



**2025 REPORT**

# Retention and Enrollment Efforts

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





California  
Community  
Colleges

**SONYA CHRISTIAN**  
Chancellor

March 28, 2025

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

**RE: Report on Community College Enrollment and Retention Efforts**

Pursuant to California Senate Bill 117, Section 19, Schedule 1, Provision 2(d)(2), the California Community Colleges Chancellor's Office and the Board of Governors for California Community Colleges are pleased to release the Enrollment and Retention Funding report.

This report details the use of one-time funding allocated to California community colleges to support efforts in increasing student retention rates and enrollment, particularly among former, current, and prospective students affected by the COVID-19 pandemic.

For any questions regarding this report, please contact Assistant Vice Chancellor Gina Browne at [GBrowne@CCCCO.edu](mailto:GBrowne@CCCCO.edu).

Sincerely,

A handwritten signature in black ink that reads "Sonya Christian". The signature is fluid and cursive, with a long horizontal line extending from the end.

Sonya Christian, Chancellor

Enclosure: Report

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



# ENROLLMENT AND RETENTION EFFORTS

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Prepared By

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



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## EXECUTIVE SUMMARY

The COVID-19 pandemic disrupted postsecondary education enrollment across the nation and led to declining enrollment at California community colleges. To mitigate this impact, the State Legislature provided a series of one-time funding to community colleges to improve enrollment and retention efforts. This legislative report examines the use of one-time funding allocated for the academic year (AY) 2022-23 through the Higher Education Trailer Bill of 2023 (SB 117). Contingent upon receiving these funds, SB 117 requires the California Community Colleges Chancellor's Office (Chancellor's Office) to report on the following:

- Funding expenditures and breakdown by activity and college
- A narrative description of enrollment and retention trends across colleges
- Lessons from the field on enrollment and retention practices and system considerations

Additionally, the recently released Chancellor's Office [State of the System](#) report highlights encouraging enrollment increases across California community colleges. Early indicators, including enrollment figures, projections, and student feedback, demonstrate clear progress and trend corrections, showing the system is on a positive path toward recovery from pandemic-related declines.

## KEY FINDINGS

### Enrollment and Retention Funding Expenditures

- Based on the 88 community colleges included in the final Chancellor's Office survey sample, a total of \$42,411,101 was spent in AY 2022-23, with colleges spending an average of \$481,944.
- Colleges allocated an average of 44% of their funds to marketing efforts, which was the highest across all activities.

### Enrollment and Retention Trends

- Enrollment increased in AY 2022-23, the first time since AY 2018-19, but was still almost 400,000 students below pre-pandemic levels.
- From AY 2018-19 to AY 2022-23, the statewide retention rate remained steady between 65% and 68%. However, racial equity gaps persisted, with Black, Indigenous, and Pacific Islander students' rates being between four and seven percentage points lower than the statewide rate.

### Lessons from the Field

- Lessons learned include 1) cultivating a sense of belonging within the community; 2) collaborating with other departments and community partners; 3) providing targeted support to meet students where they are; 4) leveraging technology; and 5) utilizing culturally relevant strategies.

## INTRODUCTION

The California Community Colleges system is the largest higher education system in the nation, serving more than two 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, and as such, 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 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. Moreover, it sets system goals to increase enrollment and expand student supports, which was especially needed due to the enrollment declines caused by the COVID-19 pandemic. To support the system, the Higher Education Trailer Bill of 2023 (SB 117) provided one-time funds to community colleges in academic year (AY) 2022-23 to help reengage former students, retain current students, and attract prospective students who may be hesitant to enroll due to the pandemic.

