

2022-23 State of the System Report *Equity for Every Student*

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

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Photos: This page — Chaffey College
Cover (from top to bottom, left to right) — Norco College, Santa Ana College, San
Diego City College, Long Beach City College, Cuyamaca College, San Jose City College,
Cuyamaca College, Mendocino College



Introduction

Our students and colleges continued in 2022-2023 to make progress toward meeting – and in some cases exceeding --- our systemwide goals and again demonstrated why our 116 colleges are engines for equity and social mobility in California.

We saw gains in completion among all student groups, an increase in the number of students transferring to four-year colleges and universities and reductions in student success equity gaps among regions of the state.

Since the 2016-17 academic year, the California community colleges have increased the number of students completing credentials by roughly 25% -- increasing from 117,707 students in the 2016-17 year to 147,475 last year.

Additionally, there we've seen an increase in the number of students transferring to four-year colleges and universities.

Compared to the 2016-17 academic year, the California Community Colleges transfers to California State University and University of the California has increased 14% with nearly 100,000 students transferring in the 2020-21 year.

While all student groups have made gains in completion rates and across regions of our state, the outcomes continue to light a path forward to tackle equity gaps for students of color. Equity gaps in educational attainment among regions continued to narrow, with the Central Valley and Inland Empire showing the strongest improvements.

The California Community Colleges continues to make improvement on the number of units at first degree attainment. Students who earned their first degree last academic year completed 82 units on average, which is down from 89 units in 2016-17.

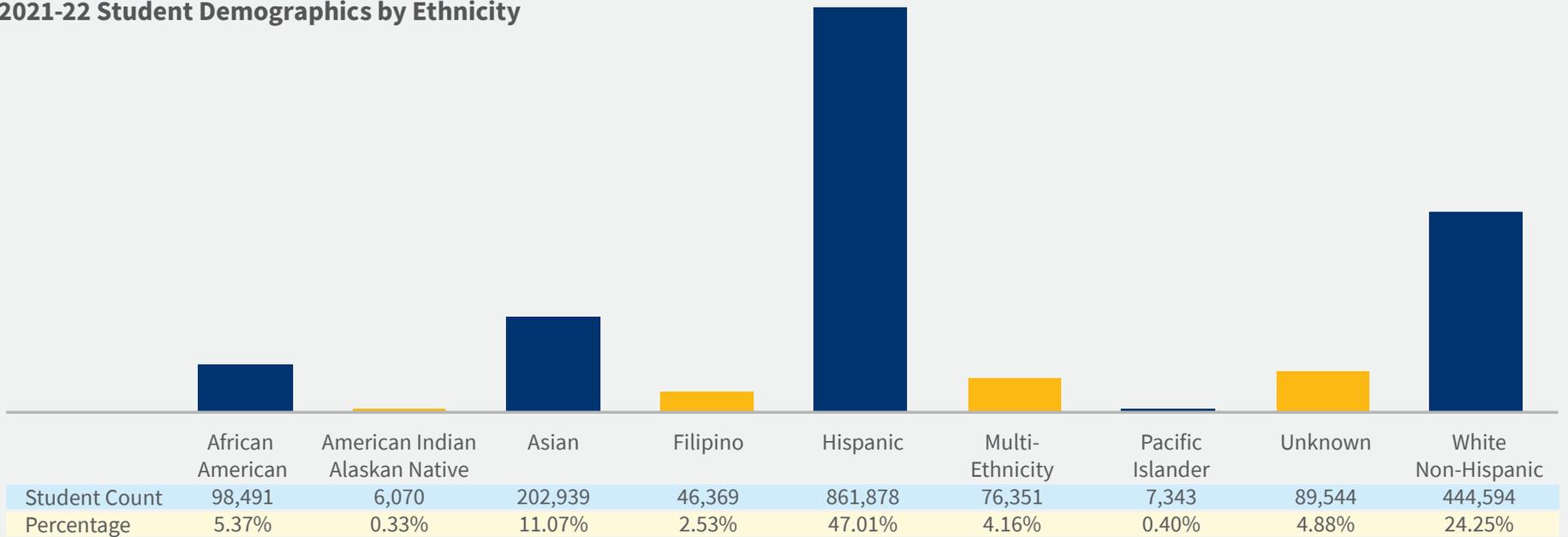
The share of students who are employed in their field of study, one of the six goals measured in this report, dropped slightly from the previous year as a result of the high unemployment rate and economic disruptions caused by the COVID crisis.

