Promise funds. However, AB 19 stated colleges could use funds to waive all or some enrollment fees for first-time, full-time community college students who completed a financial aid application and did not qualify for the California Promise Grant (formerly known as the Board of Governors Fee Waiver).

To be eligible for program funding, community colleges must meet the following requirements per Education Code 76396.2:

- Develop partnerships with local educational agencies (LEA) to establish Early Commitment to College programs.
- Partner with LEAs to improve college readiness for students. Use evidence-based assessments and multiple measures to place students.
- Implement the California Community College Guided Pathways Grant Program
- Participate in the Federal Loan Program.

Beginning in the 2018–19 academic year, the legislature has consistently provided funding to support the California College Promise. Table 1 shows the budget allocations by year.

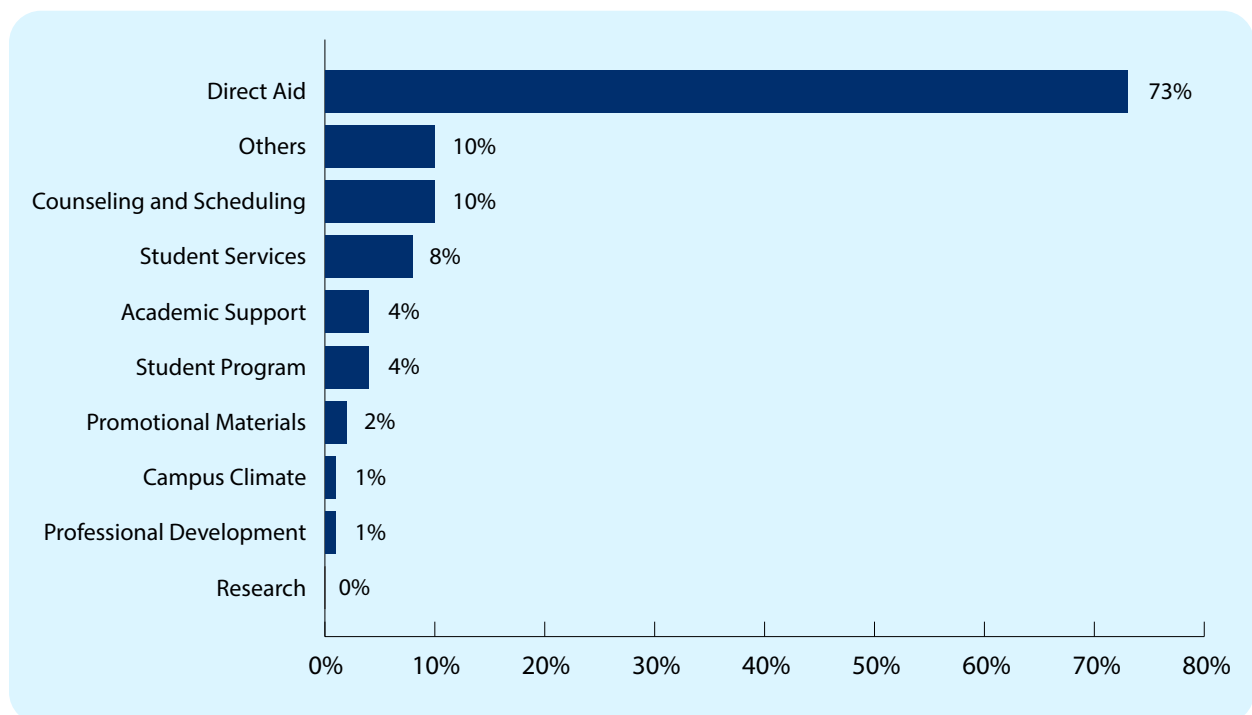
**Table 1: California Promise Allocations**

Year	Allocation
2018-2019	\$46 million
2019-2020	\$85 million
2020-2021	\$81 million
2021-2022	\$72 million
2022-2023	\$91 million
<b>Total</b>	<b>\$375 million</b>

