2020 STATE OF THE SYSTEM REPORT

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

California Community Colleges

2020 STATE OF THE SYSTEM REPORT

Table of Contents

Front cover photo: Santa Monica College
Photo: Modesto Junior College

African American 5.76%
American Indian Alaskan Native 0.43%
Asian 11.49%
Filipino 2.63%
Hispanic 45.25%
Multi-Ethnicity 3.85%
Pacific Islander 0.40%
Unknown 5.05%
White Non-Hispanic 25.14%
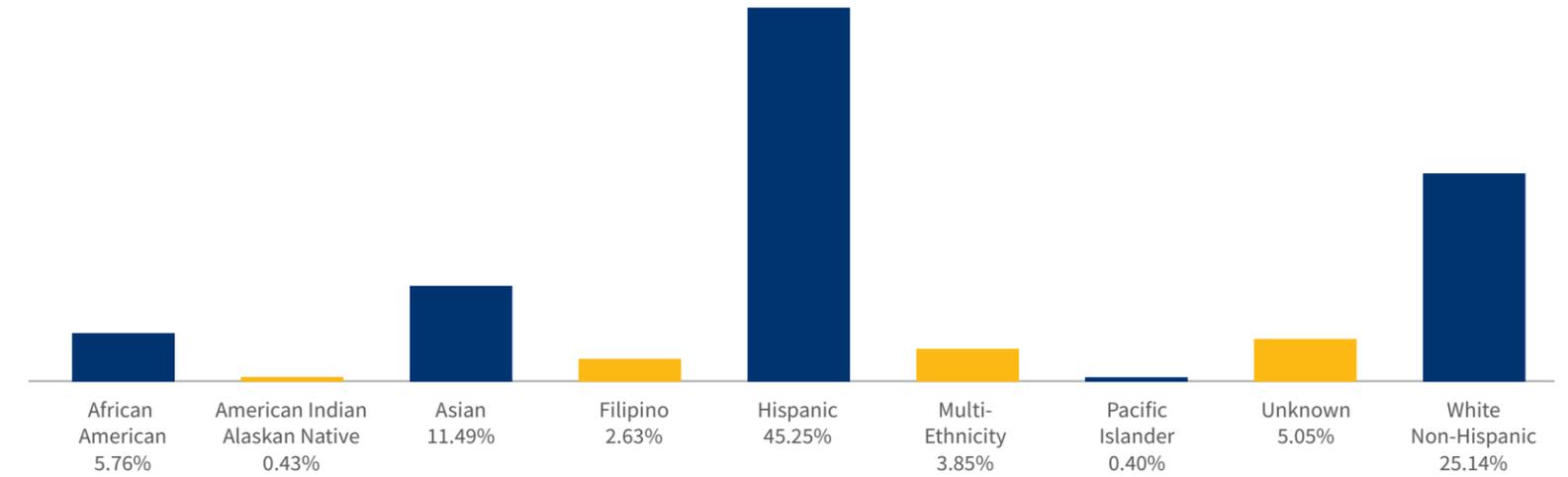
2018-19 Student Demographics by Ethnicity

2008

Year	Headcount
2008-09	2,668,068
2009-10	2,540,053
2010-11	2,362,415
2011-12	2,198,922
2012-13	2,079,501
2013-14	2,094,669
2014-15	2,103,618
2015-16	2,128,951
2016-17	2,151,153
2017-18	2,159,231
2018-19	2,142,883

2019
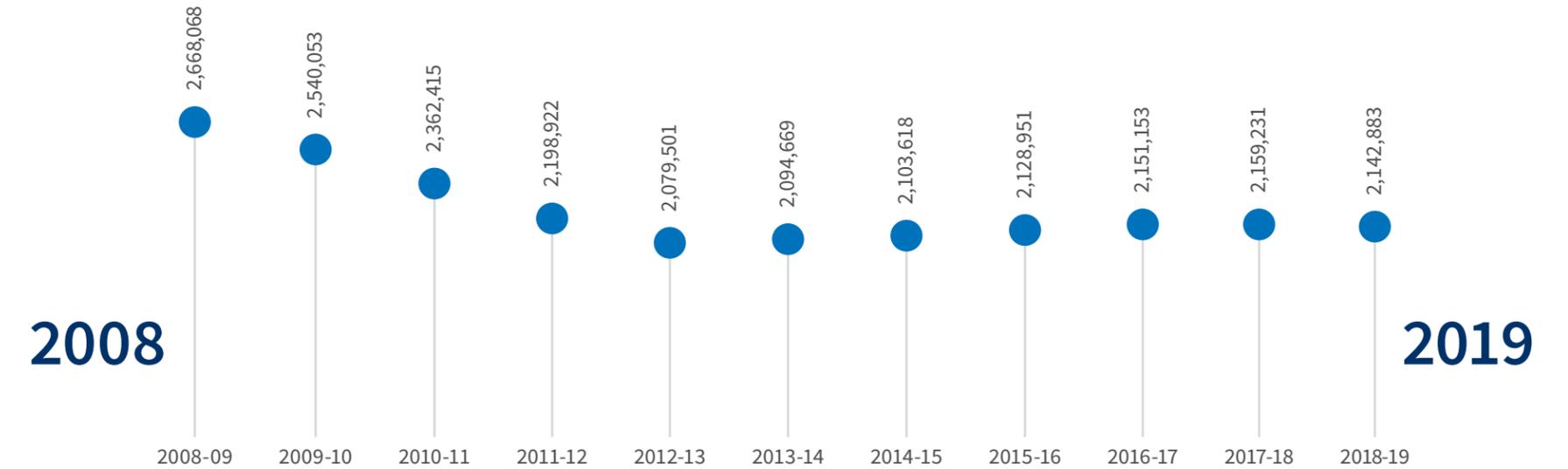
Annual Student Headcount
The system headcount is unduplicated so students are only counted once, even if they attended multiple colleges.

FROM THE CHANCELLOR

As we conclude an academic year upended by pandemic and wrenching racial injustice and as we brace for more challenges ahead, the California Community Colleges can take pride in what it has accomplished while committing to action that will result in lasting change.

This year our colleges brought the largest higher education system in the country from offering less than a quarter its instruction online to nearly all online in a matter of weeks. It wasn't easy, but faculty, students and staff stepped up to help one another during these hard times.