The Vision for Success has served our students and our state well over the past six years. Now it is time to extend the Vision for Success goals in alignment with the governor's Roadmap for the Future for California Community Colleges, a complementary framework for increasing degree attainment.

We are mobilizing our system to take on our critical role in achieving California's state goal for 70% postsecondary degree and certificate attainment among working-age Californians by 2030. And we are focusing on key workforce priorities called out in the governor's Roadmap for California Community Colleges: Healthcare, education, STEM and Climate Change.

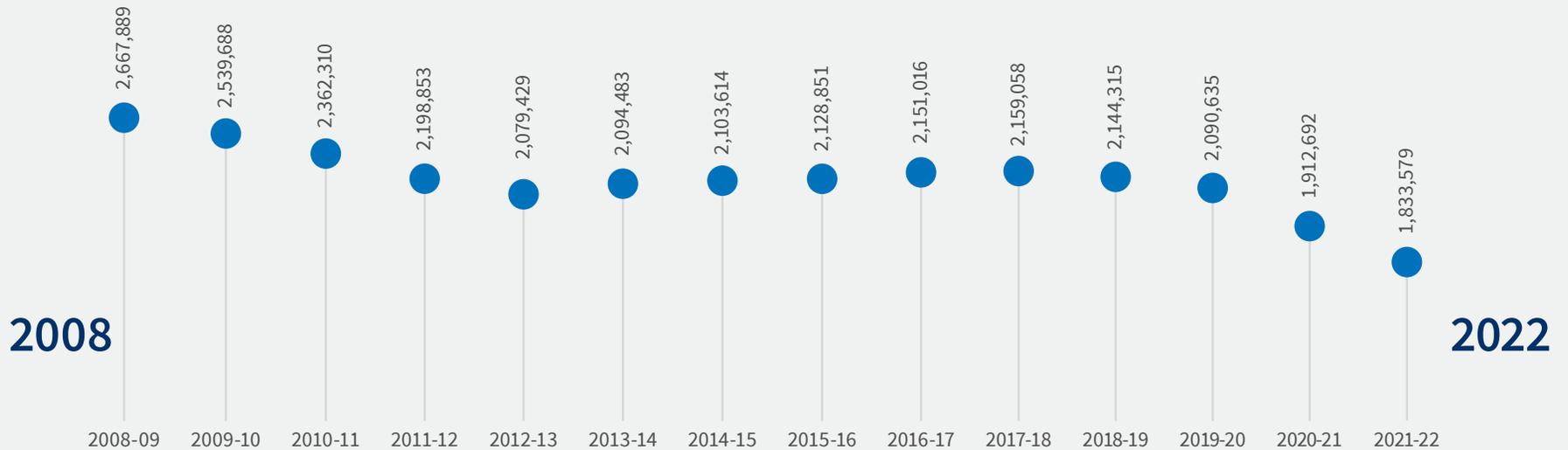
California's community colleges are optimally positioned and more than prepared to advance these new, ambitious goals aimed at improving equity, student success and economic and social mobility.

2021-22 Student Demographics by Ethnicity



Annual Student Headcount

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



Exceptional Outcomes for Students Continue as Equitable Placement Reforms Progress

New legislation enacted in 2022, AB 1705, renewed California’s commitment to remedial educational reform that began six years ago with AB 705.

With AB 705, the California Community Colleges became the largest college system to end the use of flawed, high-stakes student placement assessments, and provide students direct access to transfer-level English and math with necessary supports. AB 1705 strengthens these existing requirements and clarifies the placement practices for students who require, or are best supported by, transfer-level courses.