## BACKGROUND

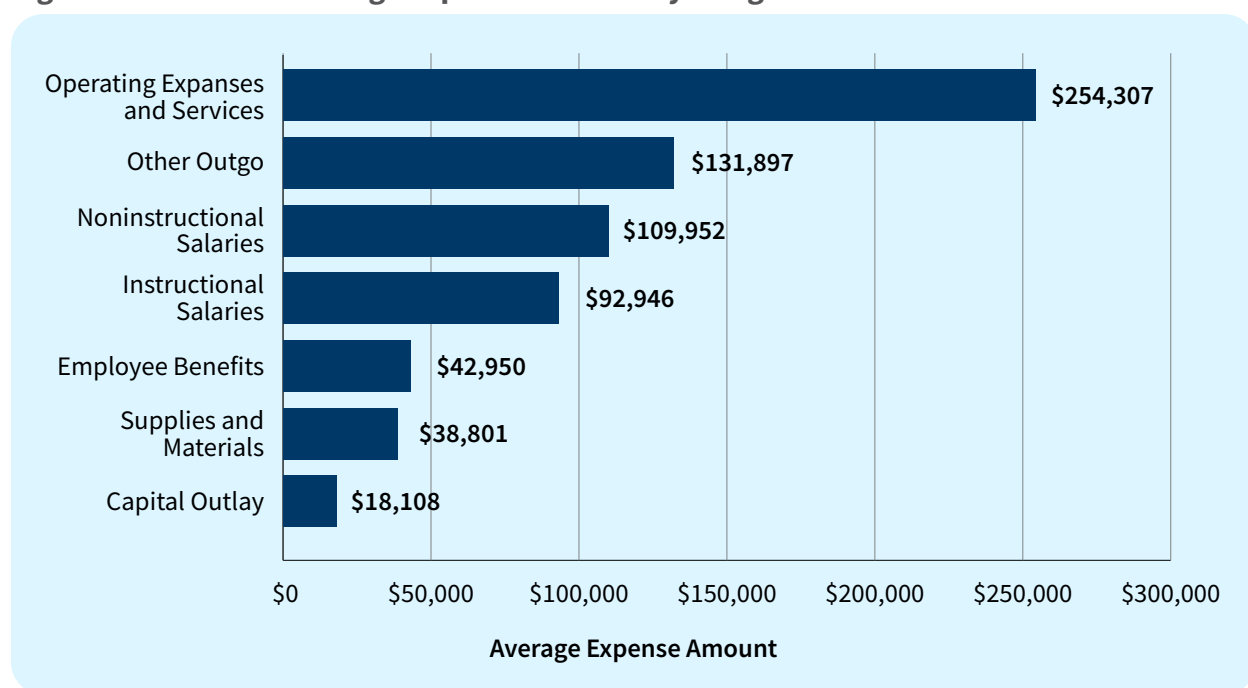
California community colleges experienced significant declines in enrollment following the COVID-19 pandemic, with many students not enrolling or persisting. In response, the legislature appropriated a series of one-time funding to help community colleges address learning loss, support students facing pandemic-related challenges, and improve enrollment and retention. In 2021, Senate Bill 85 amended the Budget Act of 2020 to direct \$121.1 million in one-time funds to support colleges in their COVID-19 response and relief efforts, with \$18 million allocated specifically for community colleges to improve enrollment and retention. The legislature appropriated additional one-time funds in the Budget Act of 2021 and Budget Act of 2022, \$100 million and \$150 million, respectively. In 2023, SB 117 amended the Budget Act of 2022 reducing funding for these efforts by \$55.4 million to a total of \$94.6 million. Contingent on receiving funding, SB 117 requires the Chancellor's Office to submit a report to the legislature on how the colleges spent funds to improve enrollment and retention on their campuses during 2022-23 academic year. To meet the reporting requirements, this report is organized into three sections. First, it presents findings on how colleges spent their funds during AY 2022-23. Next, it discusses enrollment and retention trends between AY 2018-19 and AY 2022-23, disaggregated by race. Lastly, it includes lessons from the field on enrollment and retention practices.

## ENROLLMENT AND RETENTION EXPENDITURES

The Chancellor's Office allocated \$50,000 of SB 117 funds to each college district and distributed the remaining funds based on Full-Time Equivalency Students (FTES). Seventy-five percent of the remaining funds were based on districts' 2019-20 FTES, and 25% were based on the FTES decline in 2020-21. This was done to support colleges whose enrollments were most impacted by the pandemic. To understand how much colleges spent on enrollment and retention efforts and activities in AY 2022-23, the Chancellor's Office sent a survey to all colleges. Of the 116 colleges that received funding, 96 colleges responded to the survey. Due to data quality issues, the final sample for this analysis is 88 colleges.

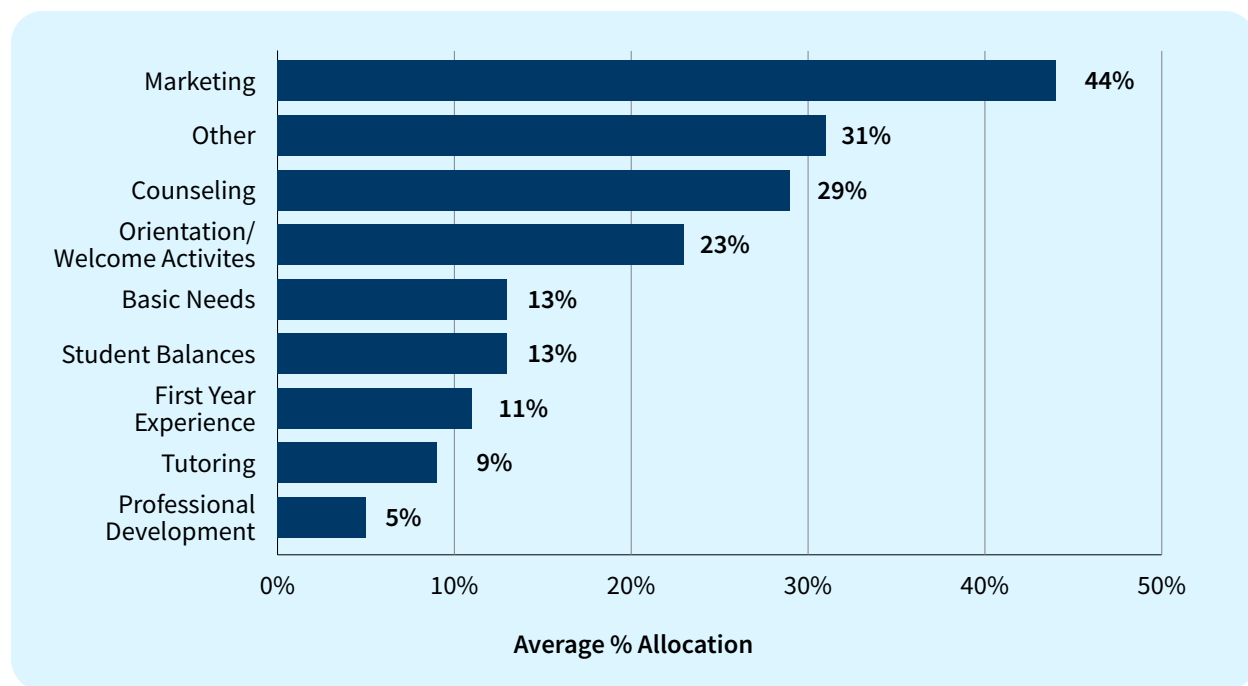
Collectively, the 88 colleges spent \$42,411,101 on enrollment and retention activities in AY 2022-23, with an average of \$481,944 per college (see Appendix A for total expenditures by college). Colleges reported spending the highest amount of their total expenditures on operating expenses and services, with the statewide average reaching \$254,307 (see Figure 1). The second highest spending budget line item was other outgo (or direct aid to students) with an average of \$131,897 spent.

