



California
Community
Colleges

VISION 2030

A Roadmap for California
Community Colleges



El Camino College

Vision 2030 - The July 2025 Edition

“All families, students, and workers deserve the freedom to succeed: to build real-life skills and pursue careers.”



– Governor,
Gavin Newsom

“The time is now to design the most vibrant, resilient and effective learning environment ever. And we do this work with equity at scale, not eventually, but right now.”



– Chancellor,
Sonya Christian

Board of Governors



Hildegard B. Aguinaldo,
President

When I became President of the California Community Colleges Board of Governors in January 2025, I immediately focused on refreshing Vision 2030. Originally launched in 2023, the roadmap was always intended to evolve. Under my leadership, the Board has refined Vision 2030 to remain responsive to the changing needs of students, the workforce, and California's communities. The July 2025 Edition reflects both progress made and a deepening commitment to access, innovation, and student success. The Board views this report as a living vision that is continually shaped by collaboration, evidence, and the future needs of California's students, workforce, and communities.

Love Adu

Appointment: 2024-2026

Representing: Student

Adrienne C. Brown

Appointment: 2025-2027

Representing: Faculty

Casey Chang

Appointment: 2023-2025

Representing: Student

Lilian Coral

Appointment: 2025-2030

Representing: Public

Amy M. Costa

Appointment: 2024-2030

Representing: Public

Ricardo De La Fuente

Appointment: 2025-2031

Representing: Public

Felicia Escobar Carrillo

Appointment: 2019-2025

Representing: Public

Tom Epstein

Appointment: 2020-2026

Representing: Public

Nan Gomez-Heitzeberg

Appointment: 2024-2025

Representing: Public

Pamela Haynes

Appointment: 2022-2028

Representing: Trustee

Eleni Kounalakis

Appointment: 2020 - term end

Representing: Lieutenant Governor of California

Harry Le Grande

Appointment: 2023-2029

Representing: Public

Jennifer L. Perry

Appointment: 2021-2027

Representing: Public

Bill Rawlings

Appointment: 2024-2026

Representing: Classified Employee

Mary H. Salas

Appointment: 2023-2025

Representing: Public

Dr. Blas Villalobos

Appointment: 2021-2027

Representing: Public

Dr. Cirian Villavicencio

Appointment: 2024-2026

Representing: Faculty

Joseph R. Williams

Appointment: 2020-2026

Representing: Trustee

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Letter from Chancellor Christian to Californians

Dear Californians,

In July 2023, we presented to the Board of Governors (BOG) Vision 2030: A Roadmap for California Community Colleges. It was a call to action for our 116 colleges to lead with equity and excellence, act with urgency, and serve as a force for economic mobility, environmental stewardship, and community resilience.

Two years later we are presenting Vision 2030 - The July 2025 Edition.

We are not changing directions. We are recommitting to our shared three goals—Equity in Access, Equity in Success, and Equity in Support, while incorporating what we have learned over the past 18 months, clarifying our approach to innovation and sustainability, defining the infrastructure development and policy framework necessary to advance the ambitious goals, and expanding our plan to incorporate the challenges and opportunities emerging across our system, our state, our nation, and the world.

"At the heart of Vision 2030 is a reimagining of access—one that no longer waits for students to come to us. This refresh reaffirms our responsibility to meet learners where they are."

We have already begun to see the results of Vision 2030, with significant enrollment increases across the system, particularly in communities that have been historically excluded or underserved by higher education. These early outcomes affirm that our work is having a positive impact, yet we know our work is far from being done. Vision 2030 demands that no student feels disaffected, alienated, or left behind.

At the heart of Vision 2030 is a reimagining of access—one that no longer waits for students to come to us. This refresh reaffirms our responsibility to meet learners where they are—through partnerships with community-based organizations, labor, and industry. Our colleges are embedded in communities, honoring learning wherever it occurs: Online, in classrooms, or on the job. The growing infrastructure for Credit for Prior Learning (CPL)—supporting veterans, apprentices, and workers with industry credentials—is vital to unlocking opportunity and advancing economic mobility for California's working learners.

We are refreshing Vision 2030 in a time of rapid transformation. Generative AI is changing how students learn, how faculty teach, and how colleges operate. This refresh calls on our colleges to fully engage with both the opportunities and risks of AI, and to create structures that help students, faculty, staff, and administrators thrive in a tech-enhanced world. Our HUMANS-centered principles—adopted by the Board of Governors—prioritize data privacy, human oversight, partnerships that actively guard against algorithmic bias, and notification to users when they are engaging with an AI tool.

We are deepening our leadership in climate action by building pathways to the green economy and embedding sustainability into workforce development, campus operations, and infrastructure. From remote regions to urban centers, our colleges are well-positioned to drive local solutions, like the creation of microgrids for energy resilience. Our curriculum across disciplines must also reflect this moment: our students must graduate, prepared to care for the planet and the communities they serve.

Vision 2030 - The July 2025 Edition invites all of us—students, faculty, staff, administrators, trustees, partners, and lawmakers—to reengage with the work of building the most inclusive, future-focused, student-centered and worker-centered system of higher education in the nation.

"California is a global leader in innovation, and so are our community colleges. The world is watching what we do next."

Our greatest challenges enable us to do our greatest work.

As we look to the future, we do so with urgency, creativity, and determination. California is a global leader in innovation, and so are our community colleges. The world is watching what we do next. As California goes, so goes the nation.

Thank you for all you do, and for your continued commitment to our students, our colleges, our communities, our planet, and the future of California.

Our time is now!

With gratitude,



A handwritten signature in black ink that reads "Sonya Christian".

Sonya Christian
Chancellor
California Community Colleges

Section I: Introduction

Vision 2030: A Roadmap for California Community Colleges is a future-looking, living plan, charting a new frontier for our system. Vision 2030 is constructed on three goals – Equity in Access, Equity in Success, and Equity in Support; specifically reintroducing the importance of access by proactively taking college to Californians wherever they are: we are not waiting for students to come to us.

Vision 2030 will achieve the three goals through actions under three strategic directions: equitable baccalaureate attainment, equitable workforce and economic development, and generative artificial intelligence and the future of learning. The twelve actions, detailed in Section IV, are multi-pronged, and include expanding dual enrollment pathways to high school students; delivering credit for prior learning to veterans, apprentices, and working adults through employers and worker represented associations; partnering with community-based organizations to bring workforce-training to low-income adults; providing instruction through flexible modalities; ensuring credit mobility for all students; and harnessing technology and generative artificial intelligence to enhance teaching, learning, and student support services. Vision 2030 also relies on interagency partnerships and intersegmental collaboration—including increasing access and systems supports for foster youth, providing educational opportunities for California’s justice-involved populations, prioritizing a climate action agenda, growing transfer degree pathways, and building community college baccalaureate degree programs.

Vision 2030 is grounded in the continued success of every Californian with a focus on expanding Equity in Access. It seeks to expand opportunities for the system’s 2.1 million current students while also prioritizing credential attainment for the 6.8 million Californians between the ages of 25 and 54 who have not yet earned a postsecondary credential.¹ Central to this vision is a worker-centered, learner-centered approach to educational attainment—implementing strategies that reflect the full diversity of California’s population and creating inclusive environments that support all individuals in completing a certificate or degree. The accompanying accountability framework ensures transparency, using disaggregated data to illuminate disparities and ensure that no student—or group of students—feels disaffected or alienated.

Vision 2030: A Roadmap for California Community Colleges is a future-looking, living plan, charting a new frontier for our system.