Many answered the call and joined the frontline response to COVID-19 — one of the most severe public health crises our country faced in 100 years.

Many are now answering the call to work to address structural racism in our country, including in higher education. We all have a role in putting into motion the calls to action for our system, including accelerating diversification of our faculty and staff and reexamining the way we train police officers.

In a California Community College webinar viewed by nearly 10,000 people shortly after the murder of George Floyd, one of the panelists, Dr. Abdulmalik Buul, assistant professor of counseling and transfer center director at San Diego City College, eloquently observed:

"America is hurting and its pain is now more than ever visible. The frustration you see in the streets of America is indicative of the original pandemic of this country since its inception…As educators, we have a profound commitment to the truth. We have the privilege of educating the human mind."

Through all of these challenges, our colleges made significant progress in meeting critical goals of increasing completion and closing achievement gaps.

The number of community college students who earn college credentials increased by 20% over the past two years, meeting one of six goals outlined in the *Vision for Success* ahead of schedule. And colleges are making progress toward meeting the other goals. This includes narrowing achievement gaps among students of color and those who live in poorer regions of our state.

None of what we achieved would have been possible without resilience, sacrifice and the willingness to work together toward a common purpose.

The tremendous responses from our colleges demonstrate our system's agility in collaborating and quickly pivoting to deliver for our students.

Recognizing the urgency of this moment, we must continue to ensure our education system is responsive to emerging needs. As we consider the economic recovery, our colleges are connecting unemployed and under employed workers to career education opportunities.

We're increasing flexibility in the way we structure courses, credit and support to meet the needs of an older and increasingly diverse student population. We're collaborating with government and advocacy partners to help students afford secure housing and food, so they can focus on learning and reaching their goals.

We are the lowest-funded education system, yet the most consequential for equity and access. Flexibility to mitigate the impact of budget reductions on our students will be critical.

Above all, we must stay committed to our goals and the commitment to make the California Community Colleges the gateway to civic and economic prosperity and racial justice for all Californians.

Sincerely,

Eloy Ortiz Oakley

● **Total Funding** (including general fund, property taxes, and student fees)
■ **State General Fund Contribution**

Total Funding: 2015-16 $7.9 Billion; 2016-17 $8.3 Billion; 2017-18 $8.7 Billion; 2018-19 $8.9 Billion; 2019-20 $9.2 Billion

State General Fund Contribution: 2015-16 $4.9 Billion; 2016-17 $5.0 Billion; 2017-18 $5.3 Billion; 2018-19 $5.4 Billion; 2019-20 $5.5 Billion
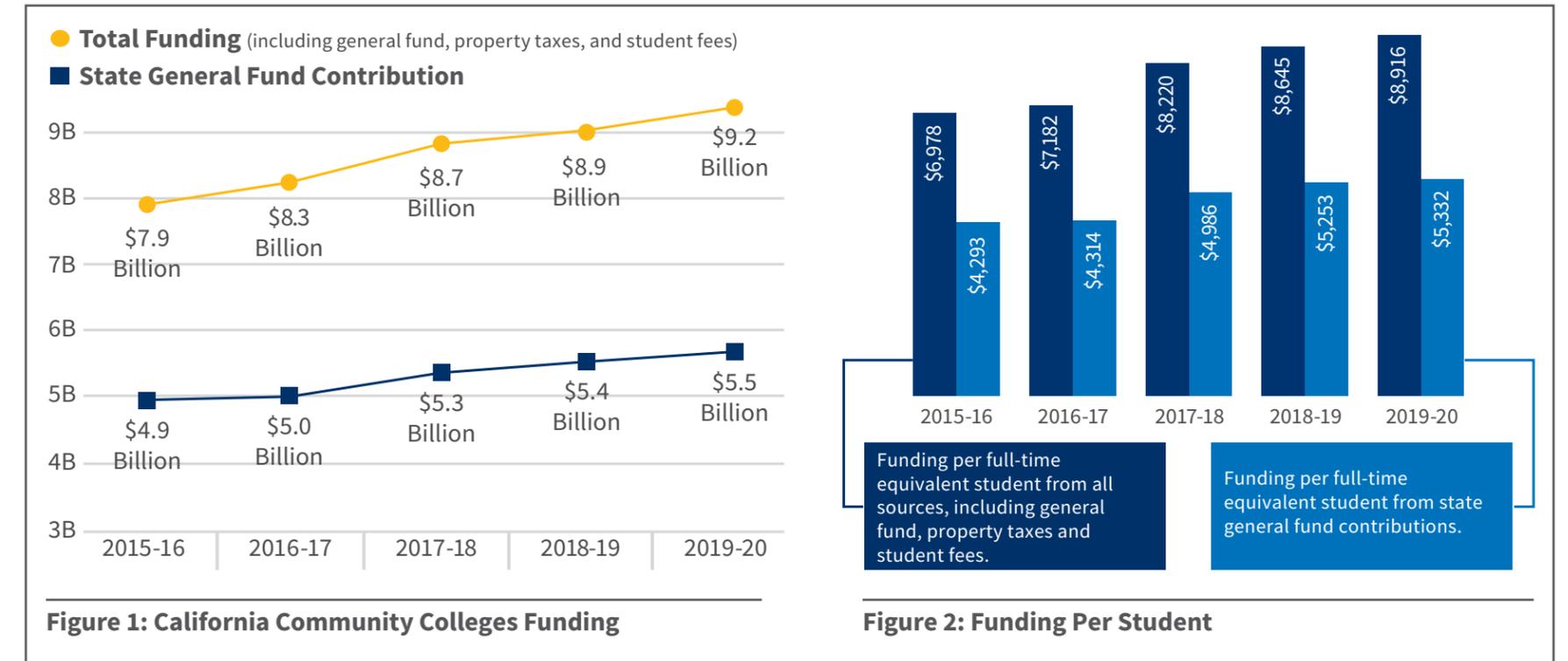
Figure 1: California Community Colleges Funding

Funding per full-time equivalent student from all sources, including general fund, property taxes and student fees: 2015-16 $6,978; 2016-17 $7,182; 2017-18 $8,220; 2018-19 $8,645; 2019-20 $8,916

Funding per full-time equivalent student from state general fund contributions: 2015-16 $4,293; 2016-17 $4,314; 2017-18 $4,986; 2018-19 $5,253; 2019-20 $5,332

Figure 2: Funding Per Student

VISION FOR SUCCESS GOAL 1:

INCREASE THE NUMBER OF STUDENTS EARNING CREDENTIALS BY AT LEAST 20%

Photo: Solano 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.