Remedial education reform has been transformative on so many levels. Before AB 705, 85% of California community college students were required to take one or more remedial courses in transfer-level English or math, including large numbers of courses they’d previously successfully completed. As a result, far fewer students ever successfully completed transfer-level English and math with, for example, less than 25% of disproportionately impacted students transitioning to ever attempt transfer-level math. Today, more than 80% do.

The impact of AB 705 has been nothing short of remarkable. The percentage of California community college students bypassing remedial courses and enrolling directly in transfer-level math and English has risen substantially. In 2015-16, just 26% of students were enrolling in transfer-level math; that rose to 82% in 2021-22. In 2021-22, 98% of students were enrolled in transfer-level English, up from just 44% in 2015-16.

Students are now on a faster track for transfer, as completion of transfer-level English and math in one year has improved dramatically. More than two-thirds of students completed transfer-level English in 2021-22, up from less than half in 2015-16; and 55% of students completed transfer-level math in 2021-22, more than doubling the rate of 26% in 2015-16.

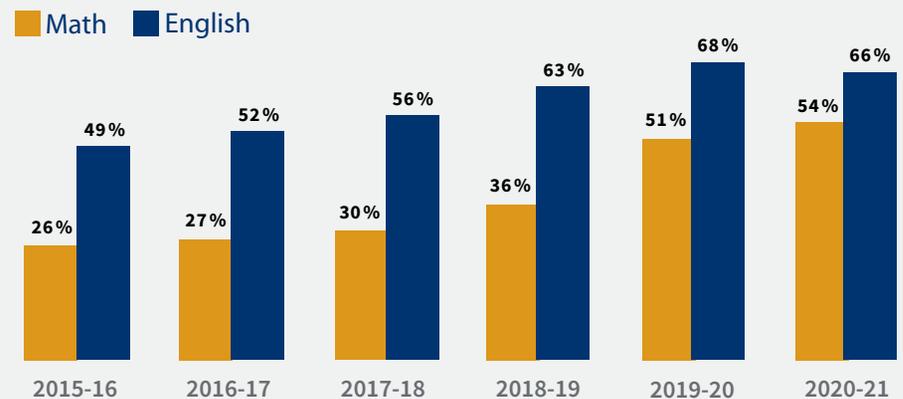
As a result of sweeping policy reforms in developmental education, and to advance the goals of the *Vision for Success* in closing equity gaps in transfer-level math and English completion, AB 1705

includes one-time funding of \$64 million to establish the California Community College Equitable Placement, Support and Completion funding allocation. These funds will assist colleges and districts in taking concurrent supports to scale by implementing developmental education reform policies and practices, academic support services, extended instruction time and other methods to support the whole student.

The AB 1705 funding allocation model provides each college with the same base allocation, and each college then receives proportional additional funding based on enrollment in and successful completion of transfer-level English and math (as required by law). Funding plans are due to the Chancellor’s Office by July 1, 2023, and the funds will be allocated during fall 2023.

Developmental education reform has proven to be one of the single greatest equity reforms of our time, dramatically increasing student enrollments in and successful completion of transfer-level English and math courses for all student groups. AB 1705 signals California’s commitment to invest in exceptional educational outcomes for students, leading them to well-paying careers that support our state economy.

Students Successfully Completing Transfer-Level English and Math During First Year of Enrollment



Vision For Success Goal 1:

Over five years, increase by at least 20% the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

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.



