



California  
Community  
Colleges

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



# 2019 State OF THE System REPORT



Photo: Irvine Valley College

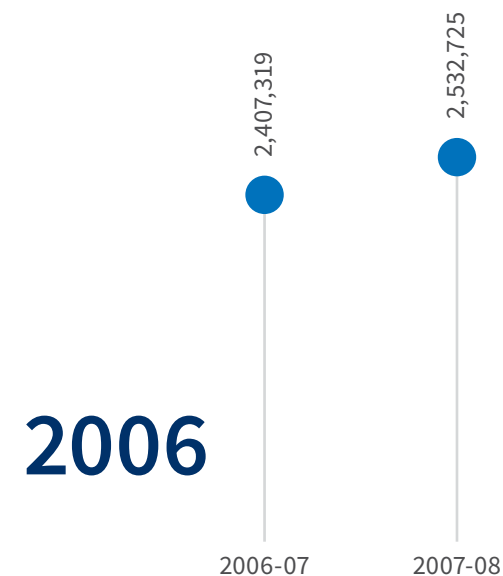
CALIFORNIA COMMUNITY COLLEGES

# 2019 State OF THE System REPORT

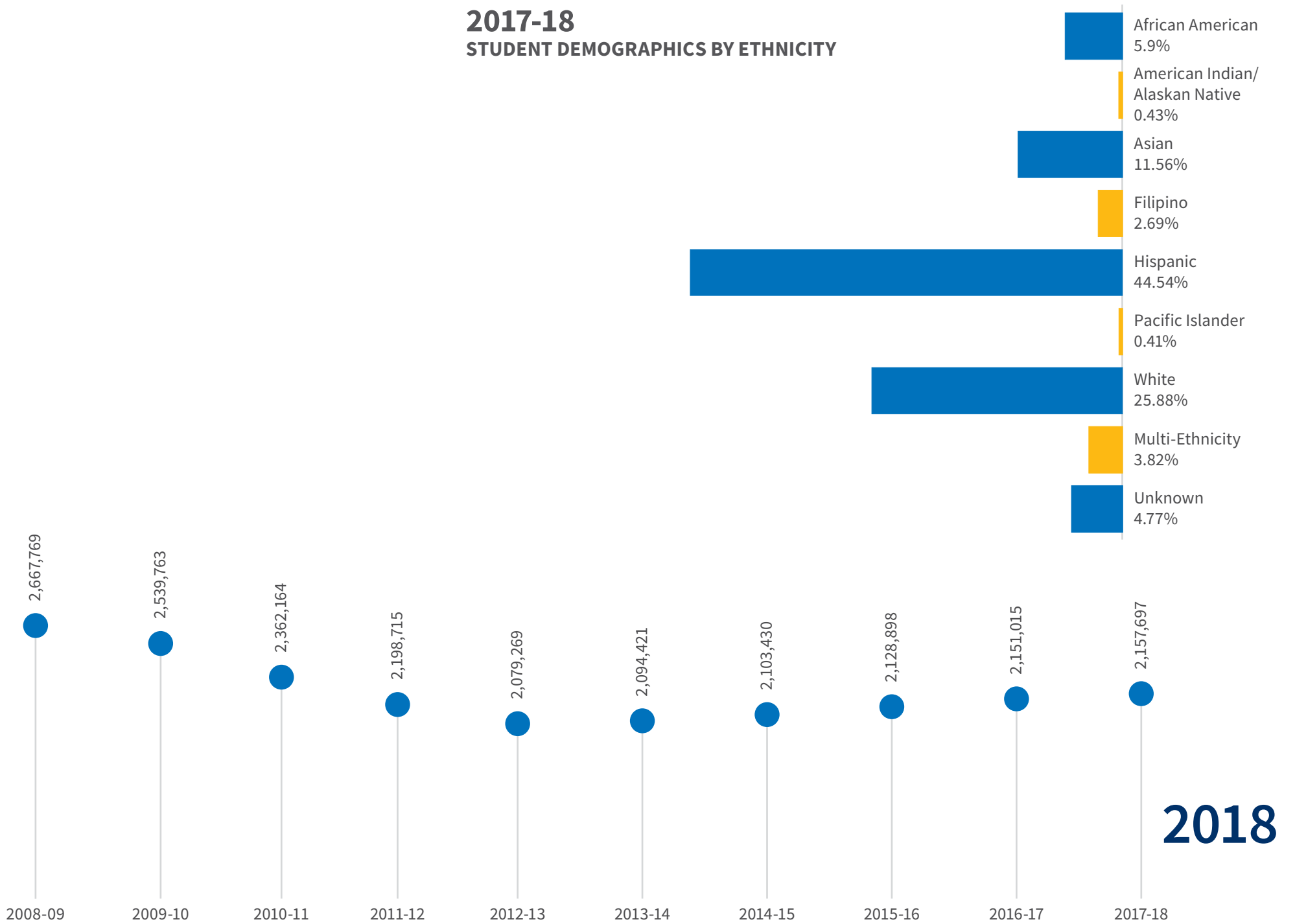
Front cover photo: (clockwise from top left) Compton College, Moorpark College, San Diego Mesa College, Orange Coast College, College of the Canyons, Yuba College, Los Angeles Pierce College

- 4 Letter from Chancellor Oakley
- 6 Vision for Success Goal 1: Earning Credentials
- 8 Vision for Success Goal 2: Transfer Students
- 10 Vision for Success Goal 3: Units to Degree
- 12 Vision for Success Goal 4: Jobs in Field of Study
- 14 Vision for Success Goal 5: Equity Gaps
- 16 Vision for Success Goal 6: Regional Achievement Gaps
- 18 Vision for Success and the Colleges
- 19 Vision for Success and Guided Pathways
- 20 Additional System Measurements
- 22 Board of Governors
- 23 Connect with Us!

**ANNUAL STUDENT HEADCOUNT\***



# 2017-18 STUDENT DEMOGRAPHICS BY ETHNICITY



**2018**

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



## FROM THE CHANCELLOR

“Community colleges are no different than any other part of the higher-education system. We need to adapt to the changes gripping us today as well as the ones that are coming. We need to provide greater access to more and more individuals at a lower cost and that’s just the reality.”

— CHANCELLOR ELOY ORTIZ OAKLEY

As the largest system of higher education in the nation, the California Community Colleges is uniquely positioned to help residents of all backgrounds improve their social and economic mobility and build a better future for themselves and their families. Our 115 colleges serve more than 2.1 million students annually and transfer nearly 80,000 each year to the University of California and California State University systems while providing hundreds of thousands more with a skills-based, career education needed to secure good-paying jobs.

The North Star guiding the California Community Colleges is the *Vision for Success*, adopted by the Board of Governors in 2017. The Vision calls for eliminating achievement gaps, increasing by 35% the number of students transferring to a University of California or California State University campus and increasing by at least 20% annually the number of students who earn a degree, credential, or certificate preparing them for in-demand jobs. This reports shows slight or modest improvement in the number of students earning a credential, transferring to a UC or CSU and the number of students who report going on to be employed in their field of study.