Spotlight: Nakisha McFadden
Los Angeles Trade-Technical College

Nakisha "Nikki" McFadden always knew she wanted to nourish her community. She enrolled at Los Angeles Trade-Technical College because of its reputation for training and placing its graduates throughout the culinary arts, restaurant management and professional baking industries. Her creativity, kitchen skills and entrepreneurial spirit blossomed during her two years at Trade Tech. While she excelled in classes, she also launched her own catering company at the same time, and turned into an award-winning business. She then transferred to Cal Poly Pomona to earn her B.A degree in hospitality. She now works as a chef at the world-class Aria Hotel in Las Vegas, where she continues her creativity both in the kitchen and the business side of being a restauranteur. She also works as a personal chef. Nikki always credits Trade Tech with providing her culinary foundation, and leading her on a pathway to a career which she loves. She says, "LATTC is not just any community college, it's my family. None of this would have been possible without the guidance I received there." Her journey serves as an example that nourishes Trade Tech's current culinary students.

2014-15	2015-16	2016-17	2017-18	2018-19	2021-22
104,156	112,366	116,991	128,316	140,335	GOAL* 140,389
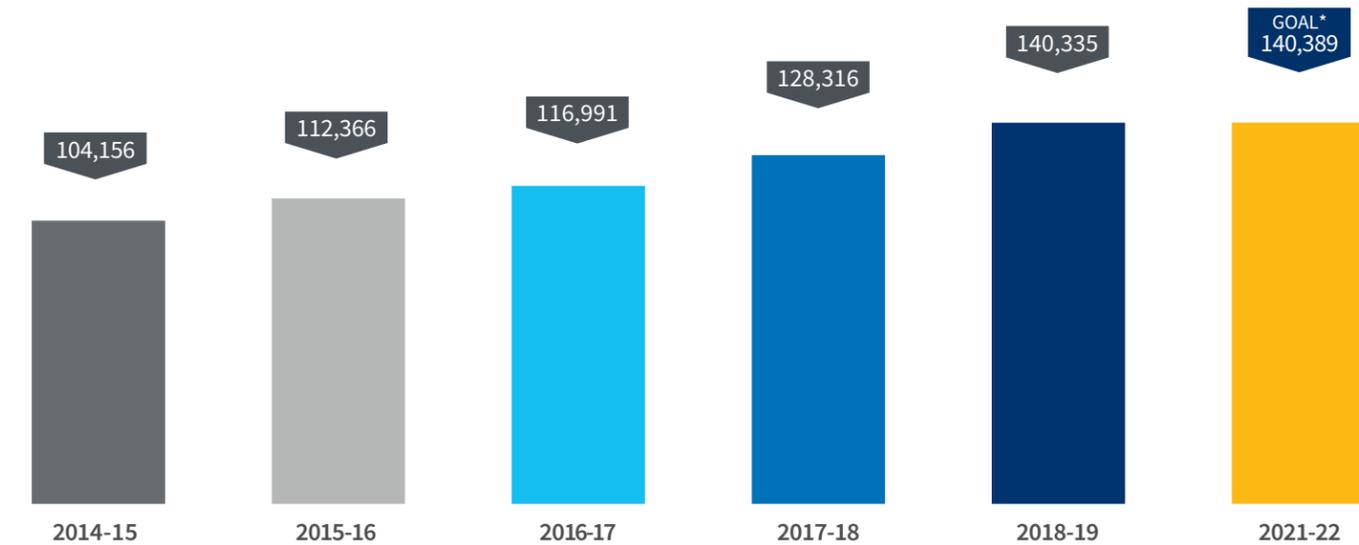
Attained the Vision Completion Goal
*Goal based on the baseline 2016-17 year

VISION FOR SUCCESS GOAL 2:

INCREASE THE NUMBER OF STUDENTS WHO TRANSFER BY 35%

Why Is This Goal Important?

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

How Do We Measure It?

This goal is measured using the number of all California community college students who successfully transferred to a UC or CSU campus during a given year. While the goal is aggressive, it is not unrealistic. Between 2012-13 and 2015-16, California Community Colleges to CSU transfers increased by 32% and between fall 1999 and fall 2005, California Community Colleges to UC transfers increased by 40%.
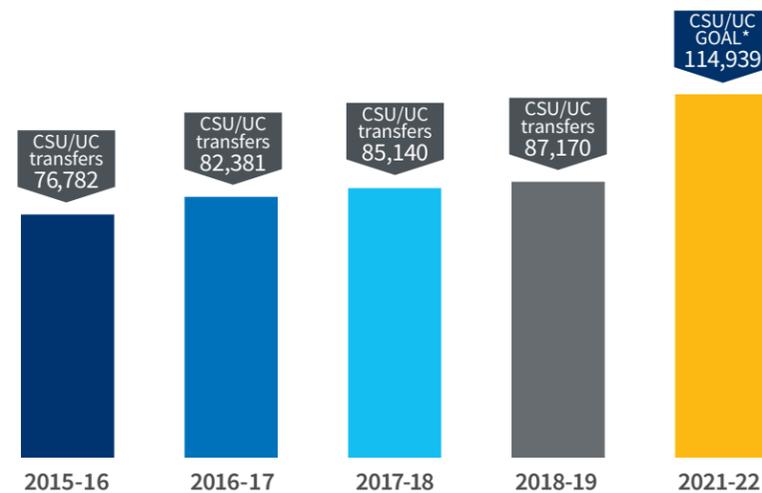
Annual Number of Community College Transfers to the University of California (UC) and California State University (CSU) Systems
*Goal based on the baseline 2016-17 year

Photo: Crafton Hills College

Spotlight: Xavier Francisco Gutierrez
Compton College

Xavier Francisco Gutierrez graduated from Compton College in 2019 with three associate degrees: an associate of arts degree in general studies with an emphasis in culture and communication, and two associate of science degrees for transfer in business administration and Spanish. In fall 2019, he transferred to the University of California, Berkeley as a Spanish major.