**Figure 1: Statewide Average Expense Amount by Budget Line for AY 2022-23**



Colleges reported spending their funds across nine different activities (see Appendix B for share of spending by activity and college). On average, colleges spent 44% of their funds on marketing, 31% on other related activities like purchasing software and equipment or hiring personnel, and 29% on counseling (see Figure 2).

**Figure 2: Statewide Average Activities Spending Allocation for AY 2022-23**

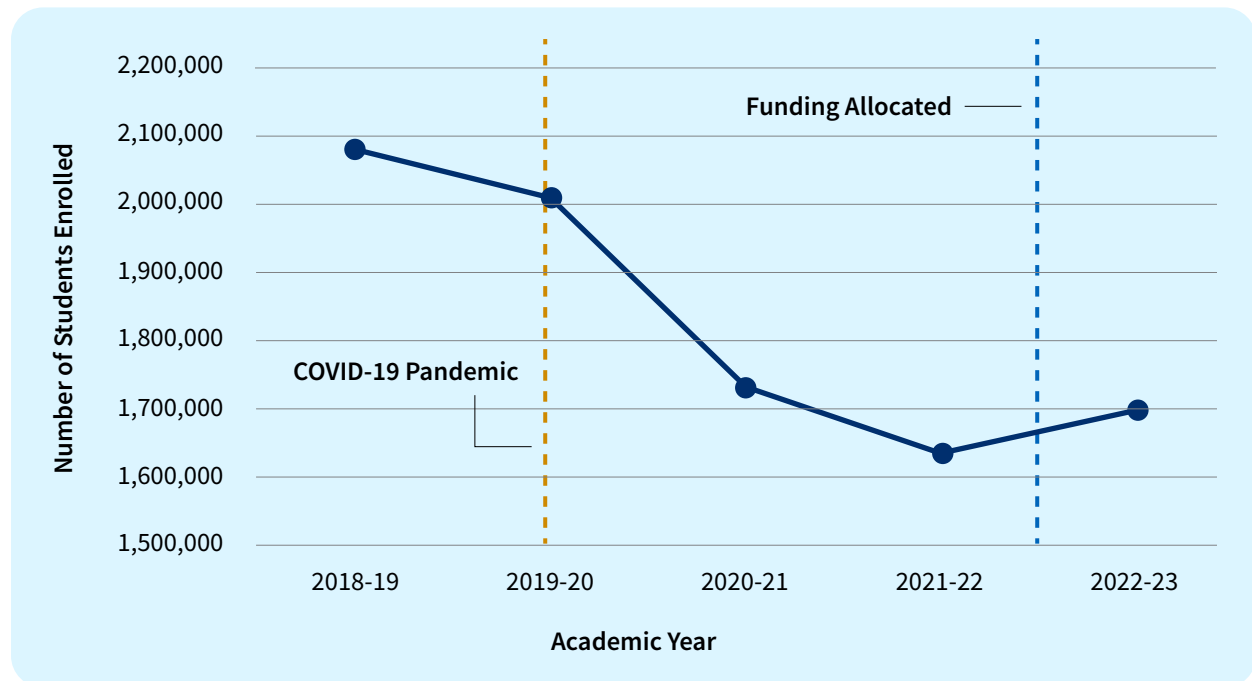


## ENROLLMENT AND RETENTION TRENDS

The Chancellor's Office examined enrollment and retention trends between AY 2018-19 (pre-pandemic) and AY 2022-23 (funding allocated under SB 117) by utilizing Chancellor's Office Management Information System (COMIS) student-level data.