Photo: Palomar College



Spotlight: Adrienne Navarro

Diablo Valley College

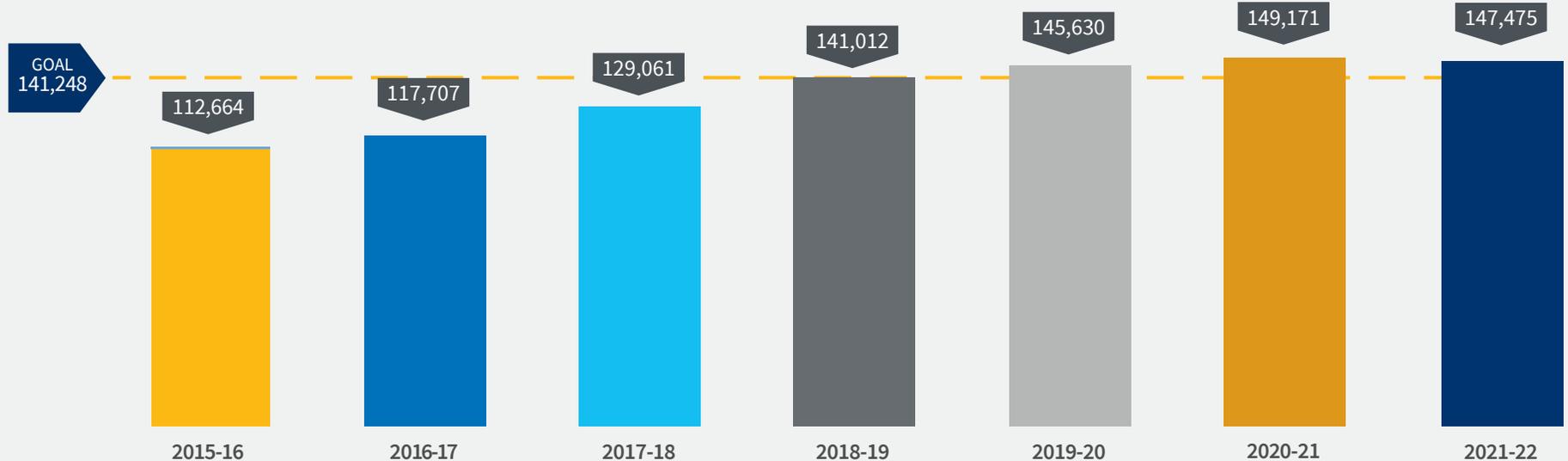
Adrienne Navarro is currently a full-time student at Duke University completing her doctorate of nursing.

Navarro was an Allied Health major at Diablo Valley College, struggling to return to school as a busy working mother with a four-month-old. But her drive to return to school came from a need and desire to create a better quality of life for her family. As a military veteran, she decided to use her GI Bill to advance her career from an LVN to an RN and pursue her passion to have a career in woman’s healthcare.

She credits her DVC instructors for helping her face mental barriers to success and for sticking with her every step of the way. She also could not have completed her degree at DVC without the support of the Early Childhood Education program which provided childcare so she could complete her studies.

“I had been an LVN for almost 10 years and knew someday I wanted to become an RN. Now as a board certified woman’s health NP, I am able to take care of my patients the way I would treat my family.”

Attained the Vision Completion Goal



Vision For Success Goal 2:

Over five years, increase by 35% the number of California Community College students transferring annually to a UC or CSU.