He is the first person in his immediate family, and more than 30 cousins, to graduate from college. Gutierrez aspires to be a college professor and hopes to motivate community college students to succeed in higher education.

He spent a term as Compton College's Associated Student Body (ASB) president and helped plan and execute several student services events, including celebrations for diversity heritage months and mental health awareness. "As a first-generation Chicano, I will continue to live by these words: !Si se puede! (Yes, we can!)" said Gutierrez.
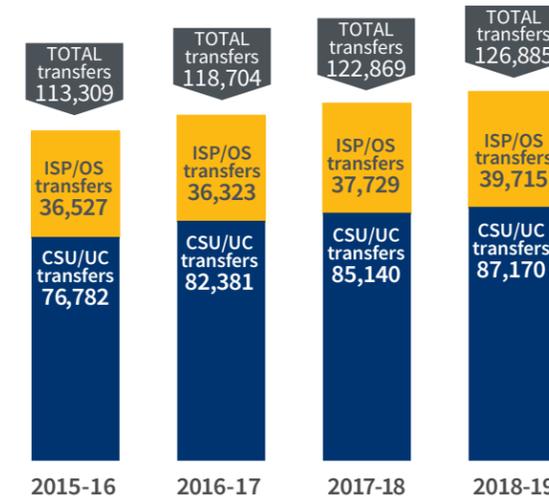
Total Annual Number of Community College Transfers - UC, CSU, In State Private/Out of State (ISP/OS)
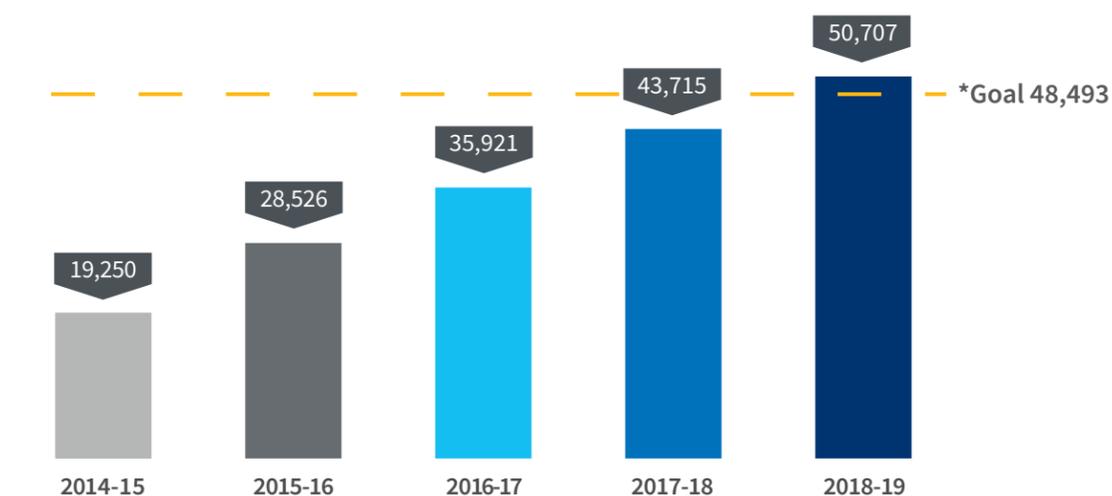
Associate Degree for Transfer Awards by Academic Year
*Goal based on the baseline 2016-17 year

VISION FOR SUCCESS GOAL 3:

REDUCE AVERAGE UNITS ACCUMULATED BY STUDENTS WHO COMPLETE DEGREES TO 79

Photo: Orange Coast College

Why Is This Goal Important?

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

How Do We Measure It?

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

Spotlight: Nicolas Ruano
Merced College

Nicolas Ruano believes every high school student should take advantage of Merced College's dual enrollment programs. On a suggestion from his mother, the high school junior enrolled in a free sociology class at Merced College during his freshman year at Buhach Colony High School. He enjoyed the experience so much, he kept coming back. By taking two to three dual enrollment courses a semester, Ruano is on pace to graduate from high school in 2020 with an associate degree in psychology from Merced College. After taking the first class at Merced College, Ruano met with his high school counselor who told him he could get an associate degree. This has been his goal since freshman year of high school. Ruano said he enjoyed the wide variety of classes available for dual enrollment students and, since he only had to pay for books, the money his family saved on his first two years of college.

2014-15	2015-16	2016-17	2017-18	2018-19	2021-22
97	97	96	96	94	GOAL 79

units needed for an associate degree: **60**
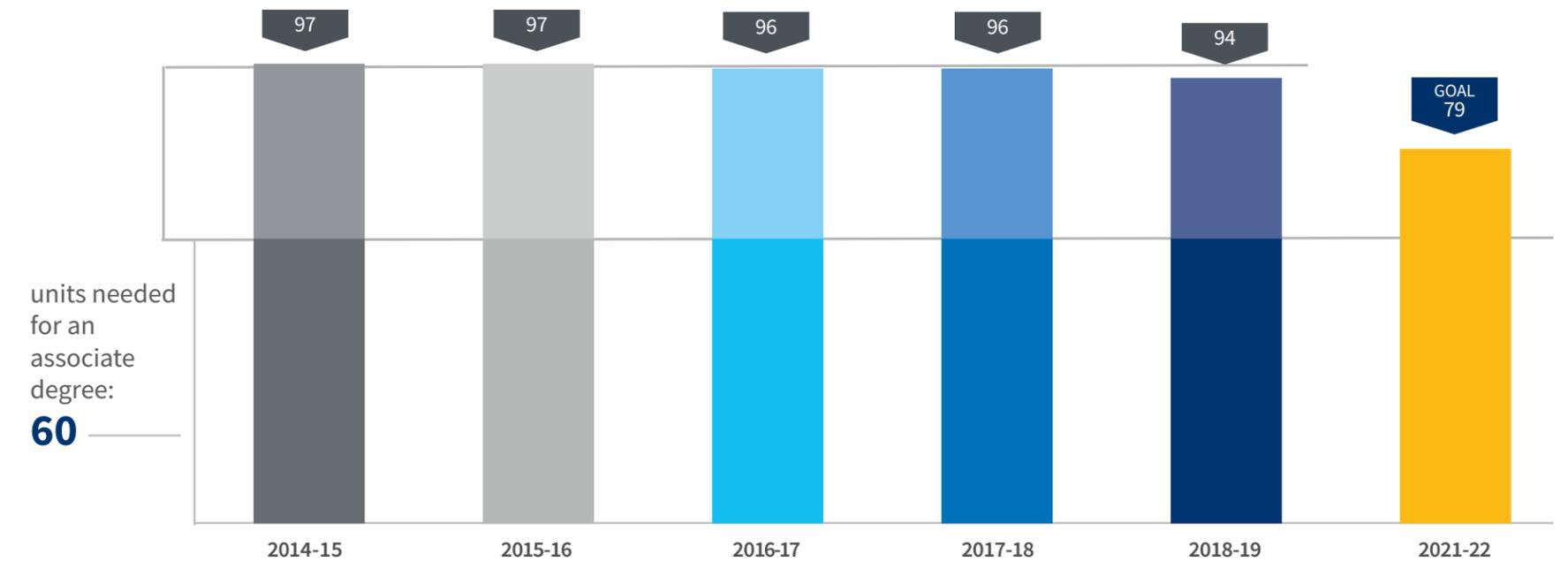
AVERAGE UNITS TO DEGREE