The California Community Colleges are crucial for California’s economy: our system serves the largest and most diverse student body in California higher education, making community colleges pivotal in developing California’s workforce and providing economic and social mobility. [The Economic Value of the California Community Colleges System](#) found the state’s 116 community colleges added \$168.5 billion in income to the California economy in FY 2023-24, about 4.9% of the total state product. California’s Community Colleges’ impact supported 1.5 million jobs, 1 out of every 17 jobs. As the state’s primary engine of social and economic mobility, California community colleges are critical to achieving the governor’s goal of 70% of working-aged Californians having a postsecondary degree or certificate by 2030².

1 [Untapped Opportunity](#): Understanding and Advancing Prospects for Californians without a College Degree, California Competes, February 2021

2 [The California Blueprint](#): California Agreement with California’s Higher Education Systems, 2022

Vision 2030 defines goals and strategic directions for collective work—but it is *not* prescriptive. Rather, it is an iterative framework designed to support college districts to align their goals, establish local plans, and mobilize efforts in ways that best meet the needs of the areas they serve. We are at our best as a system when we recognize our diversity, strengths, challenges, and opportunities together as we pursue the transformational change needed for our state, our regions, and our communities.

Vision 2030 - The July 2025 Edition. The July 2025 edition of Vision 2030 offers a timely refresh of the original plan presented to the Board of Governors in July 2023. This updated version reflects the progress our colleges have made over the past two years, incorporates emerging research, responds to rapid advancements in technology, and considers the shifting landscape of higher education. The Vision 2030 - July 2025 Edition captures both our current momentum and our continued commitment to serving California.

Vision 2030 is an iterative framework designed to support college districts align their goals, establish local plans, and mobilize efforts in ways that best meet the needs of the areas they serve.

Demonstration Projects. Vision 2030 supports local design and participation in growing innovative solutions that can serve scalable models. Our Demonstration Projects are exactly that—exploratory in nature—to build, test, evaluate, and make improvements throughout the design process in creating blueprints for success. Throughout this document, new and updated information is included on the many Demonstration Projects being supported throughout the system, from the Common Cloud Data Platform to Nursing, and from Rising Scholars, Credit for Prior Learning, to Apprenticeship Pathways.

Workplans. Vision 2030 Workplans outline activities, timelines, and outcomes to implement specific goals. They are designed to make systemwide impacts. Throughout this document, new and updated Workplan links are included; for example, our [Vision 2030 Transfer Workplan](#) delineates our comprehensive efforts to address baccalaureate attainment, especially in rural communities, and our [Vision 2030 Online Teaching and Learning Workplan](#) focuses on our opportunities to grow the [California Virtual Campus](#) and to provide faculty professional development and support.

Vision 2030 is central to the everyday work of the Chancellor’s Office. As outlined in section V, the Chancellor’s Office will support colleges through four interconnected spheres of engagement: people, systems, policy, and resources.

We will continue to cultivate strong partnerships to guide practice, offering data, technical assistance, and thought leadership that centers students. We will strengthen system-wide capacity, from enhancing technological infrastructure to scaling effective practices such as credit for prior learning. Our policy efforts will span state, federal, and local levels, advancing the goals of Vision 2030 while providing clear guidance to ensure thoughtful and consistent implementation. And we will work collaboratively with colleges and districts to secure investment—from public, private, and philanthropic sources—to fuel innovation, foster institutional growth, and ensure long-term fiscal sustainability.

California Community Colleges – We take care of our students, our communities, and our planet.

Our time is now!

Section II: Taking Care of our Students, our Communities, and our Planet

The California Community Colleges expanded the focus of Vision 2030 beyond serving current students to embracing a broader mission—one that includes uplifting communities and protecting the planet. This shift acknowledges that education does not exist in isolation; it is deeply intertwined with economic opportunity, social equity, and environmental sustainability.

Our Students

Vision 2030 recognizes the vital role community colleges play in shaping resilient communities, expanding access, success, and support, and preparing learners to lead in a changing world; while continuing to study and implement strategies that illuminate disparities and ensure that no student—or group of students—feels disaffected or alienated and gets left behind.



Cerritos College

Dual enrollment must be accessible to all high school students and students attending a noncredit or adult education high school diploma or equivalency program, especially those historically excluded from higher education. The **ninth-grade strategy** envisions a future where every California high school student is on a clear path—whether transfer, career, or apprenticeship—and graduates with at least 12 units of college credit. This early exposure builds momentum toward a certificate or degree and plays a critical role in helping underrepresented students see college as possible, attainable, and relevant to their lives. In 2020, dual enrollment was expanded to include students attending a noncredit or adult education high school diploma or equivalency program. Adult dual enrollment learners follow the same procedures as high school learners.

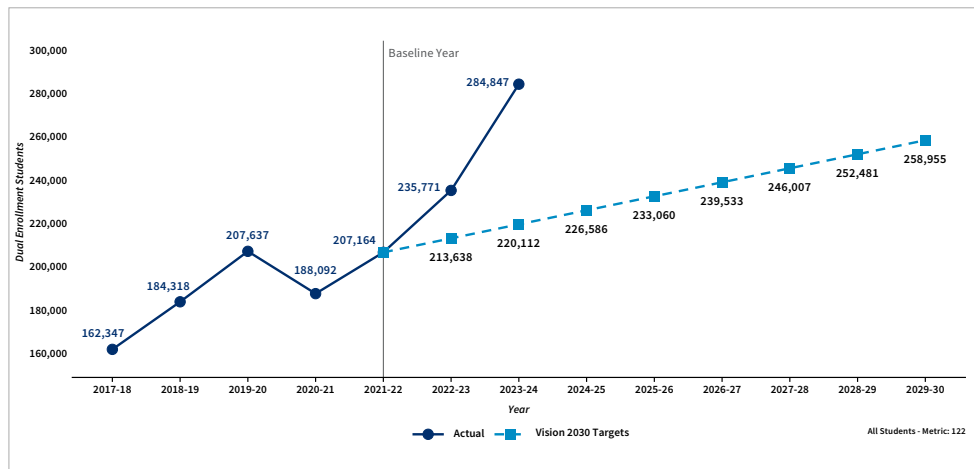


Figure 1: Increase with equity the number of students attending a California community college by 25%.

Vision 2030 supports our **student veterans** who are more likely to face challenges when transitioning to life after military service, particularly after combat deployment. The California Community College's Chancellor's Office's [Mapping Articulated Pathways \(MAP\) Initiative](#) has launched a [Veteran's Sprint](#) to ensure that all 30,000 veterans studying in the system will have their Joint Services Transcript processed for college credit. The [Mental Health for Veterans Demonstration Project](#) aims to strengthen institutional policy and practice to provide support — including mental health services, professional development for faculty and staff, and peer-to-peer mentorship — that student veterans need to succeed.

The [Rising Scholars Network](#) and grant program expands educational access for **justice-involved** youth and adults. Education plays a transformative role: it reduces the likelihood of recidivism by over 40%, increases employment prospects by 13%, and boosts post-release income by 8% to 28%, depending on the program's focus¹. One estimate suggests that educating just half of the state's prison population could save more than \$65 million annually². These efforts not only strengthen lives and communities—they also grow the state's productive tax base and economic vitality.

California's community colleges are uniquely positioned to support adults in gaining the skills and credentials needed for upward mobility and family-sustaining wages.

California community colleges currently serve about **27,500 current and former foster youth** as of the latest student counts in 2023-24. This population faces unique challenges in accessing and succeeding in higher education, underscoring the urgency for focused attention and prioritization. Only 63.6% of foster youth complete high school in four years, compared to 86.7% of the general student population³. Vision 2030 brings a renewed focus on ensuring access, success, and support for foster youth through the [NextUp](#) program, which is the primary vehicle of the Chancellor's Office to provide dedicated support by foster youth.