Over the past year we have made progress toward leveling the playing field for students from traditionally disadvantaged backgrounds by collaborating with faculty and staff and community partners. Among them: a new Student Centered Funding Formula that rewards colleges for boosting success rates among students from neglected communities; a major expansion in the Associate Degree for Transfer initiative that provides seamless pathways toward bachelor degree programs at four-year universities; a California College Promise that waives enrollment fees for all first-time, full-time students; a new California Online College that offers an attractive resource for low-wage workers; and abandoning an outdated remedial education system that failed to accurately measure students’ potential and trapped a disproportionate number of students of color in a quagmire of remedial education sequences.

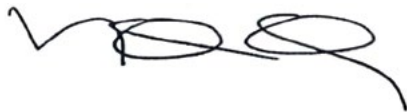
But more must be done. As the most important system of higher education in the nation, we will work to ensure that Assembly Bill 705, which lays the groundwork for remedial education reform, is properly implemented. We will continue our focus of aiding Guided Pathways students in reaching their goal by creating highly structured, clear roadmaps leading to a

defined educational or career objective based on one's interests. We will work to ensure the success of the California Online College to meet the needs of stranded workers looking for an opportunity to boost their skills and marketability. And, we will remain committed to exploring opportunities at expanding access to populations that are all too often forgotten—which means real financial aid reform.

In fact, the actual cost of attending a community college for a student living independently is nearly \$20,000 per year when room and board, transportation, textbooks, and personal items are factored into the equation, yet inequities in our current financial aid system mean a California community college student receiving the maximum amount of aid possible still faces a deficit of nearly \$6,700 each year. That, simply, is unconscionable when one considers the vast majority of first-generation college students and students of color access higher education through our colleges. Proposed legislation that would create a new California Community College Student Financial Aid Program would base aid not only on the cost of tuition, but also on the total cost of attendance—including the room and board, transportation, and textbooks.

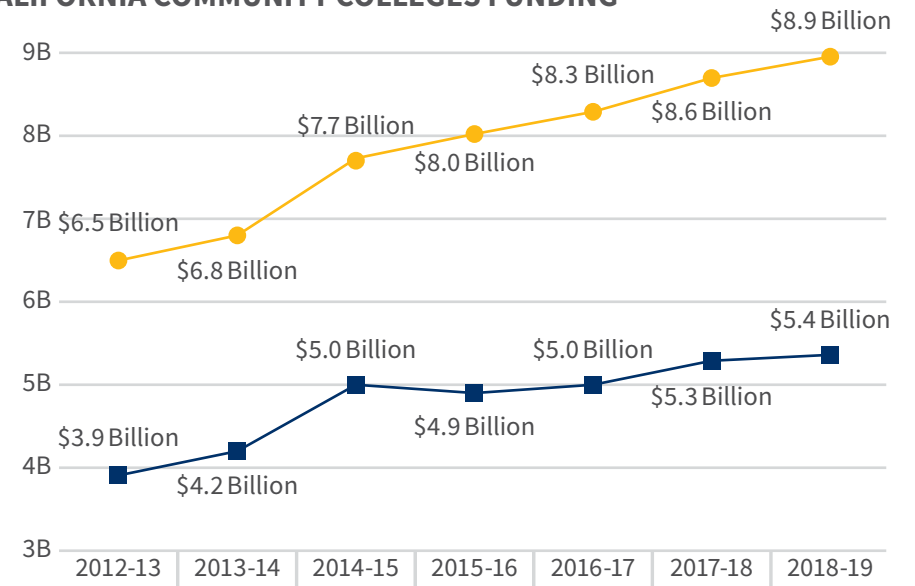
California will need an estimated 3.7 million more holders of associate and bachelor's degrees by 2025 to remain internationally competitive and nearly two-thirds of all jobs in the United States will require more than a high school diploma by next year. Moving forward with financial aid reform, eliminating barriers toward a degree or certificate, expanding online opportunities—all are needed if our *Vision for Success* is to become a reality.

Sincerely,



Eloy Ortiz Oakley

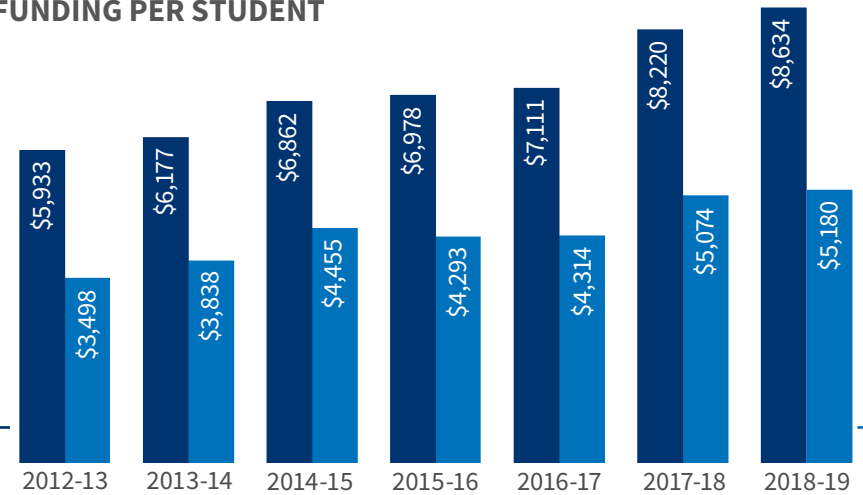
### CALIFORNIA COMMUNITY COLLEGES FUNDING



● **Total Funding** (including general fund, property taxes and student fees)

■ **State General Fund Contribution**

### FUNDING PER STUDENT



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

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



## VISION FOR SUCCESS GOAL 1

**INCREASE** the number of students earning credentials  
by at least **20%**

Photo: Delta College

### Why Is This Goal Important?

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

### How Do We Measure It?

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

### Basic Skills Reform

Assembly Bill 705, which took effect January 1, 2018, is aimed at insuring students are kept out of remedial courses that may delay or deter their educational progress—unless evidence suggests they are highly unlikely to succeed in a college-level course. This effort not only requires that colleges maximize the probability a student will enter and complete transfer-level coursework within one year, it also requires the placement of students into college-level English and math classes based on one or more of the following: high school coursework; high school grades; and high school grade point average (GPA).

The California Community Colleges is scheduled to be compliant with AB 705 by fall 2019, though English as a Second Language programs have an additional year to be compliant.

Legislation resulted in large part because community colleges have far too long relied on often inaccurate assessment tests that each year cause more than 1 million students across the nation to begin their postsecondary education in remedial courses they may not need. In California alone, more than 170,000 students are placed in remedial or basic skills math courses—with more than 110,000 never completing the math required to earn a degree.