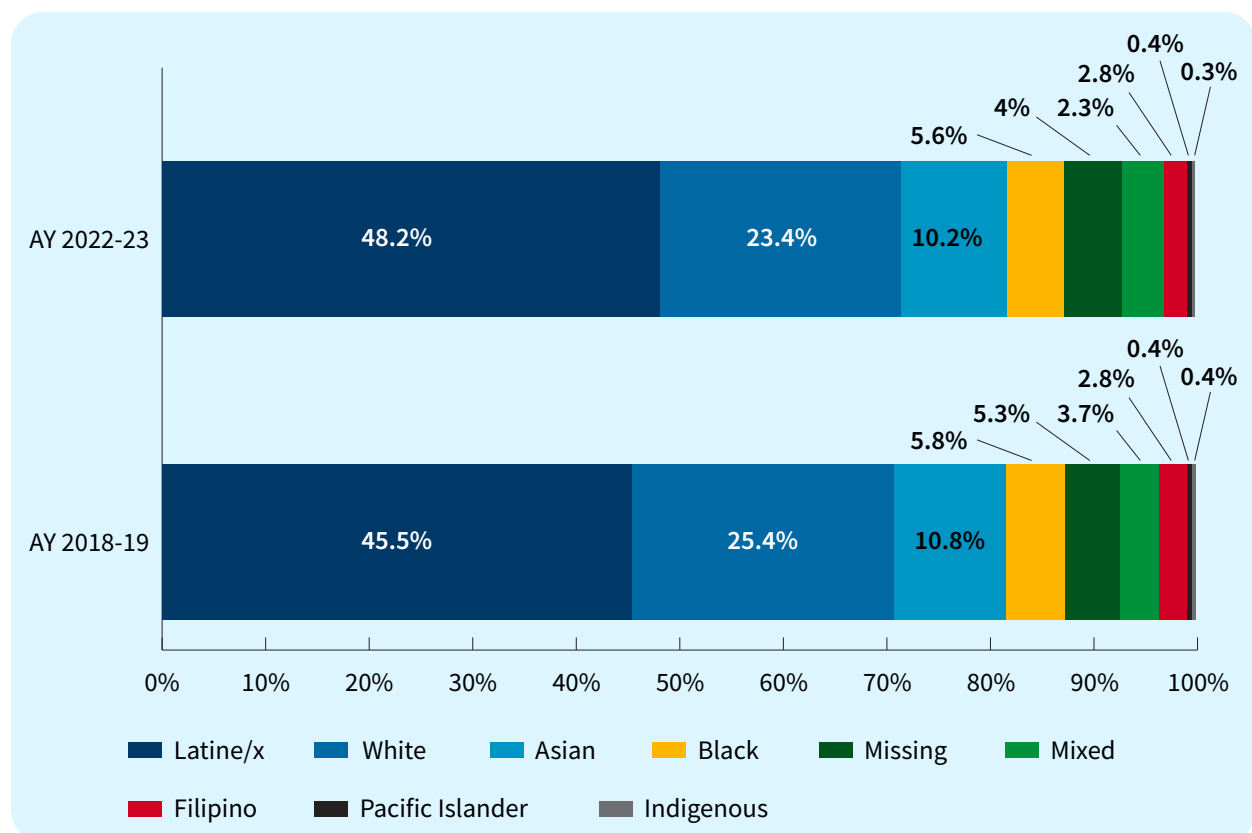
Student enrollment steadily declined since AY 2018-19, with the system losing almost 300,000 students in AY 2019-2020 following the onset of the COVID-19 pandemic (see Figure 3). However, enrollment increased in AY 2022-23, reaching about 1.7 million students across the California community colleges. Despite this growth, enrollment remained approximately 400,000 students below pre-pandemic levels.

**Figure 3: Statewide Enrollment from AY 2018-19 to AY 2022-23**



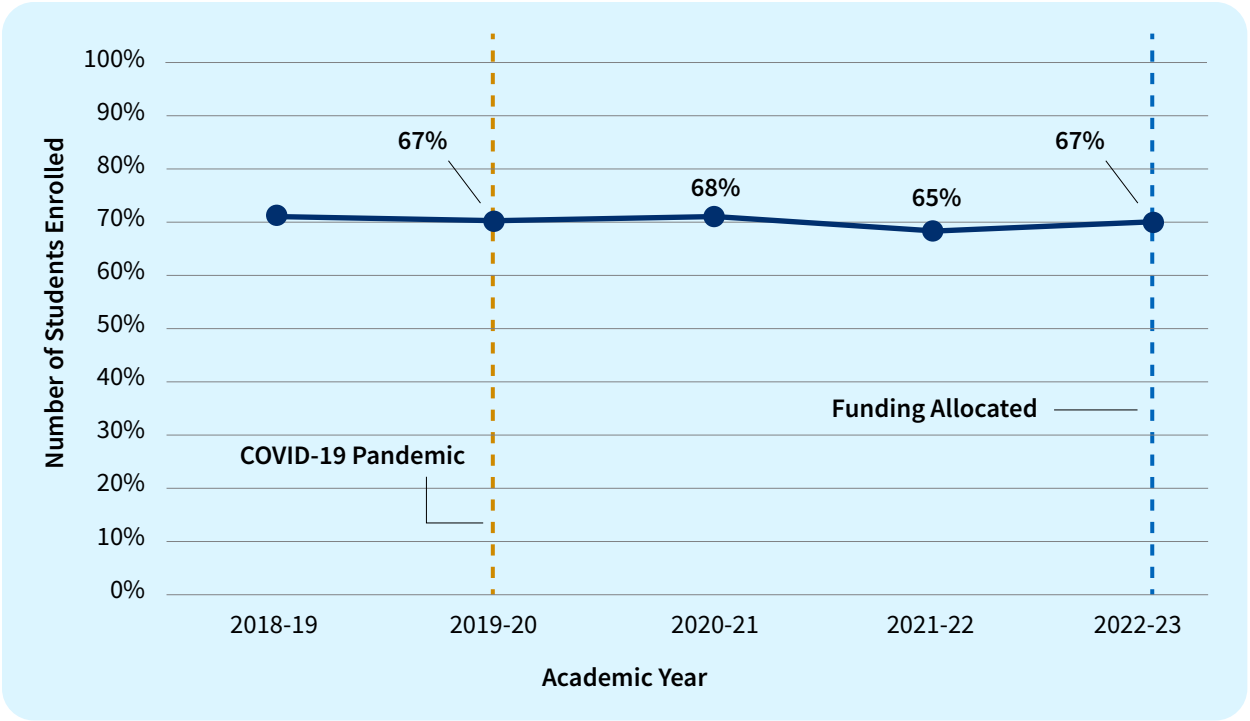
Between AY 2018-19 and AY 2022-23, the racial and ethnic make-up of community college students enrolled in California remained about the same, exhibiting minimal change (see Figure 4). Therefore, the pandemic affected the number of students enrolled in a similar way across student demographics (see Appendix C for the proportion of students enrolled from AY 2018-19 to AY 2022-23, by race).