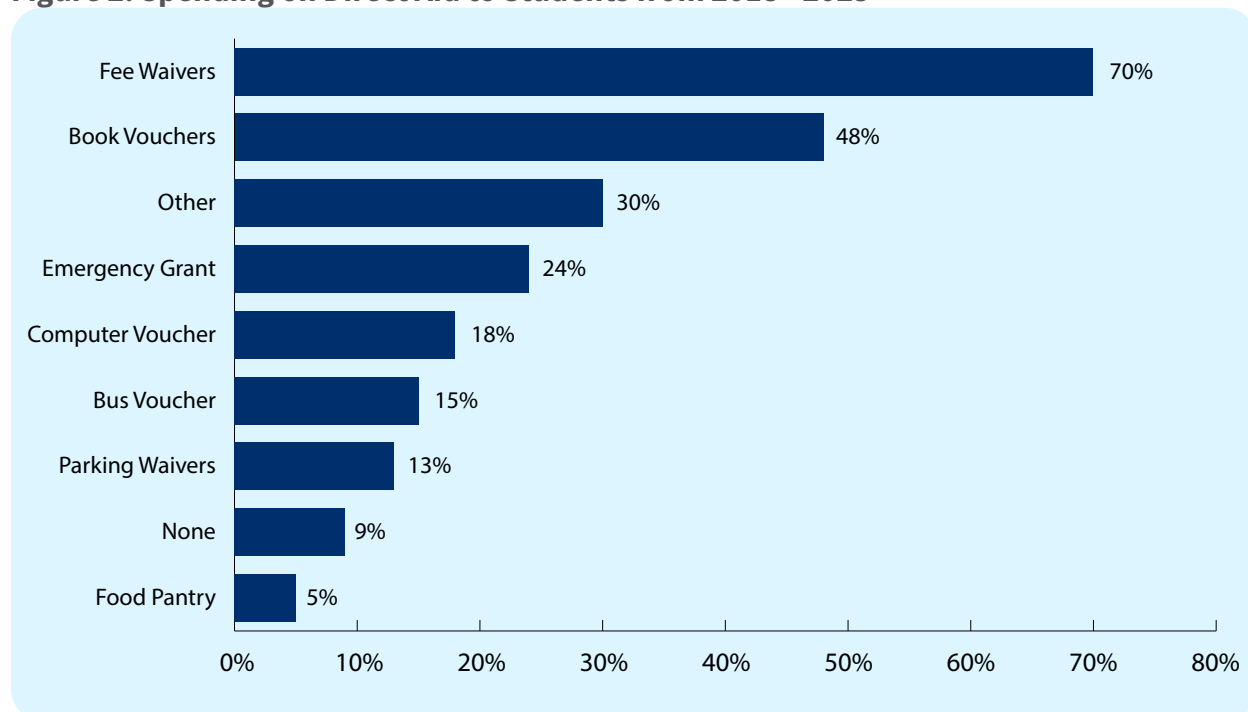
## USE OF PROGRAM FUNDS

To understand how colleges spent California College Promise funds, the Chancellor's Office sent a survey to all community colleges in the summer of 2024. Colleges were asked to report on their spending activities between July 1, 2018 - June 30, 2023. A total of 105 colleges responded to the survey.

From 2018-2023, 73% of colleges used their funds for direct aid to students (see Figure 1). Direct aid includes a range of supports, including fee waivers, food pantries, and other resources (see Figure 2). Considering AB 19 specifically calls for waiving student fees, 70% of colleges used some of their funds to issue fee waivers. Additionally, given textbook costs are often cited as a barrier to student success, 48% of colleges reported using some program funds to provide students with book vouchers.

**Figure 1: California Promise Funds Expenditures from 2018 - 2023**

**Figure 2: Spending on Direct Aid to Students from 2018 - 2023**



## SYSTEM PROGRESS IN ADVANCING PROGRAM GOALS

This section includes an analysis of the system's progress towards the California College Promise Program goals identified in AB 19. These goals are 1) increasing direct placement into college-level math or English for recent high school graduates, 2) increasing completion and employment in field of study, 3) increase students' UC and CSU transfer and baccalaureate success, 4) closing equity gaps across the first three goals<sup>1</sup>, 5) addressing student basic needs, 6) encouraging re-entry students to complete their education, and 7) ensuring student awareness of the California College Promise Program.

The analysis was conducted using COMIS data from 2018-2023 and restricting the sample to students who received an AB 19 grant from their college. Data was not available to measure progress for goals five, six, and seven. Additionally, the available data did not allow for measuring the program's direct impact on student outcomes. Therefore, this report provides a descriptive analysis of goal-related outcomes during 2018-2023, the same time program funds were allocated.

### GOAL 1: DIRECT PLACEMENT AND ENROLLMENT IN COLLEGE-LEVEL MATH OR ENGLISH FOR RECENT HIGH SCHOOL GRADUATES

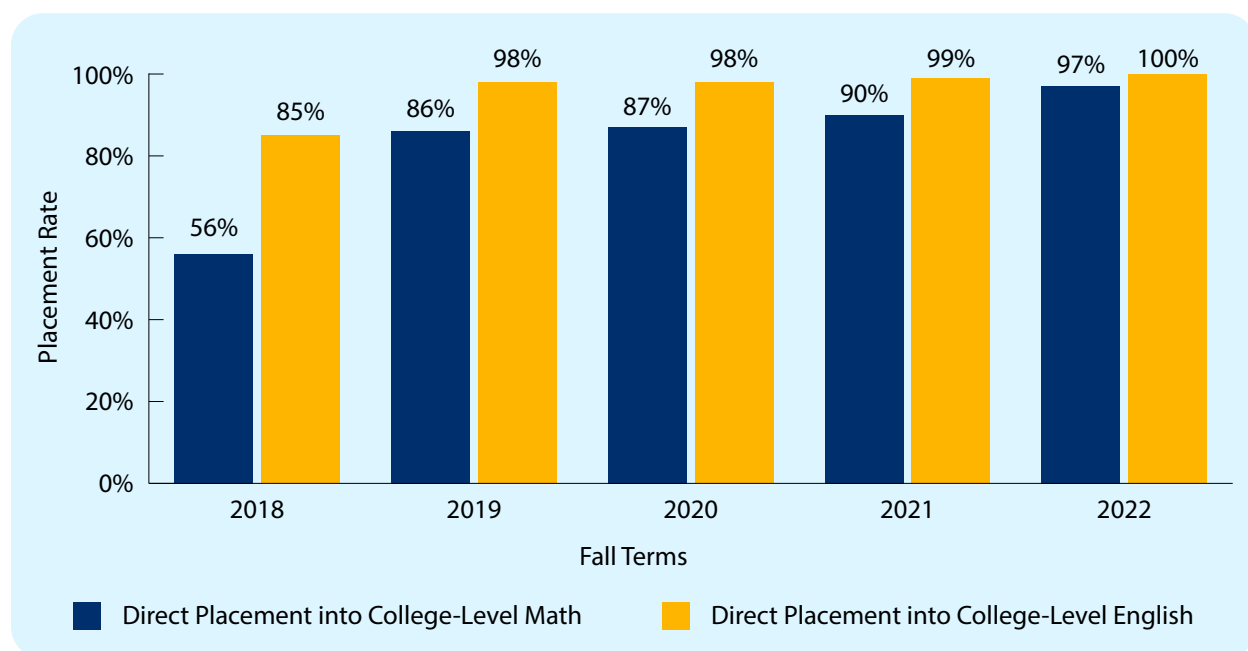
Per Education Code 76396.1(a), the California College Promise seeks to increase the number and percentage of high school students who are prepared for and attend college directly from

<sup>1</sup> AB 2 asked for the analysis to include AB 540 and formerly incarcerated students. However, these students were excluded as data on AB 540 students was not available for the 2018-2022 years, and data collection on formerly incarcerated students started in summer 2018, so the data quality was unreliable.

high school. The Chancellor's Office does not have access to student-level data on high school students' college-going rates. We can only measure progress towards the college-level math and English direct placement goal.