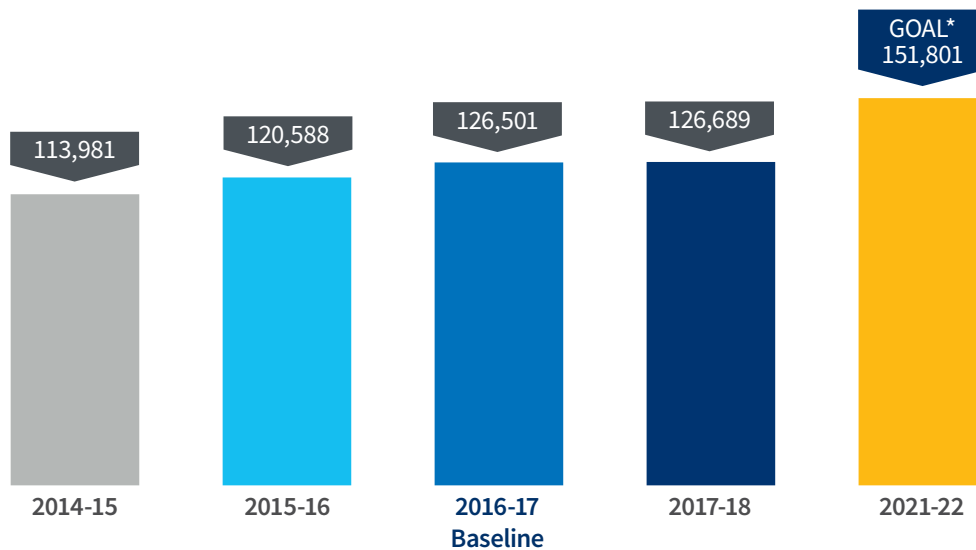
Empowering students to know their rights under AB 705 is an integral part of the support needed going forward. Continued support of this bill is essential in order to change students' lives and their experience.

“Students are like customers in that we need to pay attention to what they are doing and how we are serving them. Colleges should have to look in the mirror and answer the question, ‘Are we doing all we can for our customers?’”

— ALLAN ZAREMBERG  
PRESIDENT AND CEO, CALIFORNIA CHAMBER OF COMMERCE

### ATTAINED THE VISION COMPLETION DEFINITION GOAL

\*Goal based on the baseline 2016-17 year



## Spotlight | Deanna Graves

WEST LOS ANGELES COLLEGE

Deanna Graves knew in high school she wanted to be a dental hygienist and originally had her sights set on attending an out-of-state college to follow her dream. She discovered West Los Angeles College’s bachelor’s degree program in dental hygiene, which let her stay close to home while completing her degree. At West Los Angeles College, Deanna trained in state-of-the-art facilities for a fraction of the price of similar programs at other schools. Deanna is now a registered dental hygienist at a general/periodontics office in Southern California and a researcher for the California Smile Survey for the UCLA School of Dentistry. “Upon completing the West Los Angeles College dental hygiene bachelor’s degree program, my life changed tremendously,” Deanna said. “I truly feel I have chosen the best career for me!” And, she’s not done yet: Deanna is returning to school to earn a master’s degree in public health at UCLA.



# VISION FOR SUCCESS GOAL 2

# INCREASE the number of students who transfer by 35%

Photo: Las Positas College

## Why Is This Goal Important?

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

## How Do We Measure It?

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

## Associate Degrees for Transfer

Increasing transfer rates has never been more important for the state’s economy. The Associate Degree for Transfer program was launched in the 2011-12 academic year to guarantee a spot in a California State University baccalaureate program for those who secured one of these degrees.

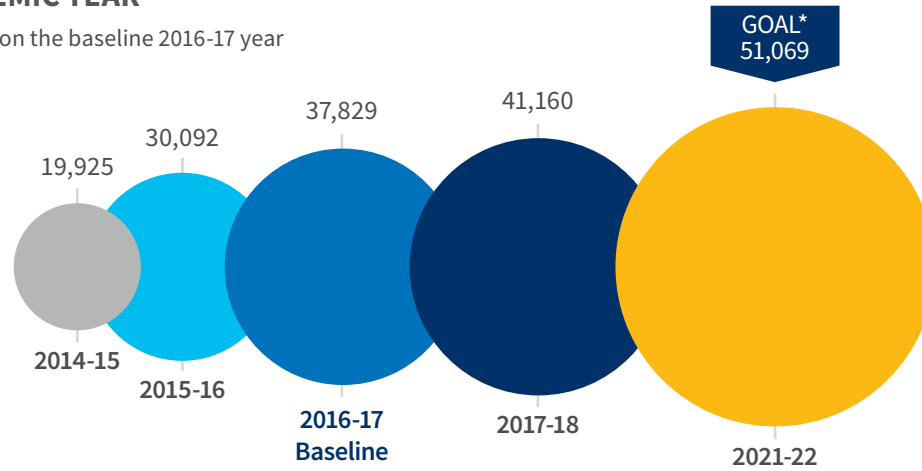
Over the years, the program has been expanded. Agreements signed in 2018 with the University of California and the Association of Independent California Colleges and Universities (AICCU) will allow California community colleges students with an Associate Degree for Transfer to get guaranteed admission to a University of California campus or a participating independent, non-profit, four-year college or university.

Projections from the Public Policy Institute of California have found that by 2030 the state will have a shortage of 1.1 million people holding a bachelor’s degree needed to meet workforce demands. With the aid of the Legislature, the Chancellor’s Office would like to increase support for marketing the Associate Degree for Transfer to allow for further outreach and increased knowledge of the program. We are also determined to continue discussions with our partners to increase transfer opportunities and expand tracking mechanisms.



## ASSOCIATE DEGREE FOR TRANSFER AWARDS BY ACADEMIC YEAR

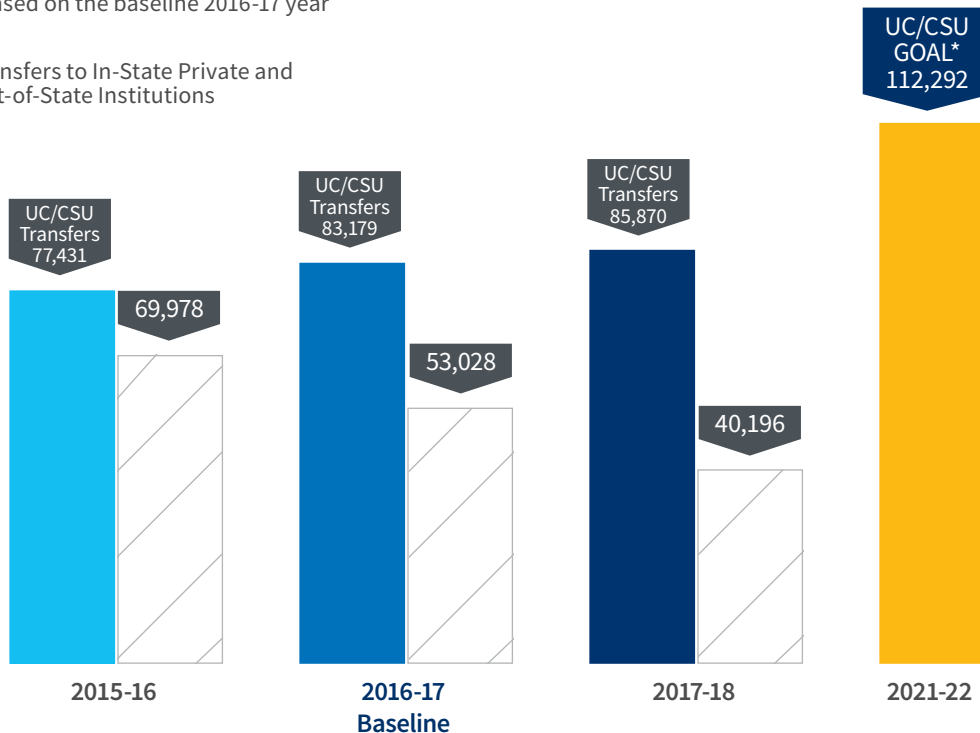
\*Goal based on the baseline 2016-17 year



## ANNUAL NUMBER OF COMMUNITY COLLEGE TRANSFERS TO THE UNIVERSITY OF CALIFORNIA (UC) AND CALIFORNIA STATE UNIVERSITY (CSU) SYSTEMS

\*Goal based on the baseline 2016-17 year

▨ Transfers to In-State Private and Out-of-State Institutions



**Spotlight** | **Brenda Perez**  
EVERGREEN VALLEY COLLEGE

Recent Evergreen Valley College graduate Brenda Perez completed an associate degree in business administration in just 1.5 years, earning a 3.87 GPA. Brenda, who attended Evergreen Valley College as part of the California College Promise (formerly known as the Board of Governors Fee Waiver) and San Jose Promise programs, credited them with helping her graduate early by ensuring college was affordable and wraparound services were available to keep her on track and taking the classes she needed in order to graduate early. “I am so grateful to be a part of this amazing program that has helped me and my family so much,” she said of the Promise programs. “These programs not only helped me financially but also academically.” A first-generation college student, Brenda is now continuing her education at San Jose State University.