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

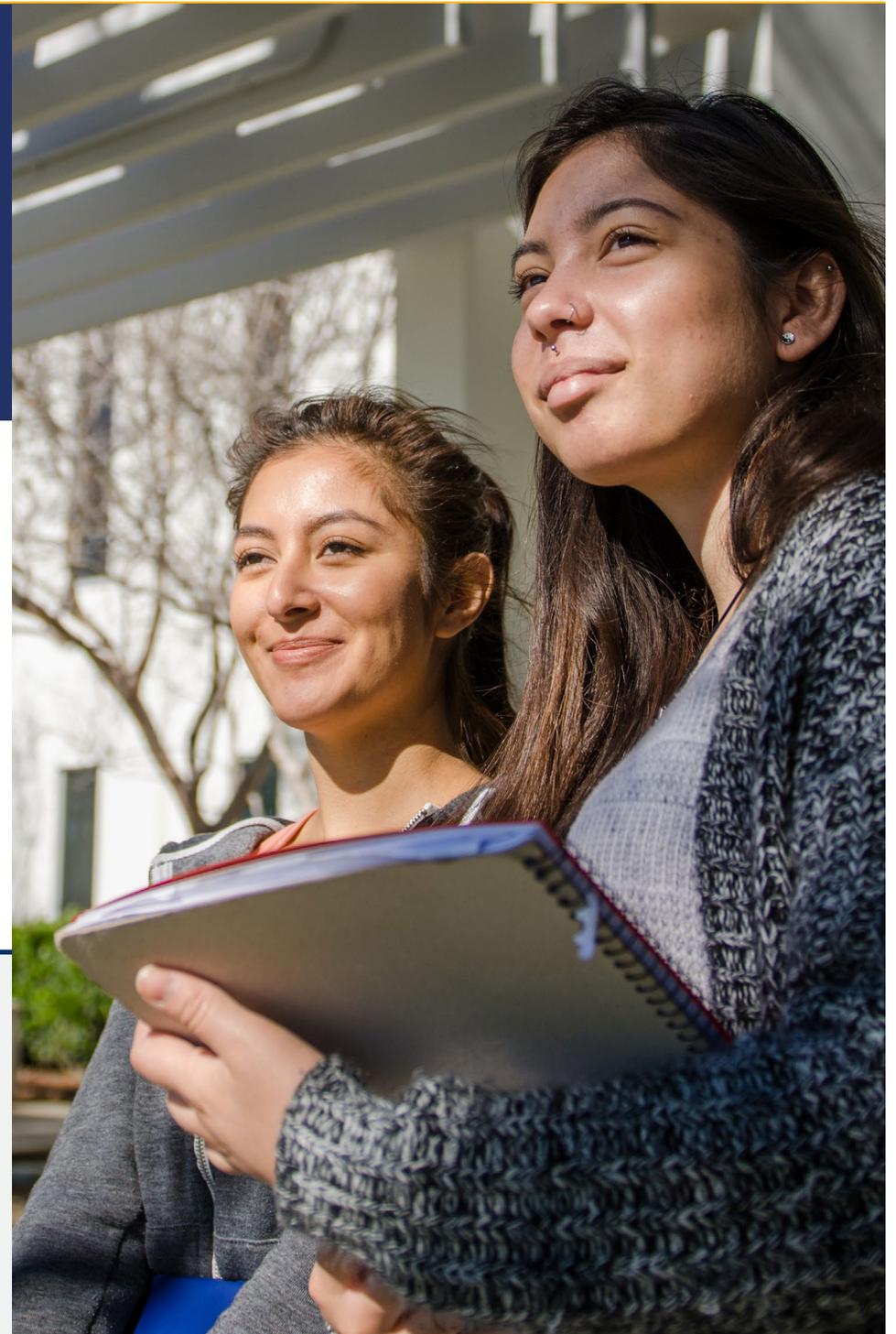
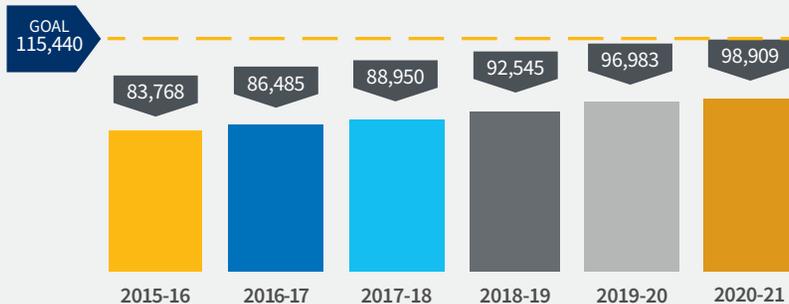