**Figure 4: Proportion of Students Enrolled in AY 2018-19 and AY 2022-23, by Race**



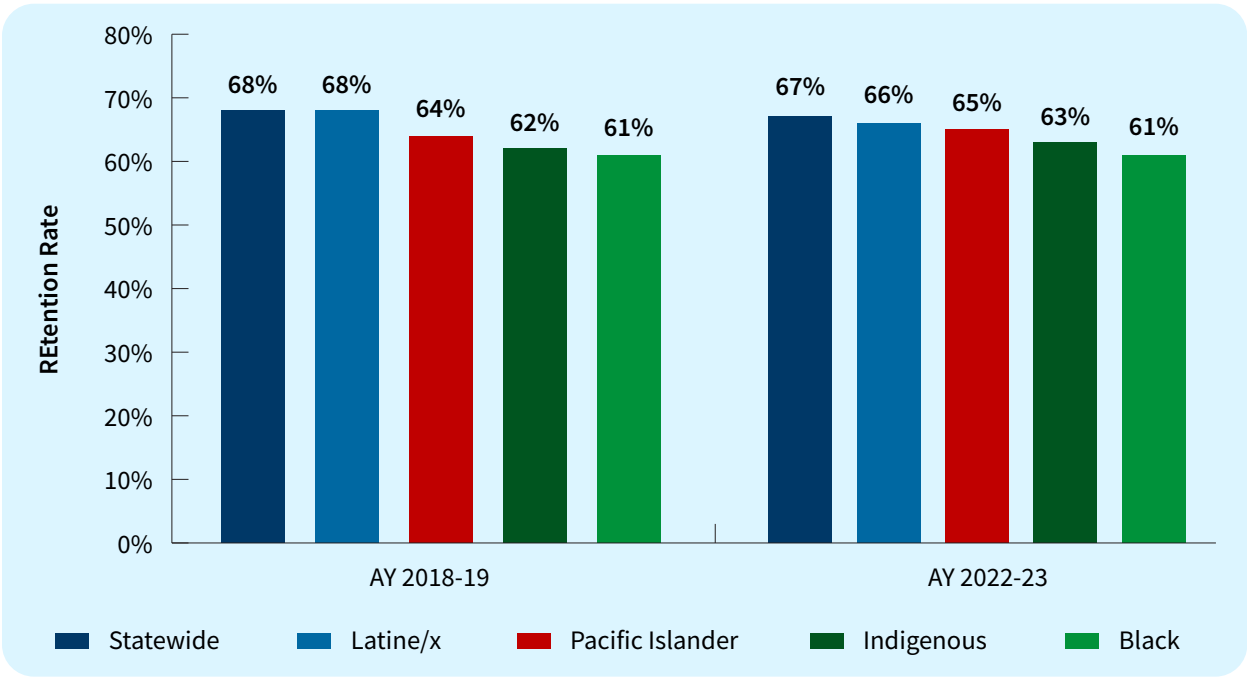
The statewide retention rate—which is all students who persisted from fall to spring within the same community college and did not complete an award or transfer—remained consistent between AY 2018-19 and AY 2022-23. The share of students who persisted from fall to spring at the same community college stayed between 65% and 68% (see Figure 5).

**Figure 5: Statewide Retention Rates from AY 2018-19 to AY 2022-23**



Furthermore, retention rates by race did not vary much between AY 2018-19 and AY 2022-23 (see Appendix C for retention rates). However, small racial equity gaps persist. As shown in Figure 6, Black, Indigenous, and Pacific Islander students had lower retention rates compared to the statewide rate in both AY 2018-19 and AY 2022-23, between three and seven percentage points. Though not a large drop, Latine/x student retention rates mirrored the statewide rate in AY 2018-19 but dropped by one percentage point in AY 2022-23.

**Figure 6: Retention Rates in AY 2018-19 and AY 2022-23, by Race**



## LESSONS AND BEST PRACTICES FROM THE FIELD

To explore community colleges’ enrollment and retention practices and strategies, four colleges that demonstrated enrollment growth, had a retention rate higher than the state average, or both, were interviewed.<sup>1</sup> These exemplary colleges shared a range of practices and strategies they considered successful at their campus. Based on these insights, the Chancellor’s Office identified five strategies from the field that include 1) cultivating a sense of belonging within the community; 2) collaborating with other departments and community partners; 3) providing targeted support by meeting students where they are; 4) leveraging technology; and 5) utilizing culturally relevant strategies.

- 1. Cultivating a sense of belonging within the community.** Colleges emphasized the importance of fostering a welcoming environment and instilling a sense of belonging as important factors in their enrollment and retention efforts. To achieve this, colleges were intentional about establishing strong relationships within their local community. This allows colleges to serve the larger community and engage students early.

<sup>1</sup> The Chancellor’s Office selected colleges from across the state to understand any regional differences in approaches and strategies used. Colleges were from the LA-OC County, San Diego – Imperial, Central Valley - Mother Lode, and North - Far North macro-regions and participated in a 1-hour semi-structured interviews focusing on their enrollment and retention efforts.

A notable example of this comes from a college in the Los Angeles-Orange County region. The college hosts a “college preview night” where they invite local high school students and their families to preview the campus, explore educational pathways, and familiarize themselves with the resources available to them. By including students and their families, they also hope to encourage family members, like younger siblings, to explore the college.

- 2. Collaborating across departments and with campus partners.** Capacity was a key constraint for colleges to implement successful enrollment and retention strategies at their campus. In response, enrollment and retention staff collaborated with other departments, units, and campus partners to leverage existing resources and build more capacity. These collaborations allowed staff to engage with more students and connect them to appropriate resources and personnel, improving the overall student experience.