## VISION FOR SUCCESS GOAL 3

**REDUCE** average units accumulated by students who complete degrees to **79**

Photo: College of the Sequoias

### Why Is This Goal Important?

An associate degree typically requires 60 units for completion but the systemwide average of units accumulated by California community college students earning such degrees is in the mid-80s to mid-90s. Reducing the number of credits students take to achieve their goals reduces the financial costs to the student. Colleges and the state also benefit by freeing up taxpayer dollars and classroom space to serve more students.

### How Do We Measure It?

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

### Meta Majors

As a critical component to implementing the Guided Pathways framework and reducing unit accumulation for degrees, colleges are increasingly turning to what are called “meta majors” to better guide students on their educational journeys. The process involves packaging scores of degrees and certificates being offered into career clusters, or meta majors.

“Looking at what a college can offer is like walking into Costco for the first time,” said Irene Malmgren, vice president of instruction at Mt. San Antoni College. “You’re so overwhelmed by the options that you either turn around and leave or you stay and try to navigate your way around the store but end up buying more than you need. That’s what’s happening to our college students. They can be so overwhelmed by the options that they either walk away or they spend money on far more units than they need to reach their goal.”

As part of their redesign, colleges are enhancing counseling and providing more internal and external supports to help students make more informed academic choices for better outcomes.

At Pasadena College, students have access to six meta majors called “career communities” where they learn alongside others with similar career goals. All students have access to career assessment and guidance and are encouraged to visit the Career and Completion Center, which provides work-based learning opportunities.

Among its efforts, Cypress College is participating in the Program Mapping Project. This initiative allows students to map out comprehensive academic plans based on the number of years they want to spend completing their studies. The academic pathways or meta majors at Cypress are known by their division nomenclature, for example Fine Arts, Social Sciences, and Science, Engineering, and Math (SEM).

At Skyline College, meta majors are split into four pathways and have dedicated career counselors. Students can go online to access counselors and request Student Education Plans to earn an associate degree, certificate, or transfer.

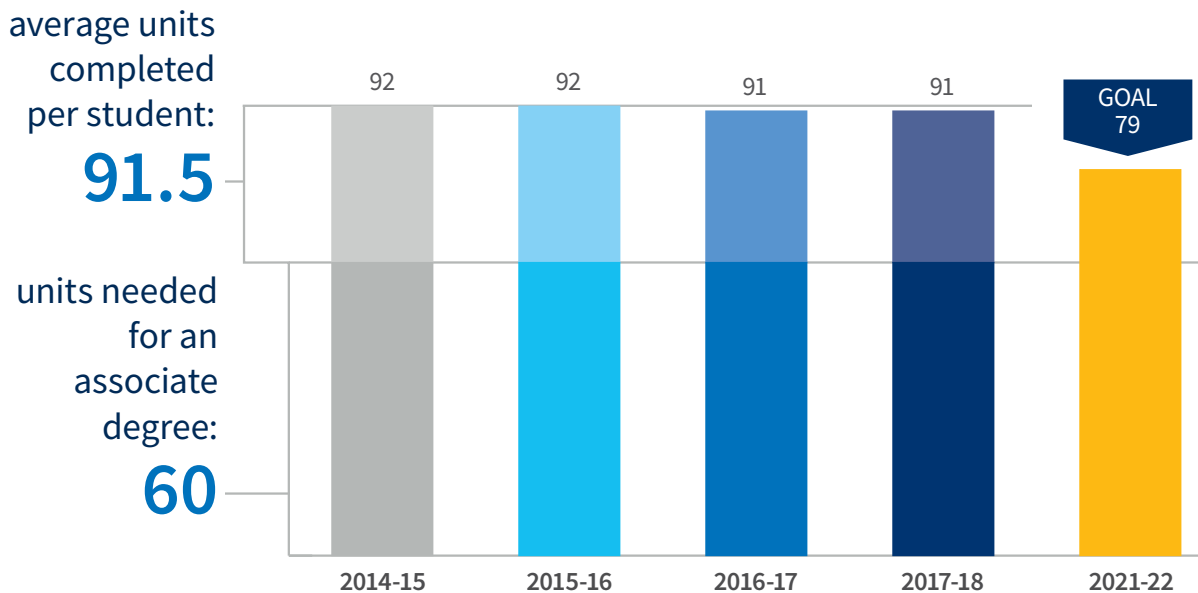
Many colleges are at the initial phase of meta major implementation. Approaches at this stage vary with some colleges utilizing creative solutions to get buy-in, form cross-functional teams and map majors. [Visit the Guided Pathways News Center for lessons learned](https://cccgp.cccco.news/stories/lessons-learned-meta-major-front/), <https://cccgp.cccco.news/stories/lessons-learned-meta-major-front/>