In California, 6.8 million adults aged 25–54 have a high school diploma but no postsecondary degree⁴. Many are working learners or student parents, often from low-income backgrounds, facing barriers to stable, well-paying employment. If just 5% of the most motivated among them enrolled, our system would welcome over 300,000 new students. California's community colleges are uniquely positioned to support these adults in gaining the skills and credentials needed for upward mobility and family-sustaining wages. Additionally, Credit for Prior Learning and Apprenticeship Pathways—two [Vision 2030 Demonstration Projects](#)—are expanding opportunities for working learners, apprentices, and journeypersons to earn credit for existing knowledge and experience, accelerating their progress toward a degree or certificate.

1 [Evaluating the Effectiveness of Correctional Education](#), RAND, 2013

2 [Investing in Futures](#): Economic and Fiscal Benefits of Postsecondary Education in Prison, Vera Institute of Justice, January 2019

3 [California Department of Education](#), Foster Youth in California Schools

4 [Untapped Opportunity](#): Understanding and Advancing Prospects for Californians without a College Degree, California Competes, February 2021

Our Communities

To achieve Equity in Access, we must ensure every community has access, including those in rural areas or those impacted by crises such as wildfires, floods, and the COVID-19 pandemic.

Rural Communities

In order to reach every Californian, California community colleges must prioritize rural initiatives that serve the state’s most geographically isolated communities. These areas, marked by sparse populations in expansive regions, often lack access to nearby universities and face systemic barriers to education and career advancement. As the most locally embedded part of California’s higher education system, community colleges are uniquely equipped to close this opportunity gap and deliver education that reaches every Californian—regardless of zip code or population size.



Shasta College

Here are two examples of projects with a focus on rural communities:

[Rural College Transfer Collaborative Demonstration Project](#) will enable course-sharing among rural northern California colleges, expanding access to associate degrees in STEM, healthcare, and education. This collaboration helps overcome resource limitations, allowing students to complete required coursework locally without leaving their communities.

The Cali Pilot is a one-year partnership with California Student Aid Commission (CSAC), the [Digital Center](#), and three rural colleges—anchored by Butte College—to deploy AI-driven text and voice outreach supporting students with financial aid and basic needs. Using the “Cali” bot, colleges will send personalized, data-triggered messages to help students navigate barriers and stay engaged in their educational journey.

Community Resilience Centers

California community colleges are trusted, locally rooted institutions that often serve as vital lifelines during crises—from providing shelter in wildfires to distributing supplies after floods or hosting vaccination clinics during the COVID-19 pandemic. Their geographic reach, deep community ties, and existing infrastructure uniquely position them to support emergency response and recovery efforts. Yet despite this, community colleges are not formally designated or funded as part of the state’s disaster response system. Vision 2030 presents an opportunity to change that through our climate action work.

Centers are increasingly needed as climate change has greater impacts on our communities, and our colleges serve as natural hubs during times of crises. Formal designation would allow strategic investment in campus-based microgrids, resilient infrastructure, and programs aligned with the workforce needs of disaster recovery, such as logistics, construction, healthcare, and mental health. Programs like College Corps⁵ and California Service Corps⁶ could also be activated to engage students in meaningful civic work during emergencies. With the right support, California community colleges can become not only centers of learning—but anchors of preparedness, resilience, and recovery.

5 California Volunteers Office of the Governor: [College Corps](#)

6 California Volunteers Office of the Governor: [California Service Corps](#)

Our Planet

The California Community College Chancellor’s Office Vision 2030 emphasizes taking care of our planet by expanding the community college system’s role in four fields of climate practice in the [Vision 2030 Climate Action Workplan](#): facilities and operations enhancement, workforce development, curriculum integration, and community engagement.



College of the Desert

Facilities and Operations Enhancement involves transforming campus infrastructure to reduce greenhouse gas emissions and increase climate resilience. In January 2025, the Board of Governors updated the [Climate Action and Sustainability Goals](#) for the system that aims to reduce greenhouse gas emissions by 100% from baseline levels and to incorporate sustainable practices in building, transportation, and procurement.

Workforce Development prepares students for high-quality, climate-resilient careers in clean energy, sustainable agriculture, transportation, construction, and more. Colleges align programs with labor market demand and emerging green industries. This ensures students gain the skills needed to thrive in—and contribute to—a low-carbon economy.



San Diego City College

Curriculum Integration ensures that climate literacy is embedded across disciplines, helping students understand the science, urgency, and solutions related to climate change. Faculty develop courses and learning outcomes that connect climate topics to students’ academic and career goals. This equips learners to think critically and act responsibly in a changing world.

Community Engagement focuses on partnerships that advance climate resilience and environmental impact considerations at the local level. Colleges collaborate with community-based organizations, local governments, and other partners to co-design solutions and share knowledge. This work positions colleges as trusted anchors in building sustainable, climate-resilient communities.

Section III: Vision 2030 Goals and Outcomes

Equity and Excellence

Vision 2030 has three goals: Equity in Access, Equity in Success, and Equity in Support. Its metrics provide an accountability framework to measure progress and drive improvement. Disaggregated by income, race/ethnicity, and student groups such as veterans, foster youth, dual enrollment students, and rising scholars, these metrics offer a clear view of outcomes across populations. They reveal disparities, guide targeted interventions, and inform policy and resource decisions. Vision 2030 is grounded in a simple, powerful principle: every student must be seen and supported—and no Californian should ever be left behind.



Long Beach City College

Goal 1: Equity in Access

Vision 2030 aims to expand access to every Californian by supporting colleges to shift from passive enrollment practices to active outreach, bringing colleges to communities. California community colleges are advancing Equity in Access by bringing baccalaureate and workforce pathways to the underserved, underrepresented, and rural or marginalized communities, targeting key populations of current and future students. Through strategic partnerships, California community colleges are designing clear and accessible pathways into education and the workforce by bringing college to future students through in person and online modalities.

Outcome 1: Student Enrollment

Increase with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians.

Benchmark: By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

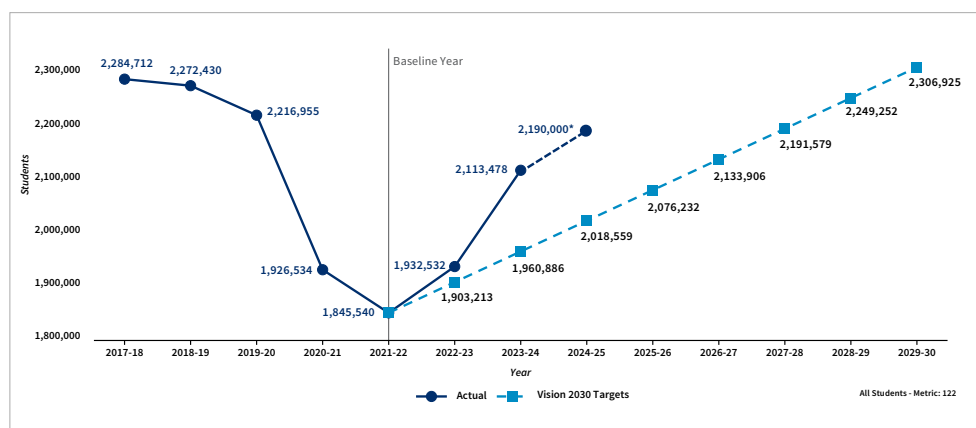


Figure 2: Increase with equity the number of students attending a California community college by 25%.