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?"

VISION FOR SUCCESS GOAL 4:

INCREASE THE NUMBER OF STUDENTS WHO GET JOBS IN THEIR FIELD OF STUDY TO 76%

Photo: Los Angeles Trade-Technical College

Spotlight: Sarah Hargis
Cuyamaca College

Sarah Hargis is a utility worker at Padre Dam in San Diego's East County. In this role, she is responsible for ensuring the wastewater collection system functions correctly by using heavy machinery and modern technology. She credits her career to Sarah Hargis is a utility worker at Padre Dam in San Diego's East County. In this role, she is responsible for ensuring the wastewater collection system functions correctly by using heavy machinery and modern technology. She credits her career to Cuyamaca College's Center for Water Studies.

Sarah was searching for a career that would challenge her, provide good benefits, involved skill and required a variety of work outdoors. She found her future career in the water/wastewater industry, and enrolled in courses at Cuyamaca College. Faculty in the program equipped her with the knowledge and skills to pass her state exam on the first attempt, and land an internship shortly after that. She was employed in the water industry within a year of completing course work.

"I now I have job I am passionate about in an industry that has endless opportunity," said Hargis.

PERCENTAGE OF GRADUATES WORKING IN THEIR FIELD OF STUDY
*Goal based on the baseline 2016-17 year

2014-15	2015-16	2016-17	2021-22
68%	69%	70%	GOAL* 76%

VISION FOR SUCCESS GOAL 5:

REDUCE EQUITY GAPS AMONG UNDERREPRESENTED STUDENTS BY 40% OVER FIVE YEARS AND ELIMINATE IN 10 YEARS

Why Is This Goal Important?

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

How Do We Measure It?

This three-year completion rate counts actual transfers, degrees and certificates. Student populations are disaggregated by gender (male, female, other), race/ethnicity (Asian, Black/African American, Hispanic/ Latino, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, White, Multi-Race, Unknown/Non-Response) and age (24 and younger, 25 and older). The new Student Success Dashboard allows for each measure to be disaggregated by student characteristics such as financial aid status, foster youth and many others.

Photo: Contra Costa College

Spotlight: Sandy Bennett
Ohlone College

Sandy Bennett is the real deal. As Ohlone College's EOPS Care coordinator, she works hard to meet the educational needs of students hindered by personal challenges, language barriers, and/or difficult socioeconomic backgrounds.

"I'm rewarded each day when I see that I can help someone," says Bennett. "It's my job to help guide students and to show them all of the resources that we offer at Ohlone. My hope is that they leave my office with the world lifted off of their shoulders."

This year Bennett was named one of the California School Employees Association (CSEA) Members of the Year. The CSEA Member of the Year Program recognizes the commitment and dedication of classified employees to the students of California, community involvement, and activism in CSEA.

Bennett's work is a testament to the EOPS philosophy: To ensure that all students are given equal opportunity for academic success by providing support services to enhance self-esteem, foster pride and dignity, motivate those whom the program serves, and to enable students to effective define and pursue career goals. And she does it all with a smile, never turning off her altruistic outlook on life.
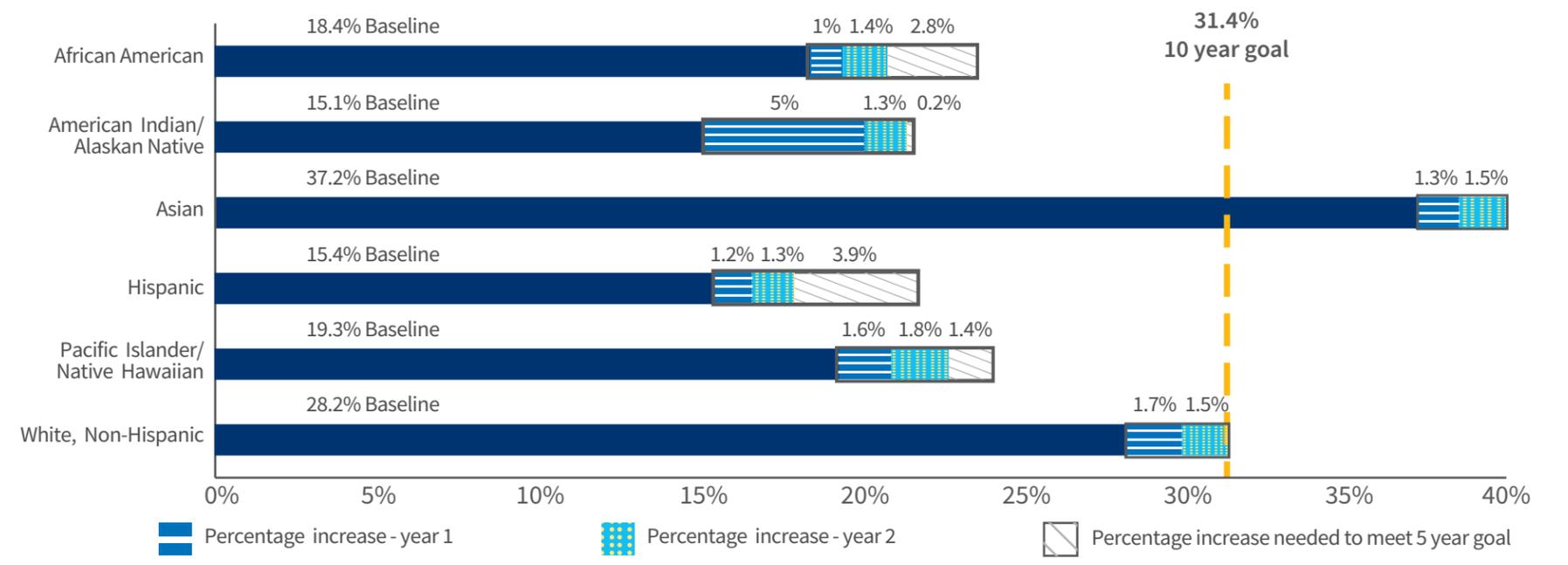
RATE OF COMPLETION BY ETHNICITY