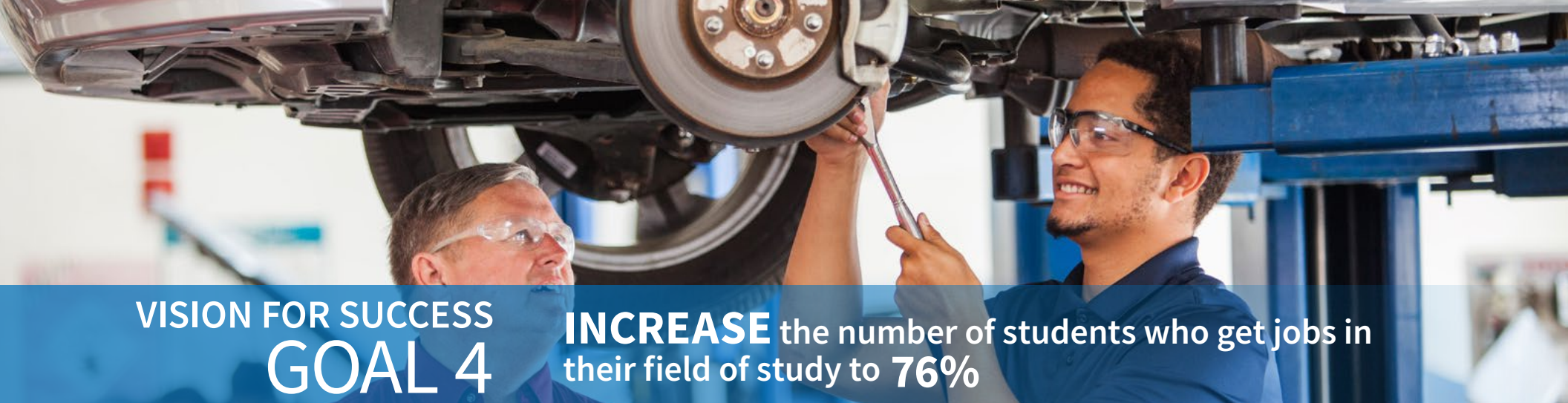


## Spotlight | Summer Serpas, Deanna Scherger and Rebecca Kaminsky IRVINE VALLEY COLLEGE

Irvine Valley College faculty, Summer Serpas, Deanna Scherger and Rebecca Kaminsky, work at state and local levels to increase access to and completion of college English. Serpas, assistant director of the California Acceleration Project, leads professional development events for faculty statewide who are working to increase completion of critical early classes and presents at state and national conferences and to California legislative bodies. Scherger spearheaded the piloting and scaling of the colleges transfer-level writing course with co-requisite support, nearly doubling completion rates for students who previously started one-level-below transfer. Kaminsky runs the accelerated writing program, offering workshops and mentorships for faculty, and is the colleges Guided Pathways campus co-coordinator and the state Academic Senate Guided Pathways Liaison. These professors also reformed the placement process at IVC through cross-campus collaboration, increasing access to transfer-level courses for incoming students, and lead local professional development to support faculty teaching in the high challenge, high support classroom.

### AVERAGE UNITS TO DEGREE





## VISION FOR SUCCESS GOAL 4

**INCREASE** the number of students who get jobs in their field of study to **76%**

Photo: San Diego City College

### Why Is This Goal Important?

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

### How Do We Measure It?

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

### Strong Workforce Stars Recognition

The Strong Workforce Stars is an annual recognition and celebration of career education programs whose students show significant gains in factors important for advancing social mobility—a substantial increase in earnings, attainment of a living wage and a job closely matched with the field of study.

In 2018, three types of recognitions were awarded to colleges that offer career education programs with strong post-college outcomes in employment, earnings gains and regional living wages.

*Gold Stars* (114 programs): graduates achieved strong outcomes in all three categories: earnings gains, living wages and employment in a job similar to their field of study

*Silver Stars* (296 programs): graduates demonstrated strong outcomes in two of these employment and earnings categories

*Bronze Stars* (977 programs): graduates met a high bar in one category

Every California community college career education certificate or degree was analyzed to identify programs in which graduates met one or more thresholds related to economic mobility:

- An increase in earnings by 50% or more
- Attainment of the regional living wage by 70% or more
- 90% or more were employed in a job similar to their field of study

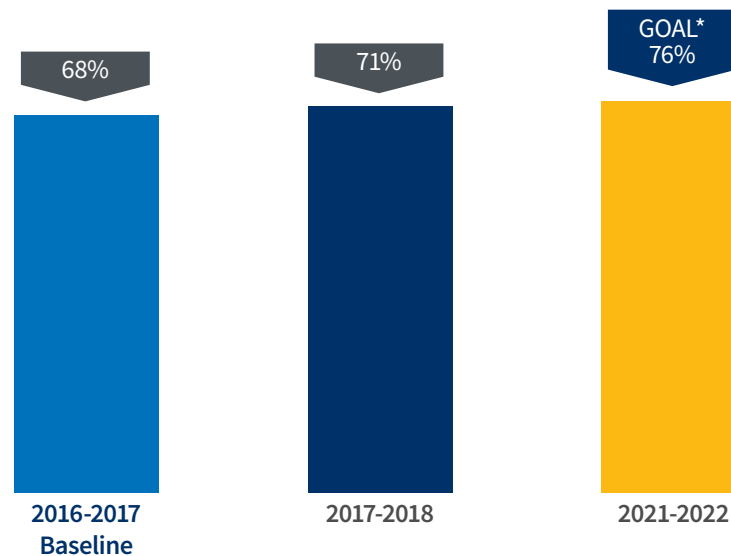
“We have to continue to put students at the center of the conversation. How we get there is always a matter of debate but we should at least agree on that particular goal.”

— FRANCISCO RODRIGUEZ  
CHANCELLOR, LOS ANGELES COMMUNITY COLLEGE DISTRICT

### PERCENTAGE OF GRADUATES WORKING IN THEIR FIELD OF STUDY

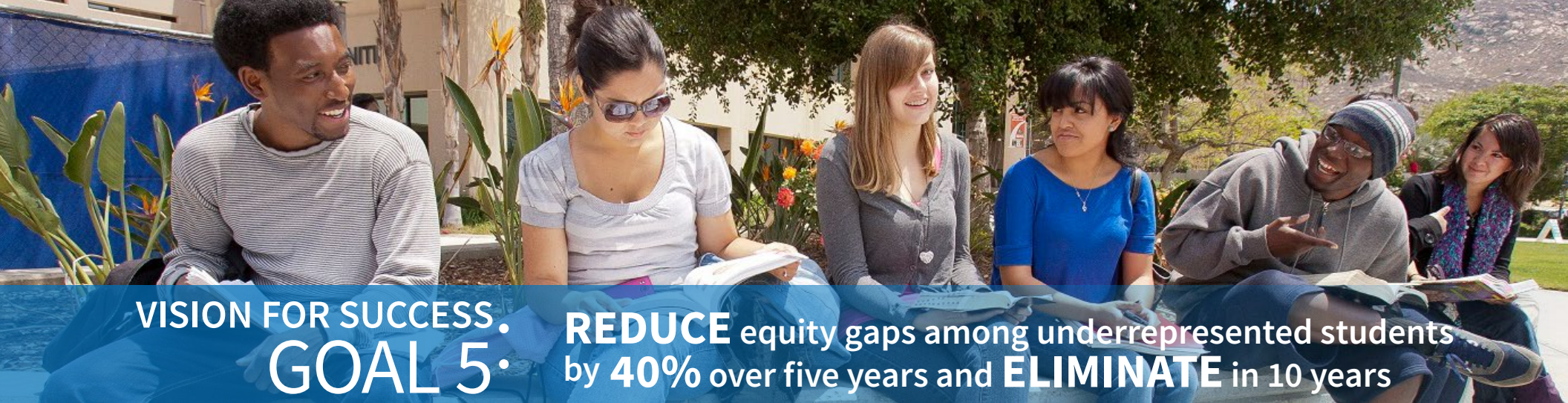
\*Goal based on the baseline 2016-17 year

Increase/decrease  
of students  
working in their  
field of study  
from 2016-17 to  
2017-18: **+3%**



### Spotlight | Jesse Rodarte GAVILAN COLLEGE

Born into a life of poverty, drugs and violence, Jesse Rodarte was homeless at the age of 14 and placed in foster care. He was in and out of juvenile hall throughout his teenage years. While in juvenile hall, he obtained his high school diploma and welcomed his first daughter the day he was released. With a family to support, he went to work but quickly realized he would not be able to improve his family’s financial situation without getting additional education and training. He will be graduating from Gavilan College in fall 2019 with an associate degree in aviation maintenance technology and licenses in airframe and power plant mechanics. Even better, Jesse already has job offers pending his graduation. He credits the EOPS and Fresh Success programs for helping him get the books, tools and supplies he needed every semester and for providing educational guidance and encouragement along every step of his educational journey.