Goal 2: Equity in Success

The Governor has set an ambitious goal: 70% of Californians ages 25–64 will earn a degree or certificate¹. With over half of the state’s undergraduates beginning their journey in community colleges, student success in our system is key to achieving this target. Vision 2030 prioritizes completion – certificate, associate degree and baccalaureate degree. This includes strengthening transfer pathways, expanding the California Community College Baccalaureate Degree Program, and aligning efforts with four-year institutions. The goal also encompasses economic mobility—ensuring degrees lead to living-wage careers. Vision 2030 benchmarks are grounded in recent progress across colleges and reflect promising practices already underway. Achieving these targets will require continued investment, interagency collaboration, and robust data infrastructure.

Outcome 2: Completion

Increase with equity the number of California community college students who complete a meaningful educational outcome.

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate degree, or baccalaureate degree by 30%.

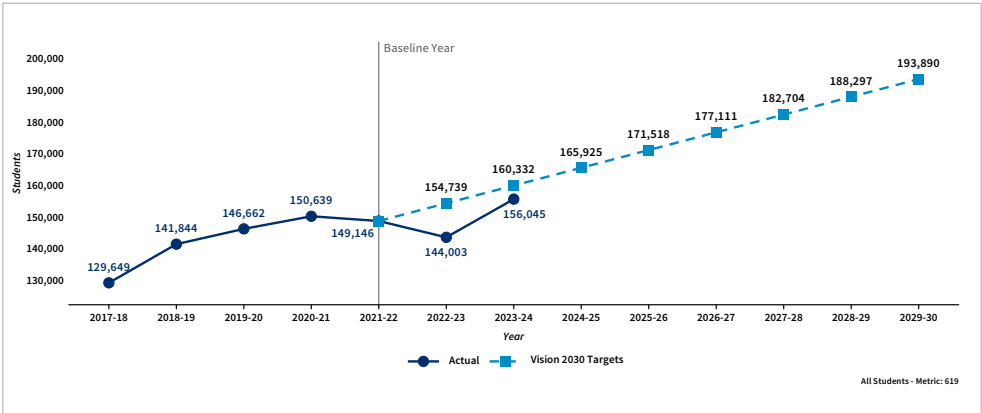


Figure 3: Increase with equity the number of California community college students completing a certificate, associate degree, or baccalaureate degree by 30%.

1 [The California Blueprint](#): California Agreement with California’s Higher Education Systems, 2022

Outcome 3: Baccalaureate Attainment

Increase with equity the number of California community college students attaining a baccalaureate degree.

Outcome 3a: Increase with equity the number of California community college students who earn an associate degree for transfer (ADT).

Benchmark: By 2030, increase with equity the number of California community college students who earn an associate degree for transfer by 30%.

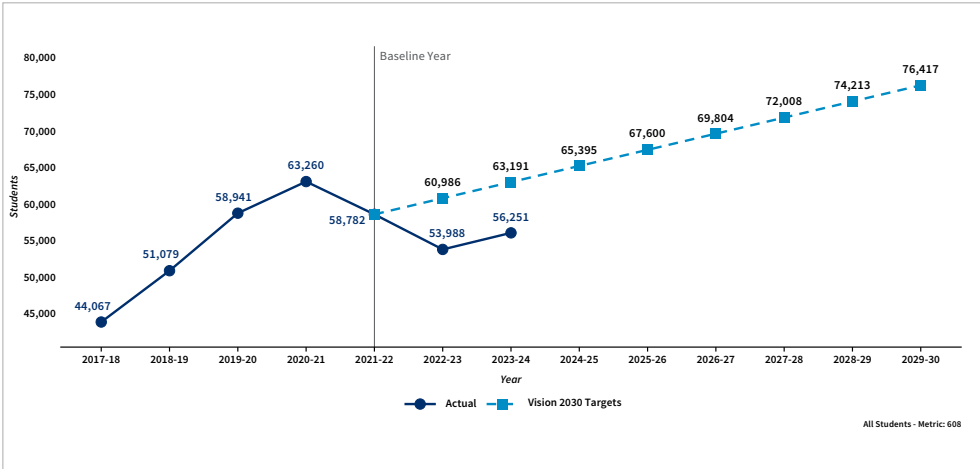


Figure 4: Increase with equity the number of California community college students who earn an associate degree for transfer by 30%.

Outcome 3b: Increase with equity the number of California community college students who earn a California community college baccalaureate degree.

Benchmark: By 2030, increase with equity the number of California community college students who earn a California community college baccalaureate degree by 30%.

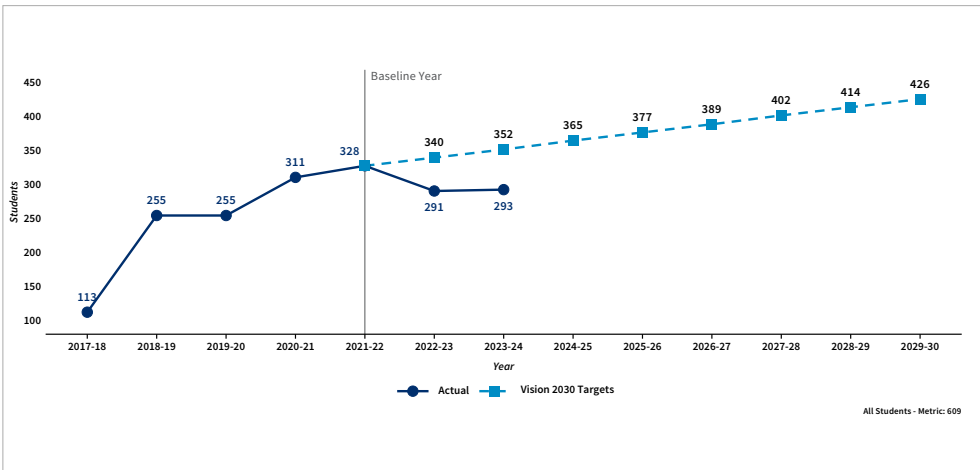


Figure 5: Increase with equity the number of California community college students who earn a California community college baccalaureate degree by 30%.

Outcome 3c: Increase with equity the number of California community college students who transfer to the California State University (CSU), University of California (UC), or non-profit private/independent/out-of-state four-year institutions.

Benchmark: Continue to work with other segments to mutually agree on these increases.

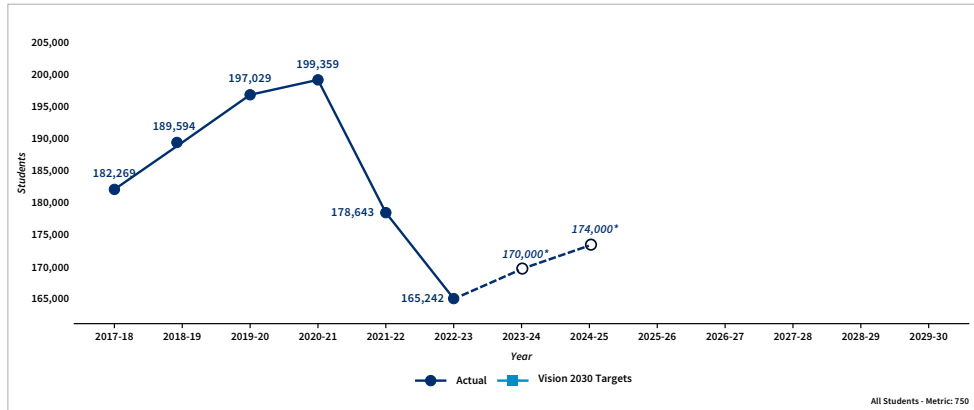


Figure 6: Increase with equity the number of California community college students who transfer to a 4-year institution.