Between fall 2018 and fall 2022, an average of 18,000 recent high school graduates<sup>2</sup> received an AB 19 grant. Their direct placement in transfer-level math<sup>3</sup> and English increased during that period. Among students whose first attempt in any math or English course occurred in fall 2018, 56% were directly placed in a college-level math course and 85% were directly placed in a college-level English course (see Figure 3). By fall 2022, nearly 100% of those students were directly placed into a college-level math or English course. During the same period, all equity gaps have nearly closed (see Appendix A1-A6). It is important to note the upward trend in direct placement and the narrowing of equity gaps that occurred during the implementation of AB 705. This may suggest AB 705 was a critical component in advancing more equitable access to transfer-level coursework.<sup>4</sup>

**Figure 3: Direct Placement in College-level Math and English for Fall Terms**



## GOAL 2: COMPLETION AND EMPLOYMENT IN FIELD OF STUDY

Per Ed Code 76396.1(b), the California College Promise seeks to increase the percentage of students who earn associate degrees or career technical education (CTE) certificates for in-demand jobs and to increase the percentage of students who report being employed in their field of study. To assess student progress towards this goal, we examined three-year associate degree and CTE certificate completion rates for first-time students across three cohorts of

<sup>2</sup> Recent is defined as students who enrolled at a community college within 12 months of graduating from high school.

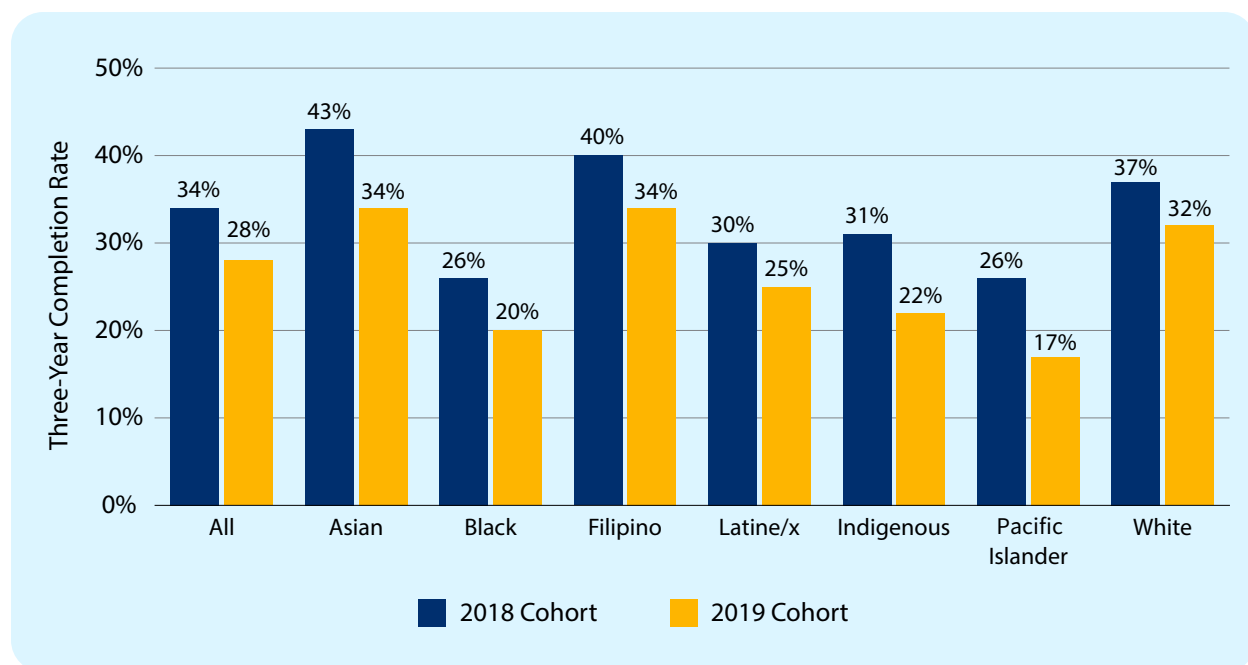
<sup>3</sup> College-level math courses were identified using the [Transfer-Level English and Math Dashboard methodology](#).

<sup>4</sup> AB 705 is a bill signed in 2017 that required community colleges to use multiple measures to evaluate students' ability to succeed in transfer level courses and maximize the probability that a student will enter and complete transfer-level coursework in a one-year timeframe.

students enrolled in fall 2018, fall 2019, and fall 2020. The average size of each cohort was about 28,000 students. We also analyzed the proportion of awards earned in in-demand fields to determine how many students are earning degrees that could lead to family sustaining wages.