Photo: Chaffey College



Spotlight: Yahziq Ohmn-Drayden

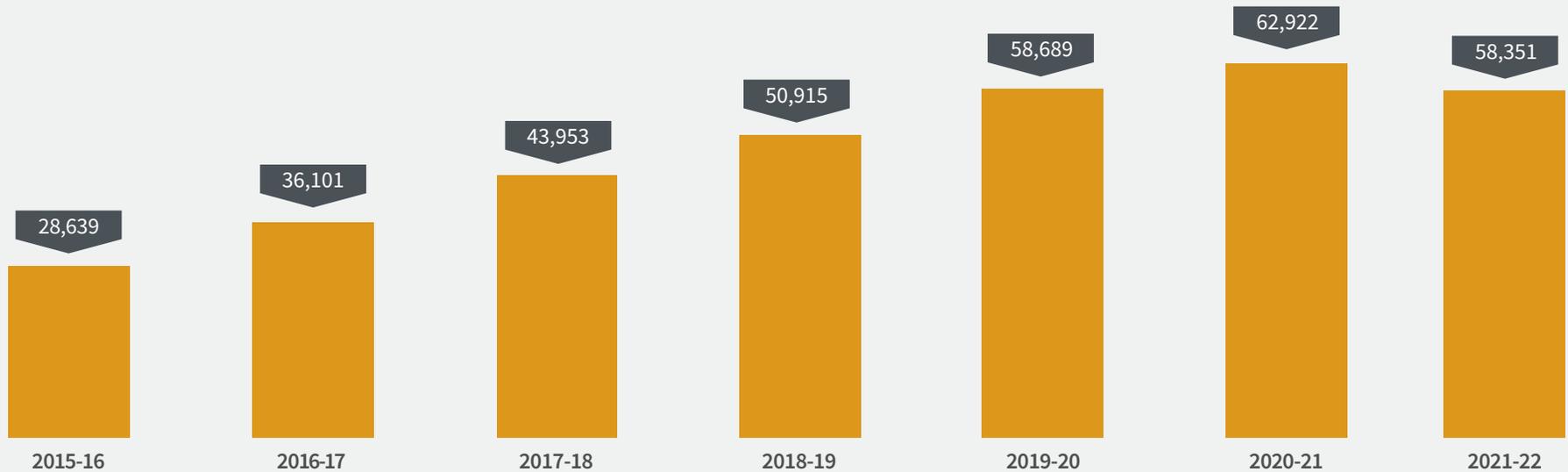
Compton College

Compton College alum Yahziq Ohmn-Drayden didn't begin college until he was in his 40s, but he never let that slow him down.

Ohmn-Drayden graduated from Compton College with an Associate Degree for Transfer in psychology and a welding degree before transferring to California State University, Dominguez Hills (CSUDH). He earned his bachelor's degree in psychology, graduating Suma Cum Laude, and is now working toward his PhD. in positive and cognitive psychology at Fielding Graduate University. He is set to graduate in 2025.

In addition to continuing as a community volunteer and advocate, Ohmn-Drayden is interested in a future career as a college professor or researcher. He also has a passion for art, putting his welding degree to good use as an artist who designs metal signs.

Associate Degree for Transfer Awards by Academic Year



Progress in Diversity, Equity, Inclusion and Accessibility Work and Equal Employment Opportunity

The California Community Colleges achieved great recognition and advanced many goals in 2022 as part of the commitment to put diversity, equity, inclusion and accessibility (DEIA) and anti-racism at the core of everything we do.

The Association of Community College Trustees (ACCT) awarded the 2022 Equity Award for the Pacific region to the California Community Colleges Board of Governors, an honor that recognized the outstanding work throughout the California community college system to advance equity.

The Chancellor's Office provided professional development and leadership to connect Equal Employment Opportunity (EEO) to the classroom and successfully redefine educational excellence through events, training modules and publications. California Community Colleges released the (EEO)/Diversity Best Practices Handbook in 2022, with innovative strategies to support the California community college system to attract and retain talented employees.

With the goal of building a faculty and staff who are reflective of the students and communities served, the Board of Governors established a regulatory framework for colleges to work with local stakeholders, including students, faculty, staff, and collective bargaining partners, to incorporate DEIA competencies and criteria into performance evaluations and tenure review.