**VISION FOR SUCCESS. GOAL 5. REDUCE equity gaps among underrepresented students by 40% over five years and ELIMINATE in 10 years**

Photo: Moreno Valley College

**Why Is This Goal Important?**

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

**How Do We Measure It?**

Student populations will be disaggregated by gender (male, female, other), race/ethnicity (Asian, Black/African American, Hispanic/Latino, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, White, Multi-Race, Unknown/Non-Response) and age (24 and younger, 25 and older). The new Student Success Dashboard allows for

each measure to be disaggregated by student characteristics such as financial aid status, foster youth and many others.

**Student Centered Funding Formula**

The previous enrollment-based funding model simply was not in line with, nor did it reflect, the Board of Governors’ *Vision for Success* or the state’s priorities to better serve all students and eliminate equity gaps. While the lion’s share of allocations through the new Student Centered Funding Formula is still based on enrollment, the new formula also emphasizes student equity by targeting money to districts serving low-income students and providing districts with additional resources to ensure student success. Introduced in the 2018-19 budget, the new formula bases general apportionments on three calculations:

- A base allocation, which largely reflects enrollment at the district
- A supplemental allocation based on the numbers of students who received a College Promise Grant, a Pell Grant, and Assembly Bill 540 students
- A student success allocation based on outcomes related to student success metrics

The new funding formula recognizes that districts should receive additional resources to help certain groups of students who face especially high barriers in meeting their goals and it allocates them through a formula that is simple, transparent and stable. By moving toward this blended formula, we are creating financial incentives for our colleges to make progress while making institutions more aware of their own performance.

“It isn’t simply about improving college graduation rates for Latinx, Black and Asian American students. It’s about what does the future of California look like economically if we don’t do a good job educating our diverse population.”

- MICHELE SIQUEIROS

PRESIDENT OF THE CAMPAIGN FOR COLLEGE OPPORTUNITY



**Spotlight** Quincy Hollings  
GROSSMONT COLLEGE

A product of San Diego’s impoverished City Heights neighborhood and raised by a single mom who worked two jobs to support him and his younger sister, Quincy Hollings said the backing he found at Grossmont College has set him on a path toward becoming an English teacher. Hollings is majoring in English, works as an English tutor and has received acceptance letters from San Francisco State University and California State University, Channel Islands while awaiting word from several University of California campuses, San Diego State University and others. “If I were to describe myself with one word, that word would be resilient,” Hollings said. “There have been numerous circumstances which have threatened to slow my progression as a person, as well as a student. Yet I am a full-time, first-generation college student who continues to strive for greatness.” Hollings said he hopes to someday teach English at the community college level.

**RATE OF COMPLETION BY ETHNICITY\***

\*These are the 3-year completion rates for cohorts ending 2017-18.

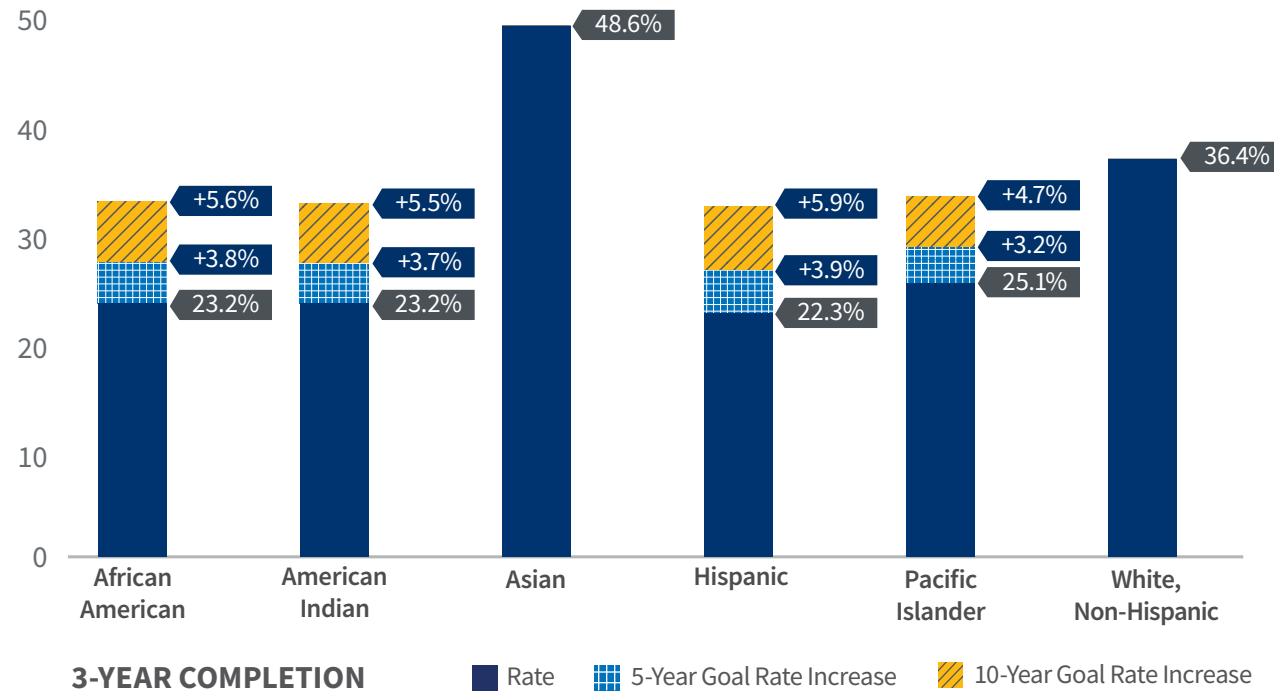




Photo: Foothill College

# VISION FOR SUCCESS GOAL 6

# ELIMINATE regional achievement gaps in 10 years

### Why Is This Goal Important?

A June 2017 Public Policy Institute of California report noted the importance of addressing regional educational achievement gaps and the need to close those gaps if the state is going to meet its future workforce needs. The first step in closing those gaps is to understand the underlying causes in each region. While poverty may be a common variable affecting the Inland Empire, the Central Valley and the Far North regions of the state, how poverty manifests itself as reduced educational attainment in those areas remains to be identified.

### How Do We Measure It?

For this report, regional gaps are measured as completion rates across the California Community Colleges' seven regions. In 2018, the California Community Colleges Chancellor's Office and the Foundation for California Community Colleges partnered with the California Policy Lab to conduct a research project outlining the nature and extent of the

regional educational attainment gaps and identifying potential causes. The results of that research are now in and under review by the Chancellor's Office.

### California Promise Program

Colleges using Promise funds must operate pathway programs with local high school districts, implement the Guided Pathways framework, maximize access to need-based financial aid and implement evidence-based reforms to assessment, placement and basic skills education. Success in these areas will result in higher completion and retention rates, not to mention narrowing and eliminating achievement gaps.

The California Promise Program was created when the Legislature passed Assembly Bill 19 in 2017-18. As part of the Promise, colleges are authorized but not required to waive enrollment fees for one year for all first-time, full-time student who do not qualify for the California College Promise Grant (formerly known as the Board of Governors Fee Waiver, which serves more than 1 million students) and who submit either a Free Application for Federal Student Aid (FAFSA) or a California Dream Act application. New legislation, Assembly Bill 2, introduced in December, 2018, would enable colleges to waive fees for a second year for full-time students—defined as those taking 12 or more semester units. More importantly, it ensures college efforts and activities are aligned with the *Vision for Success* and Guided Pathways framework.