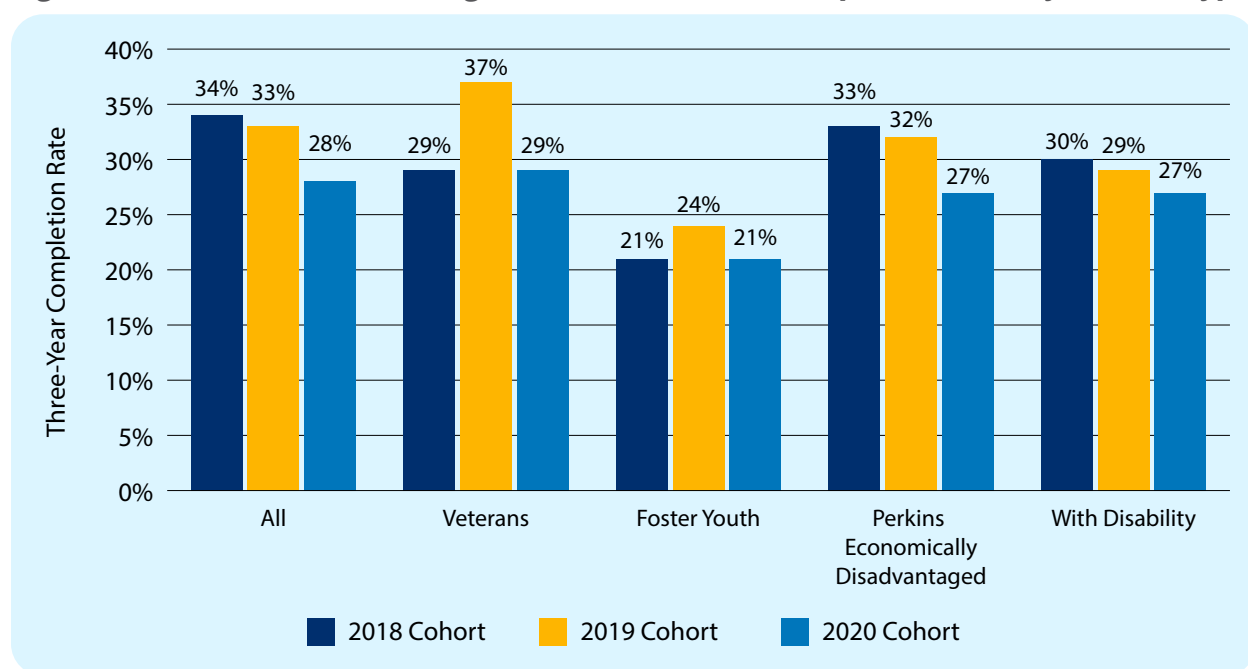
The completion rate for the 2018 cohort was 34% and decreased to 28% for the 2020 cohort (see Figure 4). This decline may be attributed to the COVID-19 pandemic which negatively impacted retention across the nation and within California. Of note, racial equity gaps remained present. In the 2020 cohort, Black, Indigenous, and Pacific Islander students had the lowest completion rates, ranging from 22% to 17%.

**Figure 4: Three-year Associate Degree or CTE Certificate Completion Rates by Race**



In addition, gaps were present by region and among student groups. The South Central Coast had the highest completion rates for all cohorts—44% for 2018, 45% for 2019, and 35% for 2020, compared to San Diego which had the lowest rates at 25%, 26%, and 22%. Among different student groups, foster youth completion rates were below the statewide rate for all three cohorts ranging from 13 percentage points lower for the 2018 cohort to 7 percentage points lower for the 2020 cohort (see Figure 5). Finally, veteran students experienced a large increase in three-year completion rates between the 2018 and 2019 cohorts, from 29% to 37% respectively. Appendix B1-B6 provides more information about all student groups.

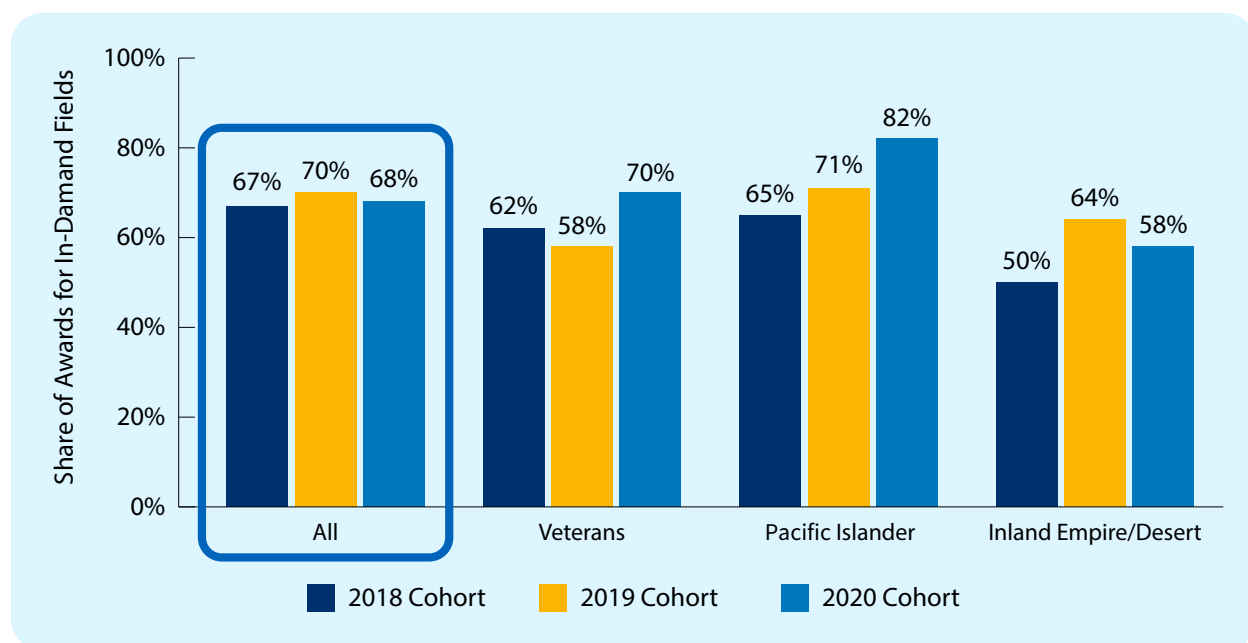
**Figure 5: Three-Year Associate Degree or CTE Certificate Completion Rates by Student Type**