We expect the final number of transfers to show an overall increase in 2024-25. The 2023-24 estimate is a midpoint between 2022-23 actuals and the 2024-25 estimate.

Final numbers will likely vary from these estimates.²

Outcome 4: Workforce

Increase with equity the number of California community college students who earn a living wage.

Benchmark: By 2030, increase with equity the percentage of California community college students who earn a living wage for their region after exiting higher education by 10 percentage points.

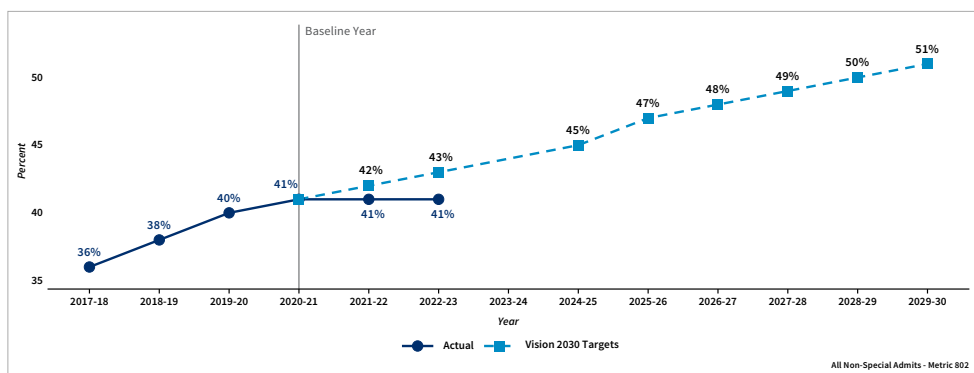


Figure 7: Increase with equity the percentage of California community college students who earn a living wage for their region after exiting higher education by 10 percentage points.

² Note: Transfer data in the California Community Colleges [DataVista](#) platform lag to ensure a transfer student was not still enrolled at a community college. Transfers to UC and CSU comprise about 90% of all CCC transfers. UC system dashboards indicate that transfers from CCC declined 2% from fall 2022 to fall 2023 but increased 5% from fall 2023 to fall 2024. CSU system dashboards show that transfer from CCC declined 4% from fall 2022 to fall 2023 but increased by 0.3% from fall 2023 to fall 2024. Information about independent and out of state university transfers are not yet available for the full 2023-24 year.

Goal 3: Equity in Support

Equity in Support recognizes that access and enrollment are only the starting point—students also need the resources to succeed. Vision 2030 elevates support as a core goal, with metrics to track progress. Many community college students balance jobs, family care, and struggle to meet basic needs. Success without support is simply unrealistic. Vision 2030 calls for proactive systems that ensure seamless access to financial aid, housing, and essential services. (See Section V for two social safety net demonstration projects.) The metrics in this section focus on increasing the number of students receiving financial aid, recognizing that financial stability is often the foundation for student success. In addition to direct aid, reducing the number of excess units students accumulate on the path to an Associate Degree for Transfer will save them both time and money.

Outcome 5: Maximization of Financial Aid

Increase with equity the number of California community college students receiving state and federal aid for which they are eligible to better support their educational journey.

Benchmark: By 2030, increase with equity the number of California community college students receiving Pell and California College Promise Grant by 10%.

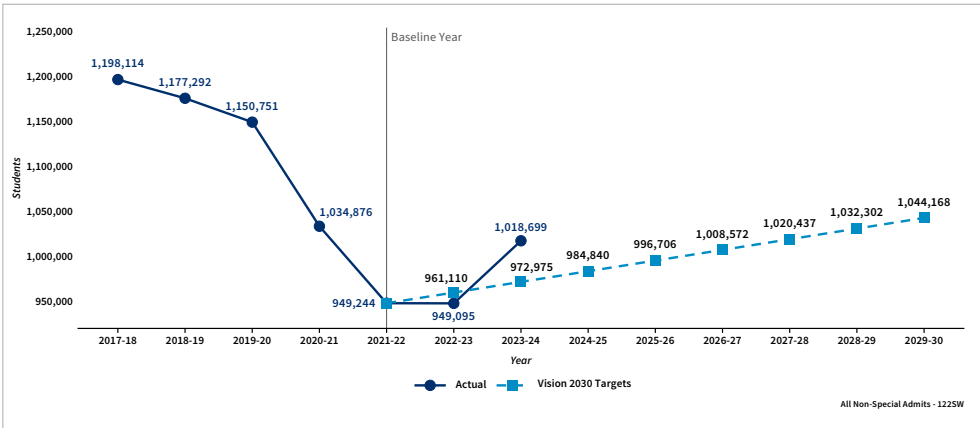


Figure 8: Increase with equity the number of California community college students receiving California College Promise Grants by 10%.

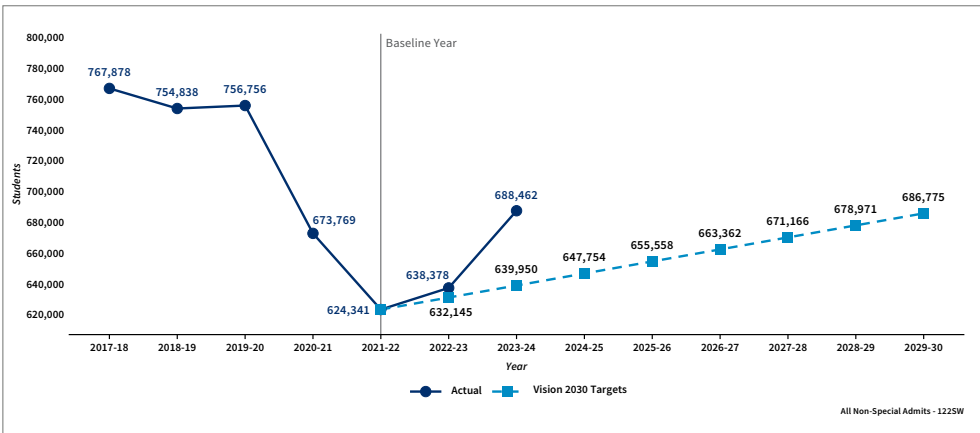


Figure 9: Increase with equity the number of California community college students receiving Pell Grants by 10%.

Outcome 6: Reduction in Units to Completion

Decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT).

Benchmark: By 2030, reduce with equity the average number of units *in excess of 60 units* to complete students' first Associate Degree for Transfer by 20%.

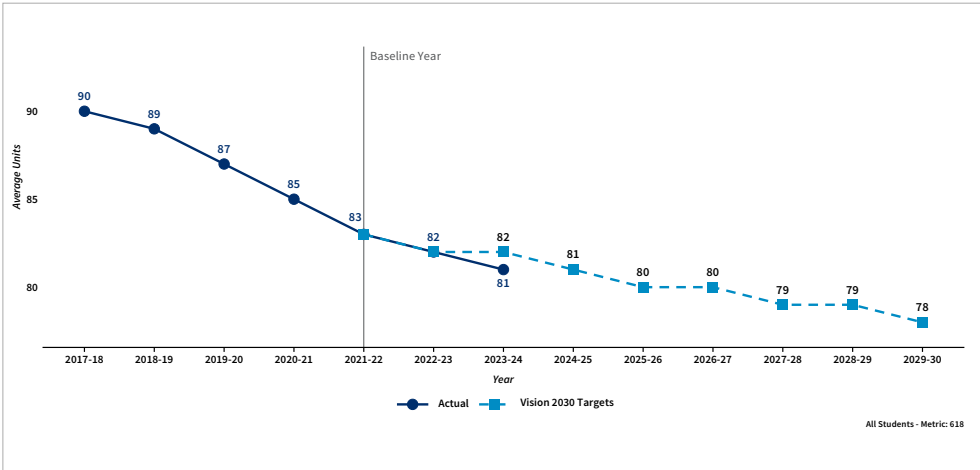


Figure 10: Reduce with equity the average number of units in excess of 60 units to complete students' first Associate Degree for Transfer by 20%.