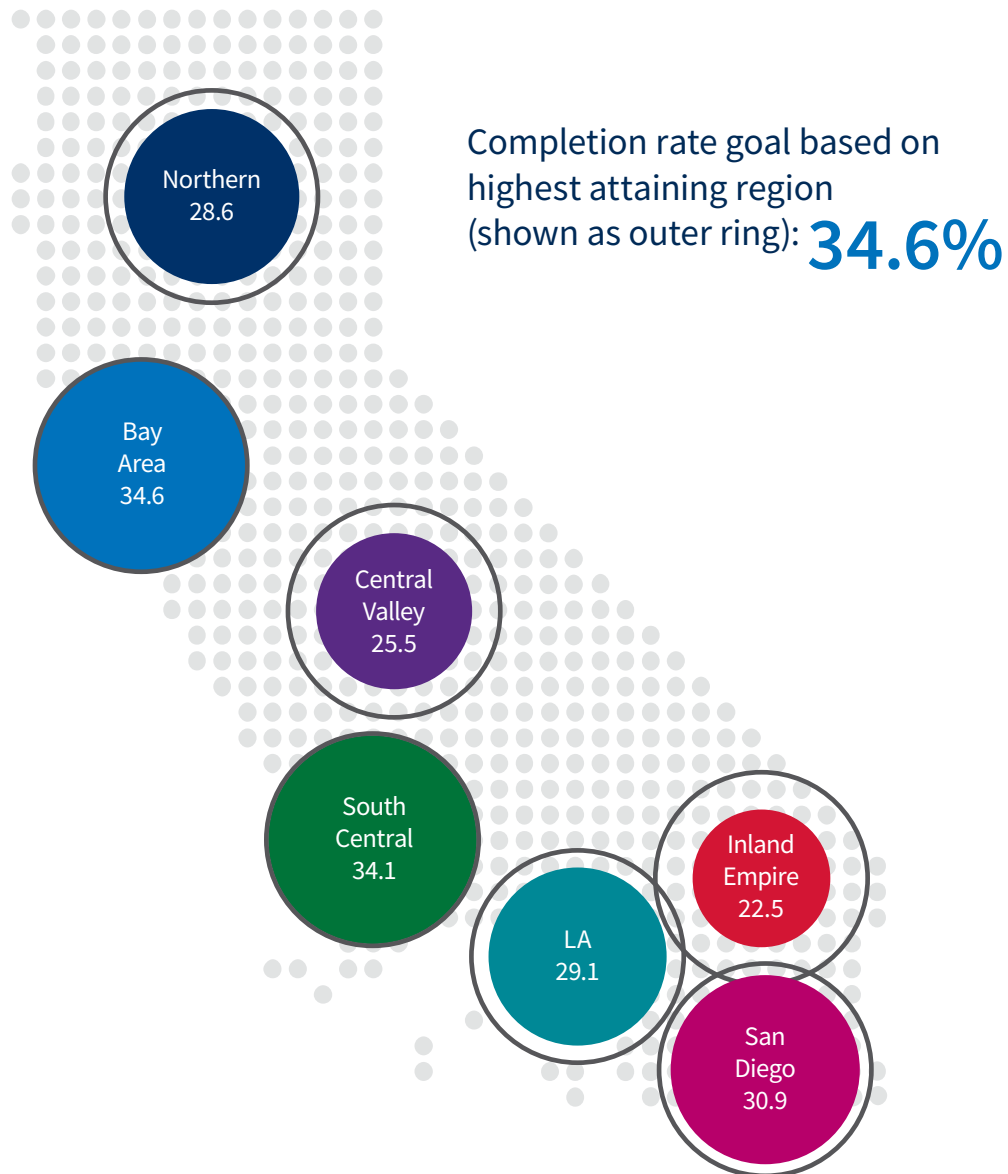
Assembly Bill 19—is a welcome source of funding for colleges that have not been able to start their own local programs because of a lack of money. In addition, the many colleges and districts that have established local Promise programs in conjunction with philanthropy and in collaboration with local high school districts over the past several years would be free to use their funds to cover books,



supplies and other costs not covered by the California Promise Program. Indeed, California must address the total cost of education needs of the most disadvantaged group of students in the state—those attending a California community college.

### RATE OF COMPLETION BY REGION\*

\*These are the Scorecard completion rates for 3-year cohorts ending 2017-18.



### Spotlight | Casey Terrill MENDOCINO COLLEGE

As the inaugural math instructor in the first Mendocino College Pomo Pathways cohort, Casey Terrill is an exceptional educator who is beloved by her students. Pomo Pathways is an innovative program of uniquely tailored instruction and services and has been developed inclusively and collaboratively with and for the Native American communities in Mendocino and Lake Counties. The Pomo Pathway program serves diverse and historically underrepresented communities by enhancing their educational opportunities and fostering academic success. Casey's Pomo Pathway students were 89% successful, compared to the 58% average success rate of all other Mendocino College students in the same math section. Known for her positive, purposeful attitude, Casey exemplifies how instructional practices can help students of all backgrounds achieve their higher educational dreams.

# VISION FOR SUCCESS AND THE COLLEGES

## HOW SHOULD COLLEGES USE THE VISION?

### Local Vision Goals

In addition to recommending systemwide goals, the *Vision for Success* calls for colleges and districts to develop and own detailed local goals that advance statewide student success goals. The 2018-19 state budget included language requiring public adoption of local goals that are aligned to the *Vision for Success*, each colleges' comprehensive plan and budget. The Chancellor's Office strongly encourages colleges to use the process of setting local goals as an opportunity for community dialogue about priorities and the performance of colleges. Community forums, student focus groups, and the college's standard consultative practices are all sources of input for determining what the college aims to accomplish over the coming three years. Districts must submit their locally aligned goals to the Chancellor's Office.



Photo: MiraCosta College

# VISION FOR SUCCESS AND GUIDED PATHWAYS

## HOW DOES THE VISION RELATE TO THE GUIDED PATHWAYS FRAMEWORK?

### Guided Pathways

Guided Pathways is all about helping students reach their goal by creating highly-structured, crystal clear roadmaps that lead to a defined educational or career objective based on one's interests.

#### The Four Pillars of Guided Pathways are:



Create clear curricular pathways to employment and further education



Help students choose and enter their pathway



Help students stay on their path



Ensure learning is happening with intentional outcomes

The Chancellor's Office introduced the Guided Pathways framework to the California Community Colleges in 2017, built foundational support groups and tools and assisted colleges in their implementation planning. All 115 California community colleges are actively engaged in the inquiry, design or implementation of a Guided Pathways model. The California Community Colleges' leadership has created a strategy to address the support needed by all campuses. Representatives from every college have attended workshops familiarizing them with the Guided Pathways project, completed a self-assessment and progress report and adopted a plan to proceed with its Guided Pathways transformation.

This past year included completing both a self-assessment and a multi-year work plan by all colleges, as required by legislation. The 2018-19 year focuses on design and implementation by building out a regional support strategy. Colleges are divided into seven regional areas using Strong Workforce designations by geography, labor needs, university centers and community commonalities. The Chancellor's Office has hired 16 regional Guided Pathways coordinators to directly support the colleges. They will provide resources, hold meetings and monitor progress over the next year. Central to resource development is the Vision Resource Center, a virtual community and learning space that houses tools, online modules and various points of connectivity.