Overall, nearly 70% of awards students earned were in an in-demand field across the three cohorts. Interestingly, there was a small fluctuation in this share of awards with a three-percentage point increase from the 2018 cohort to the 2019 cohort and then a two percentage point decrease for the 2020 cohort (see Figure 6). This was a similar trend across all student groups except for veteran and Pacific Islander students. In fact, veteran students' trends were the opposite with a slight decline between the 2018 and 2019 cohorts, but then an increase for the 2020 cohort. Pacific Islander students saw a steady increase across all three cohorts. However, it is important to note that both groups had smaller sample sizes, so differences between cohorts may be a result of the volatility of smaller sample sizes. Finally, Inland Empire/Desert students had the lowest share of awards in in-demand fields across all cohorts and student groups—except for the 2019 cohort where veteran students had the lowest rates. A more detailed breakdown of in-demand awards earned by demographic groups can be found in Appendix C1-C6.



**Figure 6: Share of Associate Degree and CTE Certificates Earned That Were In-Demand Fields**

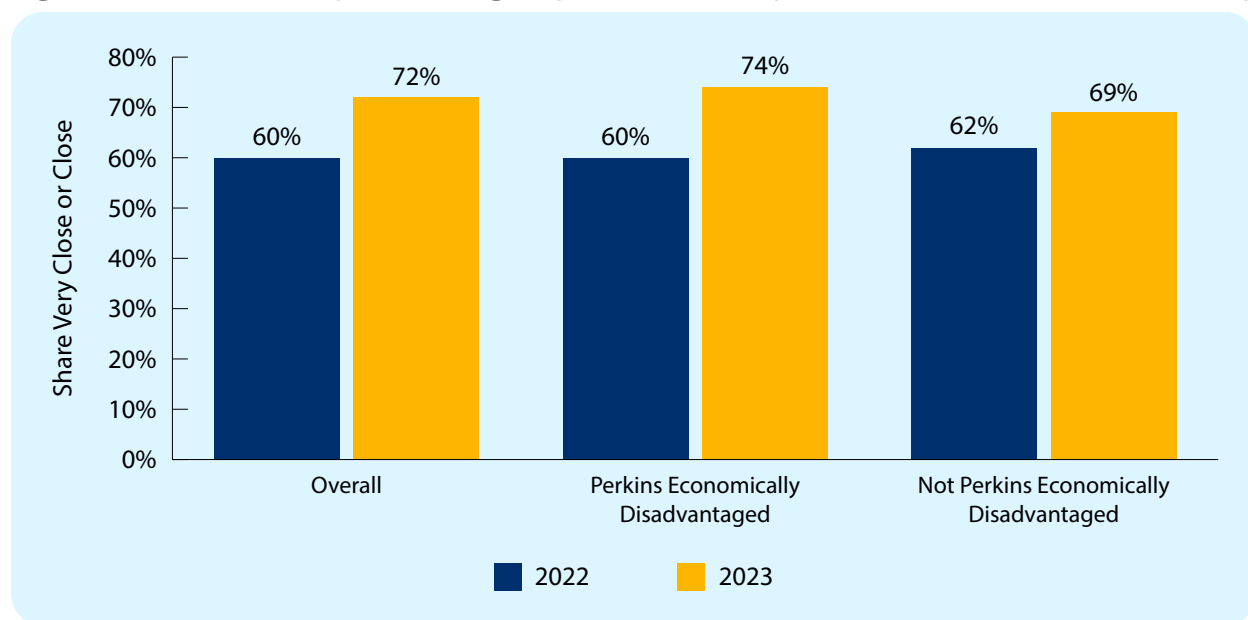


To measure progress towards increasing the share of students whose jobs are in their field of study, we analyzed the CTE Employment Outcomes Survey (CTEOS).<sup>5</sup> The survey asked former career education community college students how closely their current employment was related to their field of study. Students had three response options—Not Very Close, Close, or Very Close. Due to small sample sizes, only results from the 2022 and 2023 surveys are presented (about 200 and 760 student responses, respectively), looking specifically at Perkins Economically Disadvantaged students.<sup>6</sup> In the 2022 survey, 60% of all students stated their employment was either very close or closely related to their field of study (see Figure 7). Additionally, the difference between Perkins Economically Disadvantaged students and those who were not was small. However, in 2023 there was a five-percentage point difference, with Perkins Economically Disadvantaged students having higher rates of employment being aligned to their field of study.

5 The CTEOS is a survey asking former students a range of questions about the relationship between their course of study and labor market outcomes. More information on the student sample can be found [here](#).