Section IV: Leading with Action: Vision 2030 Strategic Directions

Vision 2030 will achieve the three goals of Equity in Access, Equity in Success, and Equity in Support through the twelve actions described in the three strategic directions:

1. Equitable Baccalaureate Attainment
2. Equitable Workforce and Economic Development
3. Generative Artificial Intelligence and the Future of Learning

Strategic Direction 1: Equitable Baccalaureate Attainment

A baccalaureate degree remains one of the most powerful drivers of economic mobility and lifelong opportunity. Vision 2030 embraces a “both-and” approach—valuing both skills attainment **and** degree completion. Certificates and short-term credentials must not be dead ends, but onramps to associate and baccalaureate degrees that fuel workforce advancement and uplift entire communities. As industries rapidly evolve with technology, community colleges are uniquely positioned to help Californians adapt and thrive. Through the [Guided Pathways](#) framework, students gain clear direction and structured support. The evidence is undeniable: a baccalaureate degree boosts earnings, enhances job security, and provides resilience in times of economic uncertainty.



College of San Mateo

Transfer

Students’ credits must follow them seamlessly within the California Community Colleges and from the California Community Colleges to the California State University, University of California, and independent colleges. This necessitates enhanced intersegmental partnerships and coordination to strengthen course articulation and approval processes, and data systems that remove administrative bureaucratic barriers. In 2021, legislation was passed to streamline and simplify transfer processes both within the California community colleges and among the receiving institutions: AB 928, The Student Transfer Achievement Reform Act of 2021 and AB 1111, Common Course Numbering¹. This legislation was based on recommendations in the report from the California Governor’s Council for Post-Secondary Education, *Recovery with Equity: A Roadmap for Higher Education after the Pandemic*².

In September 2024 the California State Auditor published a report on *California’s Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor’s Degrees*³. In responding to *Recommendation 13* in the report, the Chancellor’s Office surveyed the California Community Colleges seeking information on which ADTs are offered and why others are not offered. Two strong themes emerged: colleges, especially smaller colleges do not have the faculty, facilities, or student enrollment to offer all of the courses required in an ADT and many colleges cannot fit the coursework needed for ADTs in science, technology, engineering, and mathematics (STEM) fields within the 60-unit maximum.

1 [AB 928 Intersegmental Implementation Committee](#) and [Common Course Numbering Project](#)

2 [Recovery with Equity: A Roadmap for Higher Education after the Pandemic](#)

3 [2023-123](#) California’s Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor’s Degrees

As such, efforts such as the [Rural College Transfer Collaborative Demonstration Project](#), aimed at increasing capacity in rural-serving institutions by establishing course-sharing agreements and statutes resulting from AB 928⁴ and AB 2057⁵ that provides exceptions to the 60-unit maximum for ADTs in high-unit STEM majors.

Baccalaureate Degree Program (BDP)

The community college baccalaureate degree program is vital for expanding access to high-quality, affordable education—especially for rural, place-bound, and working students. These programs align directly with regional workforce needs, preparing students for in-demand careers without requiring them to leave their communities. Moreover, the California Community College Baccalaureate Degree Program (BDP) helps Californians gain employment that significantly increases their income by \$12,000 to \$28,000 per year⁶. With the passage of AB 927, the California Community College Baccalaureate Degree Program⁷, California has affirmed its commitment to community colleges offering baccalaureate degrees.

Actions 1-6 will advance Strategic Direction 1 in particular, but will also positively impact Strategic Directions 2 and 3.

1. Center all actions and the resulting policies and procedures to **advance equity in access, equity in success, and equity in support** guided by state-of-the-art research and technologies. The actions should ensure that colleges are positioned to:
 - a. [Scale Credit for Prior Learning](#) opportunities with a focus on military service, apprenticeships, and technical industry certifications, including service corps programs as detailed in the Vision 2030 Credit for Prior Learning Workplan.
 - b. Integrate [climate action](#) work into our curriculum, facilities and infrastructure, workforce, and community engagement as detailed in the [Vision 2030 Climate Action Workplan](#).
 - c. Expand access to education in [Generative AI](#) for students, faculty, administrators, and staff to better understand the opportunities and challenges as well as how to appropriately integrate and leverage these new capabilities as detailed in the Vision 2030 Generative AI Workplan.
 - d. Coordinate global and [international education](#) opportunities that provide students in California community colleges with rich immersive experiences in diverse cultural settings, broadening their perspectives and cultivating an understanding of local, national, and international socio-economic, cultural, and political histories and issues.
2. Increase enrollments, completion, and support in associate and baccalaureate degree pathways for **focused learner populations**:
 - a. Dual Enrollment students
 - b. Justice-involved and justice-impacted Californians
 - c. Foster youth
 - d. Veterans
 - e. Working learners such as apprentices, journeypersons, and student parents

4 [Assembly Bill 928](#) (Berman, 2021)

5 [Assembly Bill 2057](#) (Berman, 2024)

6 [Community College Baccalaureate Data Points](#), No. 5, June 2024

7 [Assembly Bill 927](#) (Medina, 2021)

3. Increase and improve access, success, and support to **quality online course offerings**⁸ that satisfy certificate and degree requirements as detailed in the [Vision 2030 Online Teaching and Learning Workplan](#).
4. Increase the number of eligible students who apply for and receive federal, state, and local **financial aid grants**, including the federal Pell Grant, and the California College Promise Grant. See Section III – Equity in Support.
5. Provide **flexible course scheduling** and **credit for prior learning** opportunities to optimize working learners’ abilities to reach their educational goals in an efficient timeline.
6. Increase baccalaureate degree attainment by increasing:
 - a. ADT completion and **opportunities for transfer** to California State University, University of California, Association of Independent California Colleges and Universities institutions, and Historically Black Colleges and Universities;
 - b. **Access to a California community college baccalaureate degree**, including transfer within the California Community College system as outlined in the [Vision 2030 Transfer Workplan](#);
 - c. The **number of California community college baccalaureate degrees offered** as detailed in the Vision 2030 Baccalaureate Degree Program Expansion Workplan.

Strategic Direction 2: Equitable Workforce and Economic Development

Vision 2030 embodies workforce development through a worker-centered and industry-focused framework which calls on California community colleges to partner with industry, state agencies, and philanthropy to invest in up-skilling workers for their socio-economic mobility. The priority industry sectors are those identified by the governor and legislature—health care; climate; science, technology, engineering, and mathematics (STEM); education; and early education.



Cosumnes River College

Vision 2030 is now amplified by the *Governor’s Master Plan for Career Education*.⁹ As such, the Chancellor’s Office will continue to work in partnership with colleges to advance innovative demonstration projects in apprenticeships, create strategies to bring college to low-income workers, develop systems supporting flexible course-taking opportunities, and build infrastructure for credit for prior learning. This work calls for partnerships with worker represented organizations and industry.

Actions 7-11 will advance Strategic Direction 2 in particular, but will also positively impact Strategic Directions 1 and 3.