One example of this is a college in the North-Far North region organized cross-departmental workshops around key deadlines (e.g., course registration, graduation petition, drop deadline) given limited staffing. Student service staff across departments would come together at a dedicated event to be available to students in preparation for upcoming deadlines. For instance, advising and enrollment services staff hosted a workshop before the course registration deadline to support students in selecting classes and prevent an influx of requests on the last registration day when there were not enough staff to address them. These cross-collaborative workshops improved staff capacity to provide essential support for students to make informed decisions before key academic dates passed.

- 3. Providing targeted support to meet students where they are.** Colleges recognized the need to develop targeted, student-centered strategies to better meet the unique needs and experiences of different student populations. They focused on intentional outreach based on students’ circumstances and background. While it required more time, resources, and personnel, colleges noted the success of targeted interventions as part of their enrollment and retention efforts. To do so, colleges engaged students in tailored, oftentimes one-on-one efforts, to identify specific challenges to enrollment and retention and provide resources.

A college in the San Diego-Imperial region exemplified this by conducting targeted outreach campaigns through texts, calls, and emails to engage students. Different campaigns included targeting students that dropped due to the pandemic, those near completion (both currently enrolled and those that stopped out), and those who did not have an educational plan. After the initial outreach, their outreach team would follow up to share current information on resources and connect students with services based on their concerns. They also established follow-up communication plans if the student were not ready to engage to stay connected for the future.

- 4. Leveraging technology.** Recognizing that staff capacity was a significant barrier to effective student engagement, colleges turned to technology to support their



enrollment and retention efforts. Staff used technology tools to automate processes allowing them to be efficient with their time and support more students. These tools also tracked student data points which provided valuable insights into student trends to inform interventions to be more impactful.

In an example provided by a college in the Central Valley-Mother Lode region, they implemented Civitas Learning, a technology software that tracks student data like grade point average, number of times meeting with a counselor, education plan completion, and educational goal. This data is then calculated into a prediction of a student's likelihood to persist. Staff used persistence predictions to track when interventions were needed for students. They also tracked predictions across time, informing how different interventions impacted a student's likelihood to persist across terms. Technology allowed them to improve workflow, better target support for students, and inform continuous improvement of efforts.

- 5. Utilizing culturally relevant strategies.** Colleges noted persistent equity gaps, particularly among different racial and underrepresented student populations, exist at their campuses. Therefore, they engaged and supported students of different races and ethnicities through culturally responsive strategies that were relevant to students' lived experiences. In doing so, colleges targeted students in ways that honored all aspects of a student's identity. These strategies included partnering with on-campus affinity groups where students with a shared identity or experience can come together to increase connectedness, reduce isolation, and help create a diverse and socially just world. Colleges established partnerships with critical educational and community-based organizations that serve as advocates and trusted resources for California community colleges among the various student groups and their influencers. Some colleges developed advertising, informational, and outreach materials that clearly targeted underrepresented students and parents utilizing positive and culturally relevant imagery and content.

## CONCLUSION

Overall, the COVID-19 pandemic disrupted enrollment and retention for many community college students, with the California Community Colleges system losing about 300,000 students in AY 2019-2020 and declining in the following years. The State Legislature aimed to address these declines through various one-time funding allocations focused on community college enrollment and retention. Specifically, SB 117 appropriated \$94.6 million one-time funds for AY 2022-23 to mitigate the pandemic's adverse effects on enrollment and retention across California community colleges. Colleges allocated this funding across a variety of areas but primarily allocated funding for marketing and counseling activities. Of note, in AY 2022-23, community college enrollment increased for the first time since the onset of the pandemic but remains below pre-pandemic levels. Additionally, retention rates were stable between AY 2018-19 and AY 2022-23. However, efforts to improve retention are needed to ensure more students meet their educational goals, especially among different racial and ethnic groups.

## APPENDIX A. TOTAL EXPENDITURES BREAKDOWN BY COLLEGE IN AY 2022-23

College Name	Total Expenditures
Alameda	\$314,174
Allan Hancock	\$149,821
American River	\$534,294
Bakersfield	\$784,815
Barstow	\$293,593
Berkeley City	\$760,579
Butte	\$555,000
Canada	\$-
Canyons	\$1,176,880
Cerritos	\$994,130
Cerro Coso	\$157,221
Chabot	\$335,165
Chaffey	\$ 71,699
Citrus	\$583,422
Clovis	\$535,303
Coalinga	\$202,981
Coastline	\$113,843
Columbia	\$ 53,818
Compton	\$649,417
Contra Costa	\$731,118
Copper Mountain	\$114,986
Cosumnes River	\$287,697
Crafton Hills	\$346,884
Cuesta	\$171,003
Cuyamaca	\$292,887
Cypress	\$730,729
De Anza	\$343,906
Diablo Valley	\$223,196
East Los Angeles	\$1,812,128

College Name	Total Expenditures
Evergreen Valley	\$461,816
Feather River	\$115,594
Folsom Lake	\$150,698
Foothill	\$204,000
Fullerton	\$149,962
Gavilan	\$145,069
Golden West	\$600,861
Grossmont	\$286,227
Irvine Valley	\$252,759
Los Angeles Harbor	\$310,503
Los Angeles Mission	\$447,218
Los Angeles Pierce	\$1,594,665
Los Angeles Trade-Technical	\$1,346,452
Los Angeles Valley	\$1,020,090
Lake Tahoe	\$116,890
Lassen	\$121,600
Lemoore	\$428,698
Long Beach City	\$1,004,584
Los Medanos	\$ 55,097
Madera	\$115,338
Marin	\$114,858
Merced	\$613,810
Merritt	\$ 65,209
Mira Costa	\$598,164
Mission	\$343,957
Modesto	\$217,033
Monterey	\$366,331
Moorpark	\$813,146
Mt. San Jacinto	\$464,886
Norco	\$202,886
Ohlone	\$699,054