6 Sample sizes were large enough for a 2023 regional analysis. Please see Appendix D.

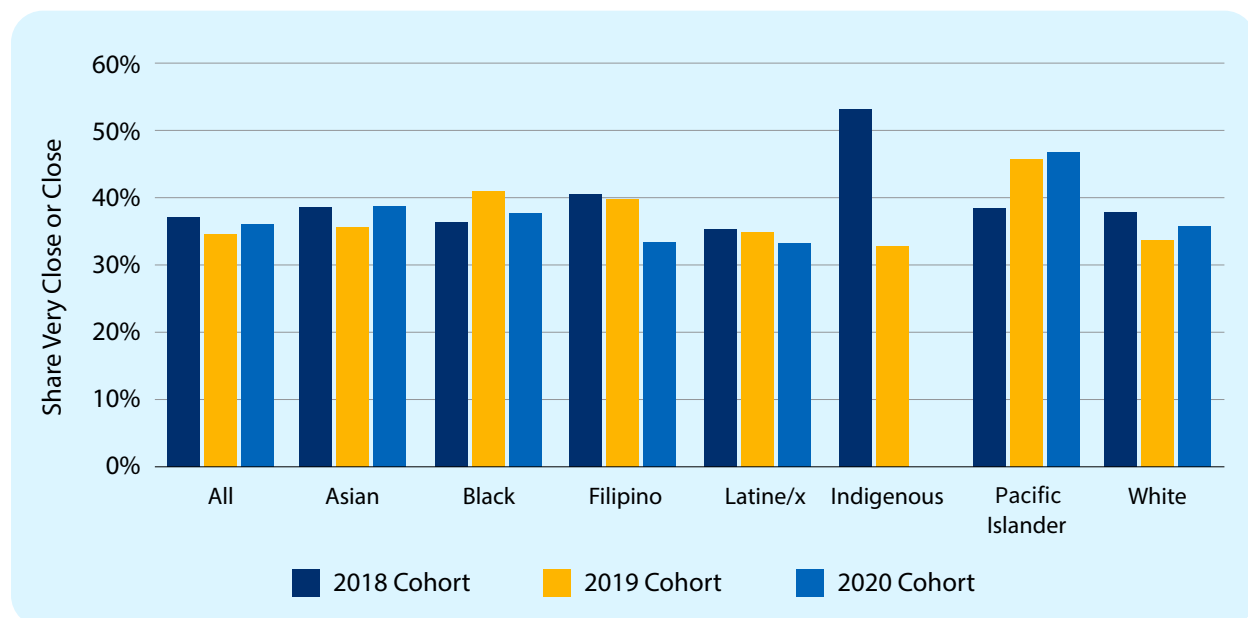
**Figure 7: Rates of Employment being Very Close or Closely Related to Students' Field of Study**



### GOAL 3: TRANSFER TO THE CSU AND UC SYSTEMS AND BACCALAUREATE ATTAINMENT

Transfer is a major function of community colleges and requires intersegmental coordination with the University of California (UC) and the California State University (CSU). To assess transfer trends among community college students for students who earned an AB 19 award, we linked data from the Chancellor's Office with the National Student Clearinghouse. We examined three cohorts of first-time students who enrolled in 2018, 2019, 2020, received an AB 19 grant, and completed at least 12 units. The average sample size for each cohort was about 17,500 students. Between the 2018 and 2020 cohorts, three-year transfer rates decreased slightly, from 37% to 36% respectively. Additionally, Figure 8 shows that small racial transfer gaps persisted.

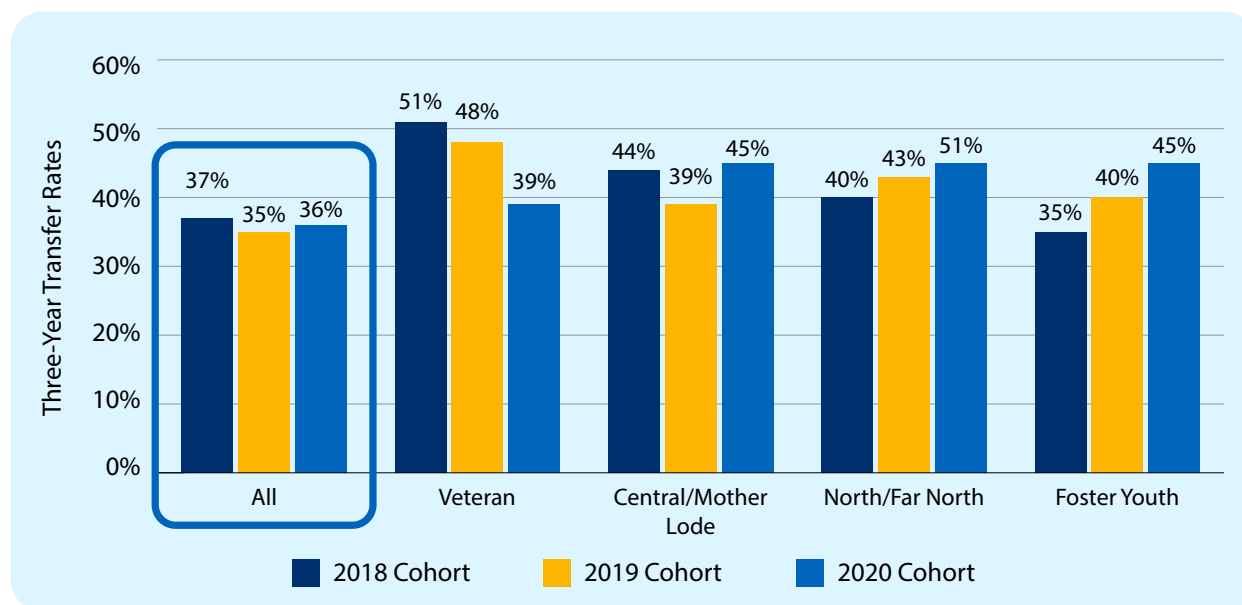
**Figure 8: Three-Year CSU/UC Transfer Rates by Race**



Note: Due to FERPA rules on small sample size reporting, rates for Indigenous students in the 2020 cohort are not reported.

Although overall transfer rates declined slightly, not all student groups experienced a decrease. For example, from the 2018 cohort to the 2020 cohort, foster youth saw a ten-percentage point increase in transfer rates (see Figure 9). Additionally, students in the North/Far North Region experienced a similar upward trend with an eleven-percentage point increase resulting in the highest three-year transfer rates across all regions. One area of potential concern is for veteran students. While noting that the 2020 cohort sample size was small, these students' three-year transfer rates steadily declined from 51% to 39%.