⁸ [Results from a Comprehensive Community Colleges Online Education Study](#), March 2025

⁹ [California’s Master Plan for Career Education](#)

7. Increase educational access for low-income workers to enhance their socio-economic mobility by:
 - a. Expanding “learn and earn models” like apprenticeship and work-based learning opportunities including College Corps/California Service Corps.¹⁰
 - b. Increasing access to California community college baccalaureate degrees, especially for those communities where there is a workforce shortage as well as in a university desert¹¹.
8. Expand access to innovative **health care pathway programs** with a concentrated focus on nursing, allied health, and mental/behavioral health.
9. Advance community college engagement with the **four fields of climate practice**—facilities and operations, workforce development for green and blue economy jobs, curriculum integration of climate literacy, and community engagement.
10. Expand access to innovative, educational pathways in **STEM** disciplines that empower all students, especially historically under-served students to discover and pursue their passions.
11. Expand **education and early childhood education workforce** and address faculty shortages in high-demand fields through stackable credentials and credit for prior learning opportunities

Strategic Direction 3: Generative AI and the Future of Learning

Generative artificial intelligence (AI) provides powerful new capabilities with implications for higher education. Use of tools such as ChatGPT has taken off among college students.¹² This has raised both concerns about undermining learning as well as presenting new opportunities to enhance learning.¹³ It is critical that policy and practice concerning AI is centered in both human oversight, data security, and mitigating algorithmic discrimination. While AI holds great promise as a tool to alleviate disparities like accessibility ([AI Professional Development and Learning Opportunities](#), [Vision 2030 Online Teaching and Learning Workplan](#), and [Designing for the Future: Accessibility, Equity, and Innovation in the California Community Colleges](#)), it could also quite easily widen the pre-existing digital divide. An important step in productively and ethically engaging with AI was the establishment of the HUMANS principles (page 16 of [Generative AI and the Future of Teaching and Learning](#)).



Irvine Valley College

¹⁰ [California Service Corps](#)

¹¹ [Distance Matters](#), RP Group, 2025

¹² Bharadwaj, P., Shaw, C., NeJame, L., Martin, S., Janson, N., & Fox, K. (2023, June). Time for Class - 2023. Tyton Partners

¹³ McCormack, M. (2023, 17 April) “EDUCAUSE QuickPoll Results: Adopting and Adapting to Generative AI in Higher Ed Tech”, EDUCAUSE Review. er.educause.edu/articles/2023/4/educause-quickpoll-results-adopting-and-adapting-to-generative-ai-in-higher-ed-tech



San Diego City College

The [Chancellor's Office Digital Center for Innovation, Transformation, and Equity](#) was authorized by the Board of Governors in 2024 to establish a nexus for collaboration, resource expansion, professional development, and evaluation of emerging technologies to equitably transform teaching, learning, and operational efficiencies.

Action 12 will advance Strategic Direction 3 in particular, while also positively impacting Strategic Directions 1 and 2.

12. Actively engage with the impacts of generative artificial intelligence (GenAI) on the future of teaching and learning:

- a. Center students in the development of this work.
- b. Ensure all students, faculty, and staff have the fundamentals of GenAI literacy;
- c. Leverage innovative data infrastructure, including the Common Cloud Data Platform to apply GenAI and other big data solutions to enhance our ability to provide students with timely, proactive support, and guidance.
- d. Modernize system infrastructure to support online education delivery, enhanced learning services, and faculty access to emergent technology.
- e. Conduct analyses of the impact of GenAI technology and its potential implications for teaching and learning to inform necessary policy reform and system practices that will advance access, success, and support for our students.

“The age of AI demands large-scale collaboration and large-scale cooperation and the California Community Colleges are doing just that. We are more ready now than ever, and we believe that our time is...now!”

- Chancellor Christian,
Futures Summit 2024

Section V: Spheres of Engagement – People, Policy, Systems, Resources

To implement Vision 2030 at scale, the Chancellor’s Office is driving change through four key spheres of engagement: People, Systems, Policy, and Resources. Through Demonstration Projects and strategic Workplans, we are fostering innovation and aligning action—mobilizing California Community Colleges to deliver on the bold promise of Vision 2030.



California Community Colleges
2024 Advocacy Day

People: Engage in Active Partnerships With People in the Field to Guide Practice and Provide Data, Technical Assistance, and Needed Supports

With the largest system of public higher education comes the largest and most diverse workforce of higher education leaders. The Chancellor’s Office is taking action to tap into the talent of faculty, classified professionals, and administrators, to rapidly mobilize action to realize the goals of Vision 2030.

Here are three examples of systemwide efforts to spotlight the implementation of this work: Regional Vision 2030 Workshops, Vision 2030 focus in Chancellor’s Office-sponsored institutes and summits, and coordinated Vision 2030-aligned Professional Development.

Regional Vision 2030 Workshops

As part of the system’s commitment to aligning statewide goals with local innovation, the Chancellor’s Office—working in collaboration with [regional consortia](#)—launched a series of Vision 2030 Regional Workshops with a focus on aligning district metrics with the statewide Vision 2030 metrics. These workshops invite district and college leadership teams to set annual outcome targets for Vision 2030 metrics and prioritize actions tailored to the needs of the communities they serve.

Each two-day workshop is designed for the college/district leadership to analyze data, engage in collaborative planning, and co-develop scalable strategies that improve student outcomes. By combining data-driven planning with local insight, these workshops are building the foundation for lasting, community-centered solutions that advance equity and student success throughout California.

Vision 2030 focus in Chancellor’s Office-sponsored Institutes and Summits

Following the 2023 approval of Vision 2030, the Chancellor’s Office, supported by the Foundation for California Community Colleges and a host of system partners, sponsored major statewide leadership gatherings. These included the [California Community Colleges Futures Summit](#), the [C3Converge: The Community College Climate Summit](#), and the [Strategic Transfer Summit](#). Additionally, the [Collective Equity Impact Institute](#) supported by the [Institutional Effectiveness Partnership Initiative](#) is focused on equity-driven innovation. These annual events are designed to showcase cutting-edge work in generative AI, climate action, workforce development, and baccalaureate attainment while offering valuable insights for all college constituents.

Historically, the Chancellor’s Office has partnered with organizations to offer professional development institutes such as the Leadership Institute for Tomorrow (LIFT), which supports classified professionals with equity-centered career development; Leading from the Middle, a year-long cohort program by the RP Group that builds leadership capacity across the system; and the UC Davis Wheelhouse Institute, which provides advanced training for current and aspiring CEOs. These institutes are now being redesigned to embed the core principles of Vision 2030—so leadership development is aligned with the skills and mindsets needed to drive equity in access, success, and support for all Californians.

Professional Development

The California Community Colleges system is making a bold investment in people through a comprehensive professional development approach. Anchored by the Institutional Effectiveness Partnership Initiative ([IEPI](#)), [CVC@ONE](#), and [AI Professional Development and Learning Opportunities](#), this work equips faculty, classified professionals, and administrators to lead in a rapidly evolving, student-centered landscape.

Initiatives such as Peer Online Course Review (POCR), the Open Educational Resources Initiative ([OERI](#)) and the [Zero Textbook Cost \(ZTC\) Technical Assistance Program](#) expand access to high-quality, affordable learning materials. Colleges are also supported in meeting accreditation standards, such as Regular and Substantive Interaction (RSI), and in building inclusive institutional policies and course designs.

Through scalable Communities of Practice, micro-credentials, and responsive training, educators gain tools to lead local innovation. [Generative AI](#) pilot projects and AI literacy efforts ensure technology is used to close equity gaps. These investments are building the human and institutional capacity needed for a student-ready community college system across California.

The Vision 2030 Generative Artificial Intelligence and the Future of Learning strategic direction is actualized through our [AI ChangeMakers](#), empowering 100+ faculty, classified professionals, and administrators alongside the [Chancellor’s AI Fellows](#) to drive transformation across the system in partnership with their districts and regional consortia, accelerating AI solutions, and workforce development.