# VISION FOR SUCCESS

## ADDITIONAL SYSTEM MEASUREMENTS

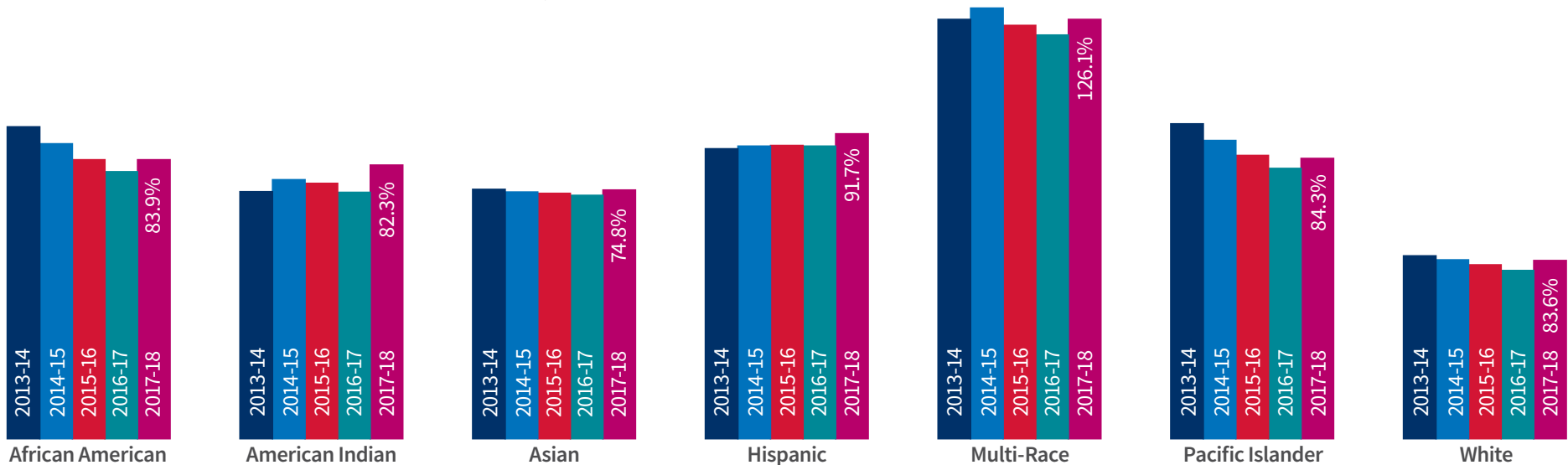
The new *Vision for Success* measurements will provide important benchmarks as we work over the next 10 years to achieve our goals. They are intended to be additive to the other system measurements, especially the Scorecard for Success results that colleges have been using since 2013. Over the next year, the state Chancellor's Office will work to streamline and harmonize systemwide transparency frameworks.

Please visit [ccco.edu/SOSReport](http://ccco.edu/SOSReport) for more information on the data provided in this report.

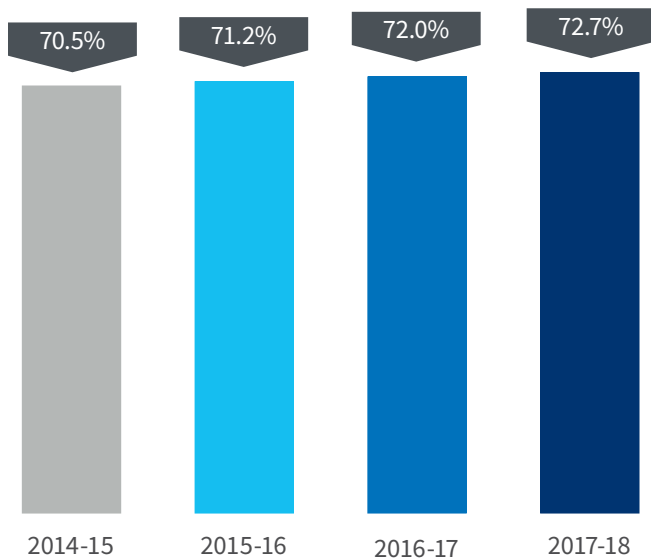


Photo: Ohlone College

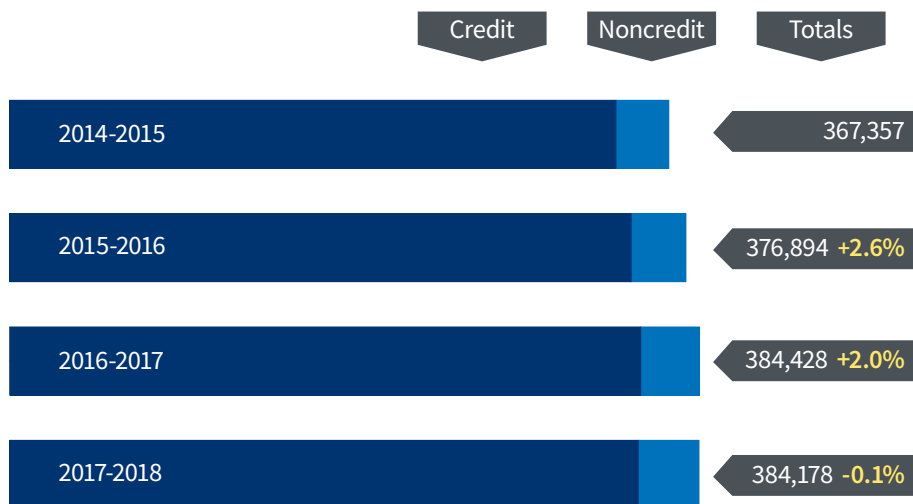
### PARTICIPATION RATE BY RACE/ETHNICITY PER 1,000 POPULATION



## CREDIT COURSE SUCCESS RATE



## COURSE SECTIONS OFFERED BY ACADEMIC YEAR



## TOP 25

### CREDIT PROGRAMS IN 2017-18 BY VOLUME OF TOTAL AWARDS

Program	AA/AS Degrees	All Certificates (Credit)	Total Credit Awards
Liberal Arts and Sciences, General	24,103	39,620	63,723
Biological and Physical Sciences (and Mathematics)	16,696	242	16,938
Business Administration	15,158	597	15,755
Humanities	15,695	20	15,715
Child Development/Early Care and Education	3,699	8,884	12,583
Administration of Justice	6,062	5,000	11,062
Social Sciences, General	8,828	6	8,834
Psychology, General	8,490	12	8,502
Fire Technology	992	7,335	8,327
Nursing	5,174	1,897	7,071
Automotive Technology	549	4,299	4,848
Speech Communication	4,005	720	4,725
Sociology	4,303	6	4,309
Accounting	1,583	2,522	4,105
Mathematics, General	3,207	155	3,362
Business Management	1,235	2,116	3,351
Emergency Medical Services	11	2,729	2,740
Biology, General	2,662	24	2,686
Manufacturing and Industrial Technology	421	1,884	2,306
Office Technology/Office Computer Applications	645	1,557	2,202
Human Services	782	1,102	1,884
English	1,834	33	1,867
Art	1,703	54	1,757
Business and Commerce, General	1,217	498	1,715
Nutrition, Foods and Culinary Arts	502	1,207	1,709

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# California Community Colleges 2019 State of the System Report

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