College Name	Total Expenditures
Orange Coast	\$284,202
Oxnard	\$259,663
Palo Verde	\$150,645
Palomar	\$409,037
Pasadena City	\$1,264,018
Porterville	\$166,562
Redwoods	\$374,507
Reedley	\$610,852
Sacramento City	\$397,295
Saddleback	\$1,190,659
San Bernardino	\$796,343
San Diego City	\$396,425
San Diego Miramar	\$359,588
San Francisco City	\$674,780
San Joaquin Delta	\$584,618
San Jose City	\$598,077
Santa Barbara City	\$871,663
Santa Monica	\$1,199,619
Santa Rosa	\$598,320
Shasta	\$307,601
Sierra	\$1,259,205
Siskiyou	\$191,766
Solano	\$180,512
Southwest Los Angeles	\$124,677
Taft	\$527,113
Ventura	\$538,425
Victor Valley	\$732,192
West Los Angeles	\$614,595

APPENDIX B. SHARE OF SPENDING BY ACTIVITY AND COLLEGE FOR AY 2022-23

College Name	Counseling	Professional Development	Tutoring	Orientation/Welcome Activities	First Year Experience	Basic Needs	Marketing	Student Balances	Other
Alameda	0%	0%	0%	48%	0%	0%	50%	0%	2%
Allan Hancock	0%	6%	0%	65%	1%	0%	0%	15%	13%
American River	0%	0%	0%	0%	0%	0%	100%	0%	0%
Bakersfield	90%	9%	0%	0%	0%	0%	0%	0%	1%
Barstow	0%	0%	0%	75%	0%	0%	25%	0%	0%
Berkeley City	0%	0%	0%	0%	0%	0%	0%	0%	100%
Butte	10%	0%	20%	10%	5%	0%	30%	0%	25%
Canada	0%	0%	0%	0%	0%	0%	0%	0%	0%
Canyons	0%	0%	0%	8%	0%	10%	34%	0%	48%
Cerritos	0%	0%	0%	80%	0%	0%	20%	0%	0%
Cerro Coso	0%	0%	0%	3%	1%	0%	24%	0%	72%
Chabot	0%	1%	3%	30%	6%	2%	58%	0%	0%
Chaffey	0%	0%	0%	0%	0%	0%	0%	0%	100%
Citrus	33%	1%	0%	24%	0%	3%	24%	0%	15%
Clovis	8%	1%	0%	13%	0%	15%	57%	0%	6%
Coalinga	90%	0%	0%	2%	0%	0%	8%	0%	0%
Coastline	0%	7%	0%	1%	0%	2%	0%	0%	91%
Columbia	0%	8%	0%	85%	0%	0%	7%	0%	0%
Compton	0%	0%	0%	30%	0%	0%	20%	0%	50%
Contra Costa	0%	7%	0%	26%	3%	0%	49%	0%	15%
Copper Mountain	53%	3%	0%	13%	0%	0%	31%	0%	0%
Cosumnes River	0%	0%	0%	0%	0%	0%	100%	0%	0%
Crafton Hills	0%	0%	0%	12%	0%	0%	82%	0%	6%
Cuesta	0%	3%	0%	25%	30%	0%	42%	0%	0%
Cuyamaca	0%	0%	0%	61%	0%	0%	34%	0%	5%
Cypress	0%	2%	2%	6%	2%	0%	40%	0%	48%
De Anza	85%	0%	0%	10%	0%	5%	0%	0%	0%
Diablo Valley	4%	3%	0%	27%	0%	0%	27%	0%	39%
East Los Angeles	0%	0%	0%	0%	0%	0%	100%	0%	0%
Evergreen Valley	8%	2%	1%	17%	0%	0%	72%	0%	0%