To meet California’s climate and workforce goals outlined in Vision 2030, the California Community Colleges system is mobilizing a [distributed leadership structure around climate action](#). This layered model enables strategic coordination, regional representation, and student empowerment across all 116 colleges, creating systemwide capacity for sustainable infrastructure, education, and workforce development for green and blue economy jobs in California.

Systems: Support Systems Development to Remove Barriers at Scale

Vision 2030 calls on us to build systems at-scale, with urgency to make access, success, and support seamless for our students. Here are five examples:

Program Pathways Mapper

The [Program Pathways Mapper](#) is a dynamic, data-informed platform at the heart of the California Community Colleges’ strategic systems development. By visualizing program maps, course

sequences, meta-majors and transfer pathways in real time, it simplifies complex curricular pathways for students, faculty, advisors, and administrators. Its cloud-based design allows for rapid scaling that is cost-free to all California community colleges, as well as to CSUs and UCs. The mapper is in the process of scaling across all colleges in the system and is currently serving 80 colleges and over one million students. Its mission is to clarify pathways to transfer, completion and careers by removing structural barriers and empowering students. Research has shown that the mapper accelerates on-time transfer and completion, advances equity, and scales proven guided-pathways practices.

Common Cloud Data Platform

The [Common Cloud Data Platform](#) represents a transformative shift in how the California Community Colleges system manages, shares, and utilizes data to enhance student success and drive continuous improvement. This modern data infrastructure enables real-time data access, supporting smarter and more timely decision-making.

At its core, the Common Cloud provides real-time insights into student enrollment and progression trends, laying the groundwork for coordinated, data-driven actions at every level. This unprecedented opportunity enhances our understanding of the student journey and fosters the development of innovative tools and platforms. By leveraging existing partnerships and embedding strong data governance principles, the Common Cloud strategically facilitates statewide alignment. It is designed to evolve alongside the system, utilizing AI to address enrollment fraud, enhance analytics capabilities, streamline data reporting, improve program mapping, and strengthen student success initiatives through personalized, data-informed support.

Collaborative Enterprise Resource Planning (ERP)

The Board of Governors has prioritized the collaborative Enterprise Resource Planning (ERP) project to achieve two goals: (1) provide targeted systemwide development support to assist smaller, rural and medium-sized colleges, and (2) establish a unified, systemwide technology infrastructure that enables the strategic deployment of AI solutions to address longstanding barriers to equity in access, success, and support. This transformative effort will require a meaningful one-time state investment, followed by modest ongoing funding.

Microgrids

California Community Colleges are increasingly developing microgrids on their campuses to enhance energy resilience and sustainability. These systems allow colleges to generate, store, and manage their own power, ensuring continuity during outages and reducing dependence on the centralized grid. By integrating microgrids, colleges can serve as critical infrastructure during emergencies, offering safe havens and essential services to surrounding communities. The Chancellor's Office will support colleges by identifying funding opportunities for the construction of microgrids on campus and through the development of partnerships with research labs and other state agencies.

Connecting Low-Income Students to Public Benefits

To maximize financial resources for students, the Chancellor's Office is developing and strengthening partnerships with state and local agencies to better connect eligible students with public benefits programs. Two efforts include the [Beyond Barriers: Integrating Services and Support to Empower Learner Economic Mobility Demonstration Project](#), a partnership with

California Department of Social Services that expands opportunities for students to enroll in CalFresh and develop new models for co-locating CalWORKS and CalFresh county services on our college campuses; and the [Inland Empire Health Plan Equitable Support Demonstration Project](#) that aims to increase enrollment of eligible students in Medi-Cal programs to expand their access to health and mental health services.

Policy: Identify and Advance Policy Reform Across Federal, State, and College Districts to Unlock Potential

The Chancellor’s Office, in partnership with our constituent groups, will continue to actively review and revise policy—or introduce new provisions—that support the bold goals of Vision 2030. The policy lever remains one of our most powerful tools for driving change at scale, and in this Vision 2030 - The July 2025 Edition, we prioritize this work with renewed urgency. The aim is to modernize regulatory frameworks to better reflect current realities, remove barriers that limit colleges’ ability to fully support students, and respond to emerging research and technological advances that were not visible or available in previous decades.

At the same time, we recognize the importance of implementing existing regulations and statutory requirements. The California Code of Regulations Title 5 and the California Education Code already contain foundational elements that, when applied consistently, can drive significant progress toward equitable student outcomes. Our approach is one of balance: modernizing where needed and deepening our commitment to high-quality, consistent implementation where policies are already in place.

This dual focus—on both improvement with urgency and implementation—will ensure that the California Community Colleges are empowered to deliver on the promise of Vision 2030: student-centered, worker-centered, future-ready success for every learner, in every community.

Resources: Lead State, Federal, and Philanthropic Development to Support Fiscal Sustainability And Maximize Local Resources

The California Community Colleges will continue to secure resources from public, private, and philanthropic partners. Positioning California community colleges to secure the resources necessary to support implementation across our system also requires partnerships with the governor, legislature, and federal agencies to maximize investments and leverage economies of scale. Annually, the Chancellor’s Office, in partnerships with students, faculty, classified professionals, administrators, trustees, and districts, leverages the system budget request to make the case for investments with statewide impact such as the development of our Common Cloud Data Platform, Credit for Prior Learning Initiative, and ongoing funding that supports a permanent in-the-field support infrastructure to ensure systemwide implementation of Vision 2030 priorities. The continued prioritization of the California Community Colleges in the state budget reflects the ongoing acknowledgement and support of our system efforts and plans to serve California.

Section VI: Conclusion: Our Time is Now!

Vision 2030 serves as a roadmap for student success in California—the world’s fourth largest economy.¹ As global forces continue to transform how we live, learn, and work, the state’s 116 community colleges, which collectively serve more than 2.1 million students, are prepared to respond with urgency, innovation, and purpose.

Vision 2030 expands equitable access, ensures success, and strengthens student support by reimagining who we serve, how we serve, and where learning can happen. Whether a student is logging onto the virtual campus during a night shift break, studying at home after putting their children to bed, or attending classes on campus, our system will bring college to them with flexibility, care, and high-quality education. Vision 2030 reaffirms a core truth: the future of our state depends on the success of our current and future students.

At its heart, Vision 2030 is about unleashing potential. The talents, innovations, and aspirations of our students fuel California’s future. [One in every 17](#) jobs in our state is supported by the activities of our colleges and our students. This reflects our scale and our collective commitment to economic mobility, social parity, and civic vitality. To deepen and extend this impact, Vision 2030 introduces a unified framework for thoughtful, systemic action: a future where data empowers real-time decision-making; where partnerships among education, labor, and industry align resources, policy, and people, and drive workforce relevance; and where inclusive learning environments adapt to students’ lives—not the other way around.

Vision 2030 was launched in 2023, following the appointment of a new Chancellor for the California Community Colleges by the Board of Governors. As part of the development process, stakeholder engagement and a thoughtful review of research and other texts guided the work. Among the readings was Dr. Martin Luther King Jr.’s Letter from Birmingham Jail—a powerful and urgent call to action that deeply resonated with the moment. It was from this critical reflection that the phrase “Our time is now” emerged, anchoring the bold, student-centered, equity-driven vision for the future of California’s community colleges.

“For years now I have heard the word
“Wait!” ... This “Wait” has almost always
meant “Never.””

- Martin Luther King Jr.,
Letter from the Birmingham Jail

The California Community Colleges are not waiting. Together, we are seizing this moment to build a stronger, more equitable, and more resilient California—for our students, our communities, and our planet. Our time is now!

1 [Governor Gavin Newsom News](#), April 23, 2025



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