Ethnicity	Baseline	Year 1	Year 2	Needed for 5-yr goal
African American	18.4% Baseline	1%	1.4%	2.8%
American Indian/ Alaskan Native	15.1% Baseline	5%	1.3%	0.2%
Asian	37.2% Baseline	1.3%	1.5%	
Hispanic	15.4% Baseline	1.2%	1.3%	3.9%
Pacific Islander/ Native Hawaiian	19.3% Baseline	1.6%	1.8%	1.4%
White, Non-Hispanic	28.2% Baseline	1.7%	1.5%	

31.4% 10 year goal

Legend:
- Percentage increase - year 1
- Percentage increase - year 2
- Percentage increase needed to meet 5 year goal

Why Is This Goal Important?

A June 2017 Public Policy Institute of California report noted the importance of addressing regional educational achievement gaps and the need to close those gaps if the state is going to meet its future workforce needs. The first step in closing those gaps is to understand the underlying causes in each region. While poverty may be a common variable affecting the Inland Empire, the Central Valley and the Far North regions of the state, how poverty manifests itself as reduced educational attainment in each area varies. The Chancellor's Office is supporting a variety of approaches to help different economic regions of the state improve completion.

How Do We Measure It?

For this report, regional gaps are measured as three-year completion rates (certificates, degrees, and transfer to four year institutions) across the California Community Colleges' seven workforce macro-regions.

VISION FOR SUCCESS GOAL 6:

ELIMINATE REGIONAL ACHIEVEMENT GAPS IN 10 YEARS

Photo: San Joaquin Delta College

Spotlight: Victoria Rocha
Fresno City College

Victoria Rocha overcame a youth filled with gangs, drugs and prison to become a much honored college graduate.

As a teen, she stopped going to school and repeatedly ran away from home. Stealing cars and committing burglaries to support her drug habit landed her in and out of prison.

Seven years ago, the meth addict, stood before the judge for another sentencing. The judge told her he believed in her. That simple expression of faith changed her life.

She enrolled at Fresno City College taking only one class at first, then two, eventually attending full time.

In May 2019, the 35-year-old single mother of five graduated with honors, earning an associate degree in alcoholism and drug abuse counseling. She also won the top college award, the President's Medallion.

Victoria now studies at Fresno State majoring in Social Work. She continues to mentor FCC students, especially the formerly incarcerated

Bay Area: 29.1% 10 year goal; 1.3% - Year 2; 0.9% - Year 1; 26.9% Baseline

Central Valley: 6.4%; 2.3% - Year 2; 1% - Year 1; 19.4% Baseline

Inland Empire: 12%; 0.7% - Year 2; 1.5% - Year 1; 14.9% Baseline

Los Angeles: 6.3%; 0.8% - Year 2; 1.6% - Year 1; 20.4% Baseline

North/Far North: 4.1%; 1.4% - Year 2; 0.9% - Year 1; 22.7% Baseline

San Diego: 3.5%; 1.7% - Year 2; 1.8% - Year 1; 22.1% Baseline

South Central: 0.7%; 1.1% - Year 2; 1.3% - Year 1; 26% Baseline
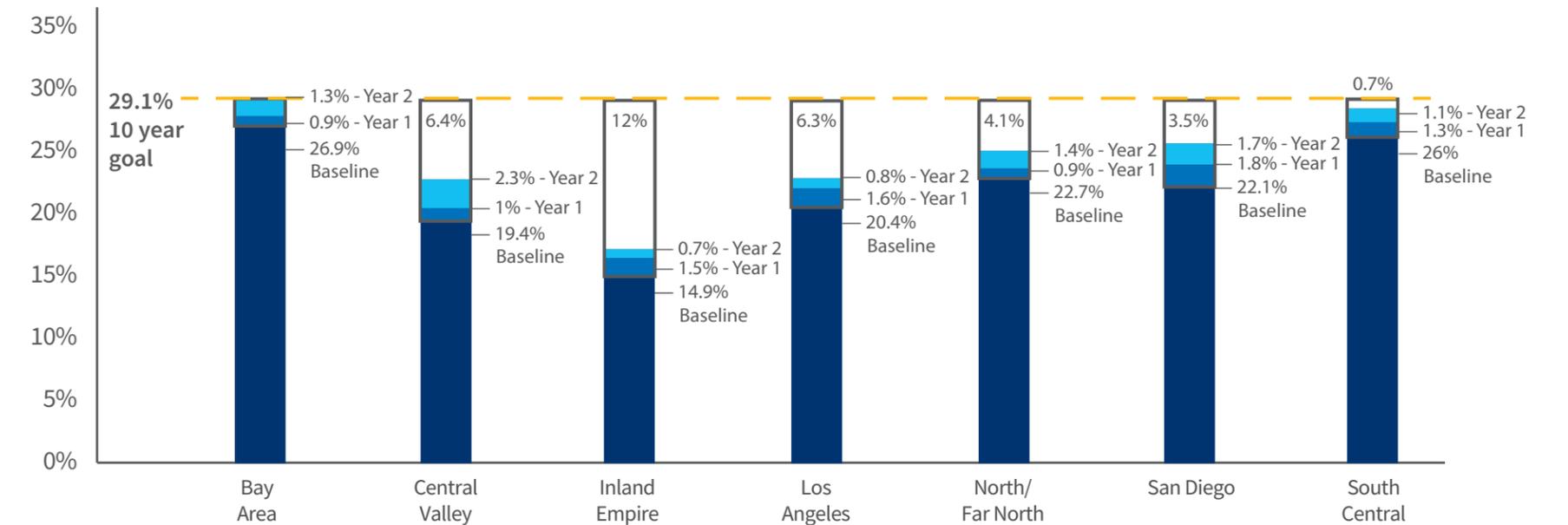
RATE OF COMPLETION BY REGION