College Name	Counseling	Professional Development	Tutoring	Orientation/Welcome Activities	First Year Experience	Basic Needs	Marketing	Student Balances	Other
Feather River	5%	10%	0%	5%	5%	0%	25%	0%	50%
Folsom Lake	0%	0%	0%	0%	0%	0%	100%	0%	0%
Foothill	14%	19%	0%	10%	0%	45%	12%	0%	0%
Fullerton	0%	0%	0%	5%	19%	3%	73%	0%	0%
Gavilan	20%	0%	0%	30%	0%	0%	40%	0%	10%
Golden West	0%	0%	0%	2%	0%	0%	55%	0%	43%
Grossmont	0%	6%	0%	13%	9%	2%	53%	0%	17%
Irvine Valley	0%	0%	0%	16%	0%	0%	46%	0%	37%
Los Angeles Harbor	0%	0%	0%	80%	12%	0%	4%	0%	4%
Los Angeles Mission	0%	0%	0%	13%	29%	6%	52%	0%	0%
Los Angeles Pierce	0%	0%	0%	16%	0%	0%	84%	0%	0%
Los Angeles Trade-Technical	0%	0%	0%	41%	0%	0%	59%	0%	0%
Los Angeles Valley	25%	0%	0%	25%	20%	0%	30%	0%	0%
Lake Tahoe	40%	0%	0%	10%	20%	20%	0%	10%	0%
Lassen	0%	11%	0%	32%	5%	0%	3%	0%	49%
Lemoore	91%	0%	0%	3%	2%	0%	4%	0%	0%
Long Beach City	50%	1%	0%	1%	0%	0%	15%	0%	33%
Los Medanos	0%	0%	0%	0%	0%	0%	100%	0%	0%
Madera	0%	0%	0%	39%	0%	0%	58%	0%	3%
Marin	0%	10%	0%	20%	0%	0%	10%	0%	60%
Merced	0%	0%	0%	14%	0%	0%	0%	0%	86%
Merritt	0%	0%	0%	20%	30%	0%	30%	0%	20%
Mira Costa	27%	7%	0%	50%	0%	0%	16%	0%	0%
Mission	10%	10%	0%	15%	20%	25%	20%	0%	0%
Modesto	0%	0%	0%	68%	0%	0%	32%	0%	0%
Monterey	32%	0%	0%	5%	15%	45%	3%	0%	0%
Moorpark	27%	1%	0%	57%	9%	3%	3%	0%	0%
Mt. San Jacinto	12%	0%	0%	0%	0%	0%	62%	0%	26%
Norco	3%	5%	9%	5%	0%	0%	22%	0%	56%
Ohlone	46%	10%	0%	34%	0%	0%	4%	0%	6%
Orange Coast	10%	5%	0%	20%	10%	0%	30%	0%	25%

College Name	Counseling	Professional Development	Tutoring	Orientation/Welcome Activities	First Year Experience	Basic Needs	Marketing	Student Balances	Other
Oxnard	0%	0%	0%	15%	0%	0%	85%	0%	0%
Palo Verde	55%	0%	10%	15%	0%	0%	20%	0%	0%
Palomar	40%	1%	0%	7%	5%	0%	2%	0%	45%
Pasadena City	12%	0%	0%	2%	2%	0%	70%	0%	14%
Porterville	20%	0%	0%	10%	0%	0%	37%	0%	33%
Redwoods	46%	5%	0%	0%	0%	0%	0%	0%	49%
Reedley	18%	2%	25%	12%	4%	0%	28%	0%	11%
Sacramento City	0%	0%	0%	0%	0%	0%	100%	0%	0%
Saddleback	0%	7%	0%	13%	10%	33%	17%	0%	20%
San Bernardino	0%	0%	0%	8%	4%	0%	88%	0%	0%
San Diego City	6%	2%	0%	11%	0%	0%	70%	0%	11%
San Diego Miramar	0%	0%	0%	4%	0%	0%	93%	0%	3%
San Francisco City	0%	0%	0%	30%	20%	0%	50%	0%	0%
San Joaquin Delta	7%	1%	0%	16%	14%	1%	59%	0%	2%
San Jose City	3%	0%	0%	4%	0%	0%	84%	0%	9%
Santa Barbara City	1%	9%	0%	36%	1%	0%	36%	0%	17%
Santa Monica	5%	0%	0%	47%	0%	0%	43%	0%	5%
Santa Rosa	8%	2%	4%	13%	11%	5%	53%	0%	5%
Shasta	43%	0%	0%	0%	0%	0%	5%	0%	52%
Sierra	0%	0%	0%	5%	0%	13%	2%	0%	80%
Siskiyou	0%	4%	0%	1%	11%	0%	28%	0%	56%
Solano	0%	0%	0%	42%	0%	0%	30%	0%	28%
Southwest Los Angeles	0%	0%	0%	0%	0%	0%	100%	0%	0%
Taft	0%	9%	0%	31%	0%	0%	60%	0%	0%
Ventura	0%	2%	0%	37%	0%	0%	58%	0%	2%
Victor Valley	80%	0%	0%	0%	0%	0%	0%	0%	20%
West Los Angeles	0%	0%	0%	3%	0%	0%	97%	0%	0%

APPENDIX C. PROPORTION OF STUDENTS ENROLLED FROM AY 2018-18 TO AY 2022-23, BY RACE

RACE	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23
Latine/x	45.5%	46.2%	46.6%	46.9%	48.2%
White	25.4%	23.8%	24.5%	24.4%	23.4%
Asian	10.8%	10.7%	10.5%	10.3%	10.2%
Black	5.8%	5.7%	5.5%	5.5%	5.6%
Missing	5.3%	6.6%	5.2%	5.5%	5.6%
Mixed	3.7%	3.7%	4.1%	4.0%	4.0%
Filipino	2.8%	2.7%	2.8%	2.6%	2.3%
Pacific Islander	0.4%	0.4%	0.4%	0.4%	0.4%
Indigenous	0.4%	0.4%	0.3%	0.3%	0.3%



## APPENDIX D. RETENTION RATES FROM AY 2018-19 TO AY 2022-23, BY RACE

RACE	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23
Asian	72%	70%	72%	69%	71%
Black	61%	60%	63%	60%	61%
Filipino	72%	71%	72%	70%	71%
Latine/x	68%	67%	67%	64%	66%
Indigenous	62%	63%	62%	61%	63%
Pacific Islander	64%	63%	65%	63%	65%
Mixed	70%	69%	69%	67%	70%
White	69%	67%	69%	65%	67%
Missing	65%	61%	67%	58%	61%
<b>Statewide</b>	<b>68%</b>	<b>67%</b>	<b>68%</b>	<b>65%</b>	<b>67%</b>



Front cover photo:  
Santa Monica College

Photo at right:  
Los Medanos College

Back cover photo:  
San Jose City College



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