**Figure 9: Three-Year CSU/UC Transfer Rates by Student Demographics**



## CONCLUSION

The California College Promise Program is a vital resource for colleges to enhance student support and improve college affordability. This flexible funding source allows colleges to address their students' unique needs, such as providing direct aid to students through fee waivers and book vouchers, counseling, and academic support. The California College Promise Program, when combined with other initiatives and reforms, can improve student outcomes and help the system meet its Vision 2030 goals. As the California Community Colleges system continues to mediate the impact of the COVID-19 pandemic on enrollment, the impact of these dollars will be further realized, and we will continue to monitor the successful utilization of these funds.

## APPENDIX A: DIRECT PLACEMENT IN COLLEGE-LEVEL MATH OR ENGLISH

**Table A1: Racial Direct Placement in College-level English and Math Rates**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
English	All Students	85%	98%	98%	99%	100%
	Asian	92%	99%	99%	99%	100%
	Black	80%	95%	98%	99%	100%
	Filipino	89%	99%	99%	99%	100%
	Latine/x	81%	98%	98%	99%	99%
	Indigenous	86%	98%	98%	100%	100%
	Pacific Islander	81%	96%	97%	98%	100%
	White	92%	99%	99%	99%	100%
Math	All Students	56%	86%	87%	90%	97%
	Asian	73%	93%	94%	94%	98%
	Black	39%	78%	80%	85%	96%
	Filipino	65%	91%	90%	90%	97%
	Latine/x	48%	83%	84%	89%	96%
	Indigenous	57%	83%	84%	73%	97%
	Pacific Islander	60%	91%	88%	81%	100%
	White	67%	89%	90%	92%	97%

**Table A2: Regional Direct Placement in College-level English and Math Rates**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
English	All Students	85%	98%	98%	99%	100%
	Bay Area	81%	99%	98%	99%	100%
	Central/Mother Lode	78%	99%	99%	99%	100%
	Inland Empire/Desert	94%	97%	99%	100%	100%
	Los Angeles/Orange	84%	98%	98%	98%	99%
	North/Far North	91%	99%	99%	99%	100%
	San Diego/Imperial	80%	99%	99%	99%	100%
	South Central Coast	89%	96%	98%	99%	99%

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Math	All Students	56%	86%	87%	90%	97%
	Bay Area	71%	90%	91%	92%	98%
	Central/Mother Lode	47%	87%	85%	84%	96%
	Inland Empire/Desert	68%	77%	93%	94%	100%
	Los Angeles/Orange	39%	86%	84%	92%	95%
	North/Far North	65%	88%	90%	90%	100%
	San Diego/Imperial	48%	73%	81%	84%	96%
	South Central Coast	64%	89%	89%	91%	94%

**Table A3: Foster Youth Direct Placement in College-level English and Math Rates**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
English	All	85%	98%	98%	99%	100%
	Foster Youth	78%	99%	98%	99%	99%
	Not Foster Youth	87%	99%	99%	99%	99%
Math	All	56%	86%	87%	90%	97%
	Foster Youth	44%	66%	75%	83%	94%
	Not Foster Youth	57%	86%	86%	89%	96%

**Table A4: Veteran Direct Placement in College-level English and Math Rates**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
English	All	85%	98%	98%	99%	100%
	Veteran	86%	98%	100%	100%	100%
	Not Veteran	85%	98%	98%	99%	100%
Math	All	56%	86%	87%	90%	97%
	Veteran	54%	88%	93%	94%	100%
	Not Veteran	56%	86%	87%	90%	97%

**Table A5: Perkins Economically Disadvantaged Student Direct Placement in College-level English and Math Rates**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
English	All	85%	98%	98%	99%	100%
	Perkins Economically Disadvantaged	83%	98%	98%	99%	99%
	Not Perkins Economically Disadvantaged	89%	99%	98%	99%	100%
Math	All	56%	86%	87%	90%	97%
	Perkins Economically Disadvantaged	50%	85%	86%	89%	96%
	Not Perkins Economically Disadvantaged	68%	89%	90%	92%	97%

**Table A6: Direct Placement in College-level English and Math Rates for Students with a disability**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
English	All	85%	98%	98%	99%	100%
	With Disability	77%	95%	97%	96%	99%
	No Disability	86%	99%	99%	99%	100%
Math	All	56%	86%	87%	90%	97%
	With Disability	45%	79%	80%	85%	94%
	No Disability	57%	87%	88%	91%	97%

## APPENDIX B: THREE-YEAR COMPLETION RATES

**Table B1: Racial Three-year Associate Degree or CTE Certificate Completion Rates**

	2018 Cohort	2019 Cohort	2020 Cohort
All Students	34%	33%	28%
Asian	43%	41%	34%
Black	26%	26%	20%
Filipino	40%	40%	34%
Latine/x	30%	29%	25%
Indigenous	31%	26%	22%
Pacific Islander	26%	26%	17%
White	37%	38%	32%

**Table B2: Regional Three-year Associate Degree or CTE Certificate Completion Rates**

	2018 Cohort	2019 Cohort	2020 Cohort
All Students	34%	33%	28%
Bay Area	38%	34%	28%
Central/Mother Lode	28%	26%	31%
Inland Empire/Desert	33%	34%	28%
Los Angeles/Orange	33%	34%	28%
North/Far North	32%	31%	27%
San Diego/Imperial	25%	26%	22%
South Central Coast	44%	45%	36%

**Table B3: Veteran Student Three-year Associate Degree or CTE Certificate Completion Rates**

	2018 Cohort	2019 Cohort	2020 Cohort
All	34%	33%	28%
Veteran	29%	37%	29%
Not Veteran	34%	33%	28%

**Table B4: Perkins Economically Disadvantaged Student Three-year Associate Degree or CTE Certificate Completion Rates**

	2018 Cohort	2019 Cohort	2020 Cohort
All	34%	33%	28%
Perkins Economically Disadvantaged	33%	32%	27%
Not Perkins Economically Disadvantaged	35%	34%	30%