**VISION FOR SUCCESS
AND THE COLLEGES**

**HOW SHOULD
COLLEGES USE
THE VISION?**

Photo: San Jose City College

Local Vision Goals

In addition to recommending system-wide goals, the *Vision for Success* calls for colleges and districts to develop and own detailed local goals that advance statewide student success goals. Last year, every local board and CEO took action in a public meeting to align their local goals with the statewide vision goals. 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.

**VISION FOR SUCCESS
AND GUIDED
PATHWAYS**

**HOW DOES THE
VISION RELATE
TO THE GUIDED
PATHWAYS
FRAMEWORK?**
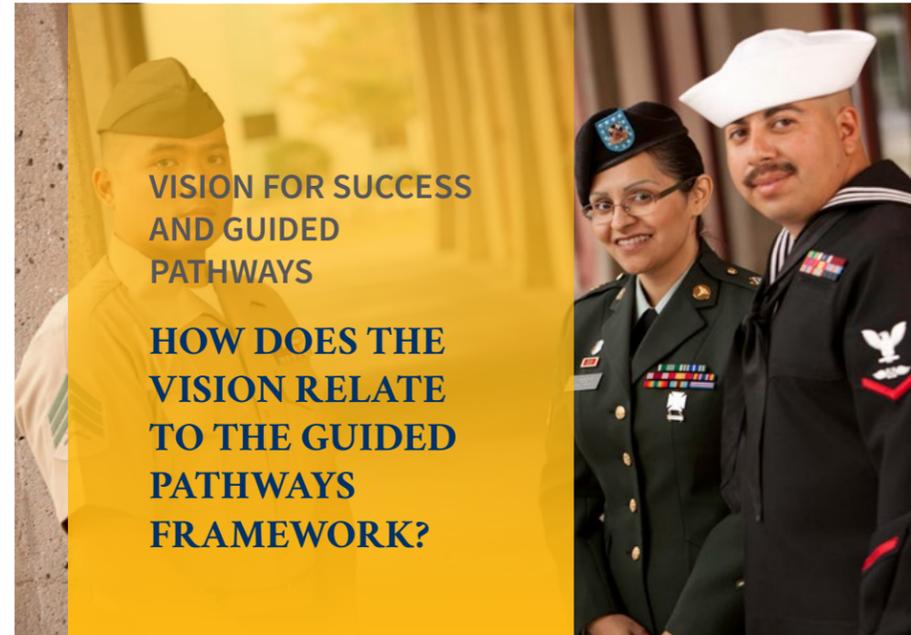
Photo: College of the Desert

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 one's interests.

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.

The focus on design and implementation uses 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 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. We must continue Guided Pathways implementation, accelerating program mapping and student supports. We must deepen equitable placement and support with a focus on identifying the use and impact of student supports like co-requisites and tutoring. We must continue to innovate teaching and learning through equity-minded remote instruction, competency based education and recognizing prior knowledge and skills.

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 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.

VISION FOR SUCCESS

ADDITIONAL SYSTEM MEASUREMENTS

Photo: Ohlone College
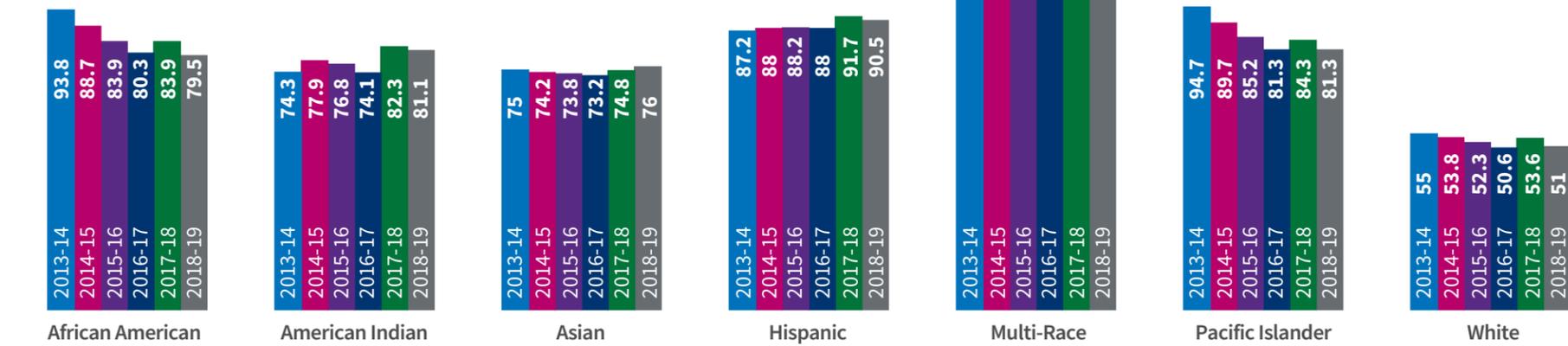
Participation Rate by Race/Ethnicity per 1,000 Population

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
African American	93.8	88.7	83.9	80.3	83.9	79.5
American Indian	74.3	77.9	76.8	74.1	82.3	81.1
Asian	75	74.2	73.8	73.2	74.8	76
Hispanic	87.2	88	88.2	88	91.7	90.5
Multi-Race	126.1	129.5	124.3	121.4	126.1	120.2
Pacific Islander	94.7	89.7	85.2	81.3	84.3	81.3
White	55	53.8	52.3	50.6	53.6	51
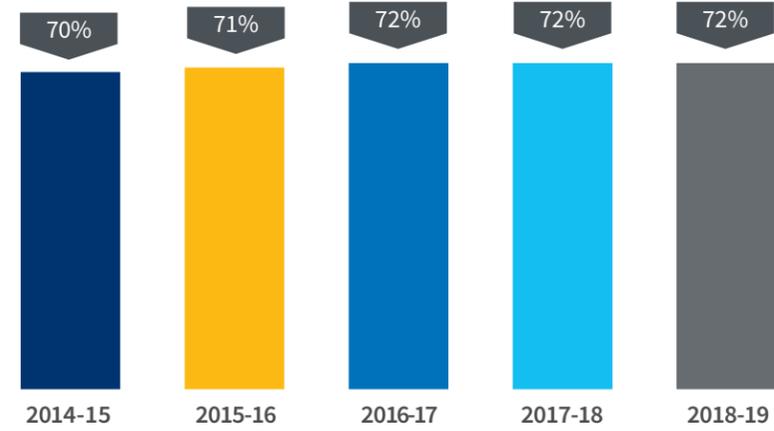
Credit Course Success Rate

2014-15	2015-16	2016-17	2017-18	2018-19
70%	71%	72%	72%	72%
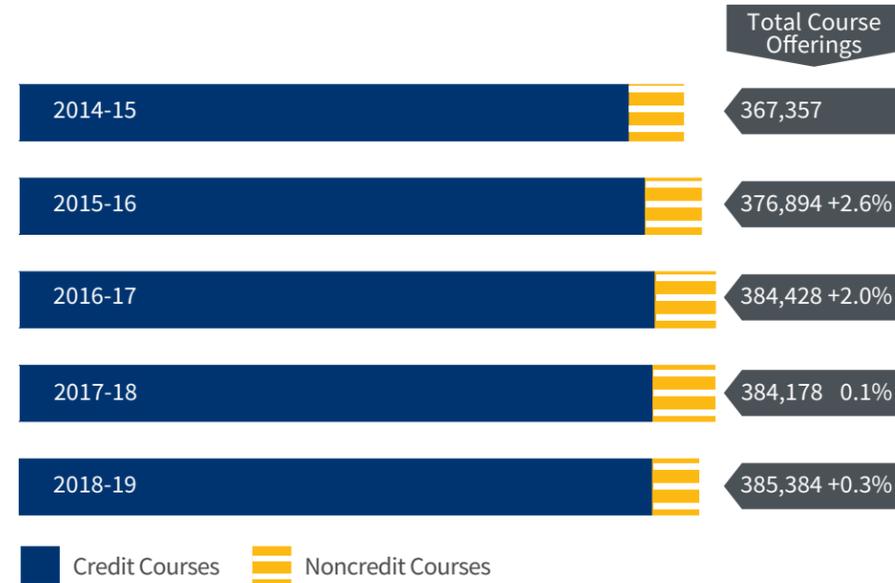
Course Sections Offered by Academic Year

Total Course Offerings

Year	Total
2014-15	367,357
2015-16	376,894 +2.6%
2016-17	384,428 +2.0%
2017-18	384,178 0.1%
2018-19	385,384 +0.3%

■ Credit Courses ▦ Noncredit Courses

TOP 25 Credit Programs in 2018-19 by Volume of Total Awards

Program	AA/AS Degrees	All Certificates (Credit)	Total Credit Awards
Liberal Arts and Sciences, General	31,349	54,095	85,444
Biological and Physical Sciences (and Mathematics)	19,190	246	19,436
Humanities	18,467	35	18,502
Business Administration	16,038	669	16,707
Child Development/Early Care and Education	4,464	8,701	13,165
Administration of Justice	6,742	5,282	12,024
Psychology, General	10,165	41	10,206
Social Sciences, General	9,555	10	9,565
Nursing	5,407	2,072	7,479
Speech Communication	4,519	615	5,134
Sociology	5,055	8	5,063
Accounting	1,590	2,959	4,549
Mathematics, General	3,703	87	3,790
Automotive Technology	634	3,142	3,776
Biology, General	3,455	188	3,643
Business Management	1,284	2,216	3,500
Fire Technology	1,129	2,197	3,326
Manufacturing and Industrial Technology	479	2,236	2,715
Emergency Medical Services	5	2,638	2,643
Economics	2,190	3	2,193
Office Technology/Office Computer Applications	605	1,548	2,153
English	2,063	27	2,090
Business and Commerce, General	1,411	645	2,056
Art	1,934	100	2,034
Human Services	796	1,201	1,997

CALIFORNIA
COMMUNITY
COLLEGES

**BOARD OF
GOVERNORS**

Photo: Irvine Valley College

Tom Epstein
President

Pamela Haynes
Vice President

Hildegarde B. Aguinaldo

Darius W. Anderson

Felicia Escobar Carrillo

Amy M. Costa

Colm Fitzgerald

Jolena M. Grande

Kevin J. Holl

Jennifer L. Perry

Kim Perigo

Bill Rawlings

Alma Salazar

Valerie Lynne Shaw

Blas Villalobos

Alexis Zaragoza

Websites

California Community Colleges
cccco.edu

Student Success Scorecard
scorecard.cccco.edu

Salary Surfer
salarysurfer.cccco.edu

Associate Degree for Transfer
adegreewithaguarantee.com

Financial Aid
icanaffordcollege.com

Career Education
careered.cccco.edu

**CONNECT
WITH US!**

Photo: Columbia College

Social Media

California Community Colleges Facebook Page
facebook.com/CACommColleges

Financial Aid Facebook Page
facebook.com/icanaffordcollege

California Community Colleges Twitter Feed
twitter.com/CalCommColleges

Chancellor Eloy Oakley Twitter Feed
twitter.com/EloyOakley

Government Relations Twitter Feed
twitter.com/CCGRAdvocates

Financial Aid Twitter Feed
twitter.com/ICanAfrdCollege

California Community Colleges YouTube Page
youtube.com/CACommunityColleges

Financial Aid YouTube Page
youtube.com/ICANAFRDCOLLEGE

Hello College, It's Me Lupita!
https://www.youtube.com/hellocollegeitsmelupita

California Community Colleges Instagram Page
instagram.com/CaliforniaCommunityColleges

Financial Aid Instagram Page
instagram.com/icanaffordcollege

Photo: San Diego City College

California Community Colleges

2020 State of the System Report

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