**Table B5: Students with Disabilities' Three-year Associate Degree or CTE Certificate Completion Rates**

	2018 Cohort	2019 Cohort	2020 Cohort
All	34%	33%	28%
With Disability	30%	29%	27%
No Disability	34%	33%	28%

**Table B6: Foster Youth Three-year Associate Degree or CTE Certificate Completion Rates**

	2018 Cohort	2019 Cohort	2020 Cohort
All	34%	33%	28%
Foster Youth	21%	24%	21%
Not Foster Youth	34%	32%	26%



## APPENDIX C: SHARE OF AWARDS EARNED THAT WERE IN IN-DEMAND FIELDS

**Table C1: Share of Associate Degree and CTE Certificates Earned That Were In-Demand Fields by Race**

	2018 Cohort	2019 Cohort	2020 Cohort
All Students	67%	70%	68%
Asian	67%	70%	69%
Black	66%	68%	66%
Filipino	63%	58%	64%
Latine/x	69%	72%	69%
Indigenous	67%	82%	*
Pacific Islander	65%	71%	82%
White	65%	69%	67%

Note: Due to FERPA rules on small sample size reporting, Indigenous students' 2020 rates are not reported.

**Figure C2: Share of Associate Degree and CTE Certificates Earned That Were In-Demand Fields by Region**

	2018 Cohort	2019 Cohort	2020 Cohort
All Students	67%	70%	68%
Bay Area	68%	72%	74%
Central/Mother Lode	76%	76%	74%
Inland Empire/Desert	50%	64%	58%
Los Angeles/Orange	67%	68%	65%
North/Far North	70%	72%	72%
San Diego/Imperial	68%	71%	71%
South Central Coast	64%	68%	63%

**Table C3: Share of Associate Degree and CTE Certificates Earned That Were In-Demand Fields by Veteran Status**

	2018 Cohort	2019 Cohort	2020 Cohort
All	67%	70%	68%
Veteran	62%	58%	70%
Not Veteran	67%	70%	68%

**Table C4: Share of Associate Degree and CTE Certificates Earned That Were In-Demand Fields by Perkins Economically Disadvantaged Status**

	2018 Cohort	2019 Cohort	2020 Cohort
All	67%	70%	68%
Perkins Economically Disadvantaged	68%	71%	69%
Not Perkins Economically Disadvantaged	63%	68%	66%

**Table C5: Share of Associate Degree and CTE Certificates Earned That Were In-Demand Fields by Disability Status**

	2018 Cohort	2019 Cohort	2020 Cohort
All	67%	70%	68%
With Disability	63%	68%	66%
No Disability	67%	70%	68%

**Table C6: Share of Associate Degree and CTE Certificates Earned That Were In-Demand Fields by Foster Youth Status**

	2018 Cohort	2019 Cohort	2020 Cohort
All	67%	70%	68%
Foster Youth	67%	70%	68%
Not Foster Youth	66%	71%	69%

## APPENDIX D: RATES OF EMPLOYMENT BEING VERY CLOSE OR CLOSELY RELATED TO STUDENTS' FIELD OF STUDY

	2023
All Students	72%
Bay Area	81%
Central/Mother Lode	76%
Inland Empire/Desert	74%
Los Angeles/Orange	71%
North/Far North	68%
San Diego/Imperial	66%
South Central Coast	72%

## APPENDIX E: THREE-YEAR CSU/UC TRANSFER RATES

**Table E1: Racial Three-Year CSU/UC Transfer Rates**

	2018 Cohort	2019 Cohort	2020 Cohort
All Students	37%	35%	36%
Asian	39%	36%	39%
Black	36%	41%	38%
Filipino	41%	40%	33%
Latine/x	35%	35%	34%
Indigenous	53%	33%	*
Pacific Islander	39%	46%	47%
White	38%	34%	36%

Note: Due to FERPA rules on small sample size reporting, rates for Indigenous students in the 2020 cohort are not reported.

**Figure E2: Regional Three-Year CSU/UC Transfer Rates**

	2018 Cohort	2019 Cohort	2020 Cohort
All Students	37%	35%	36%
Bay Area	39%	37%	36%
Central/Mother Lode	44%	39%	45%
Inland Empire/Desert	34%	30%	32%
Los Angeles/Orange	35%	32%	30%
North/Far North	40%	43%	51%
San Diego/Imperial	34%	36%	29%
South Central Coast	37%	35%	36%

**Table E3: Veteran Students' Three-Year CSU/UC Transfer Rates**

	2018 Cohort	2019 Cohort	2020 Cohort
All	37%	35%	36%
Veteran	51%	48%	39%
Not Veteran	37%	35%	36%

**Table E4: Perkins Economically Disadvantaged Students' Three-Year CSU/UC Transfer Rates**

	2018 Cohort	2019 Cohort	2020 Cohort
All	37%	35%	36%
Perkins Economically Disadvantaged	37%	36%	34%
Not Perkins Economically Disadvantaged	38%	35%	38%

**Table E5: Students with Disabilities' Three-Year CSU/UC Transfer Rates**

	2018 Cohort	2019 Cohort	2020 Cohort
All	37%	35%	36%
With Disability	41%	41%	38%
No Disability	37%	35%	36%

**Table E6: Foster Youth Students' Three-Year CSU/UC Transfer Rates**

	2018 Cohort	2019 Cohort	2020 Cohort
All	37%	35%	36%
Foster Youth	35%	40%	45%
Not Foster Youth	36%	35%	36%



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