The Board reaffirmed its commitment to increasing the racial and ethnic diversity of the faculty and staff in our system with the adoption of the DEI Integration Plan, which outlined the implementation strategy for the 68 recommendations to recruit, retain, and support faculty and staff of color. These Board actions have advanced a culture of universal belonging by embedding diversity, equity, inclusion and accessibility into hiring and retention practices and policies designed to improve campus climate and student success.

Progress continued this year to dismantle a remedial education system that harmed students, particularly students of color, by preventing them from entering directly into transfer level courses.

New legislation enacted in 2022, AB 1705, continues the remedial education reform that began with AB 705 six years ago.

Charged with successfully implementing the Student Centered Funding Formula (SCFF), the Chancellor's Office adopted a new funding system that supports student equity by targeting funds to districts serving low-income students and student success by providing districts with additional resources based on students' successful outcomes.

As part of the drive to eliminate systemic racism in the California Community Colleges, college leaders responded to the Call to Action issued in June of 2020 by our system. Changes were implemented this year to transition campus policing from a "warrior" to a "guardian" mindset emphasizing de-escalation and crisis intervention and developing community and evidence-based policing policies and practices.

DEIA is a foundational principle underpinning the *Vision for Success* and informs our system efforts. As we celebrate these accomplishments to advance equity in 2022, the important DEIA work continues throughout our system as we relentlessly pursue the bold *Vision* goals to improve student outcomes.



Photo: Peralta Community College

Bachelor's Degree Progress



One presentation. That's all it took to convince Nicholas Pressley to pursue a bachelor's degree from Bakersfield College. Back in 2019, as a senior, he was weighing his options between different four-year universities and even the Navy. But a presentation about Bakersfield College's Industrial Automation

program piqued his interest because it was close to home, affordable and hands-on.

As Pressley advanced through the program, he had opportunities to get to know local employers through tours and internships. And he was able to see how his course materials were being used in a wide variety of industries including manufacturing, agriculture and aerospace among other fields.

"Attending Bakersfield College for my baccalaureate degree was the best decision I ever made.," said Pressley. "The program I completed not only gave me the skills and knowledge I needed for my career, but it also opened up opportunities that I never would have had otherwise."

Pressley secured guaranteed employment before completing his degree, and received multiple job offers from industry leaders such as Boeing. Pressley began his new career as an Electronic Technician II with Arcata Associates, located at Edwards Air Force Base in Mojave, just three days after he graduated in May.

Pressley's success story comes as the Baccalaureate Degree Program continues to expand. In the 2022-23 academic year, the Board of Governors approved 16 new programs, all of which are high-demand career fields. The expansion brings the total number of bachelor's degree programs offered at California community colleges to 31.

The new programs include: an ecosystem restoration and applied fire management program at Feather River College; dental hygiene programs at Cerritos and Fresno City College; a dental hygiene administration program at Taft College; a biomanufacturing program at Moorpark College; a cyber defense and analysis program at San Diego City College; an automotive technology management program at De Anza College; an automotive career education program at Ventura College; a research laboratory technology program at Bakersfield College; respiratory care programs at Crafton Hills, El Camino, Foothill and Hartnell colleges; a respiratory therapy program at Los Angeles Valley College; an aviation maintenance program at West Los Angeles College; and a histotechnology program at Mt. San Antonio College.

The Baccalaureate Degree Program was created to make it easier and more affordable for California community college students to earn a bachelor's degree and expand their career opportunities. And it appears to be working. 56% of students graduating from a baccalaureate program said they would not have pursued a bachelor's degree had it not been offered at their community college, according to a study by the UC Davis Wheelhouse Center for Community College Leadership and Research. The study also found two-thirds of baccalaureate program students are students of color.

And a new report by the UCLA Civil Rights Project shows that the program has the potential to address equity gaps. The report found the year-two graduation rate was 67% and year-three graduation rate was even higher at 78%. Those graduates were successful in gaining employment and the class of 2018 reported an income gain as high as \$31,900.

Vision For Success Goal 3:

Over five years, decrease the average number of units accumulated by California Community College students earning associate degrees.

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.



Photo: Los Medanos College



Spotlight: The Cerritos College Board of Trustees

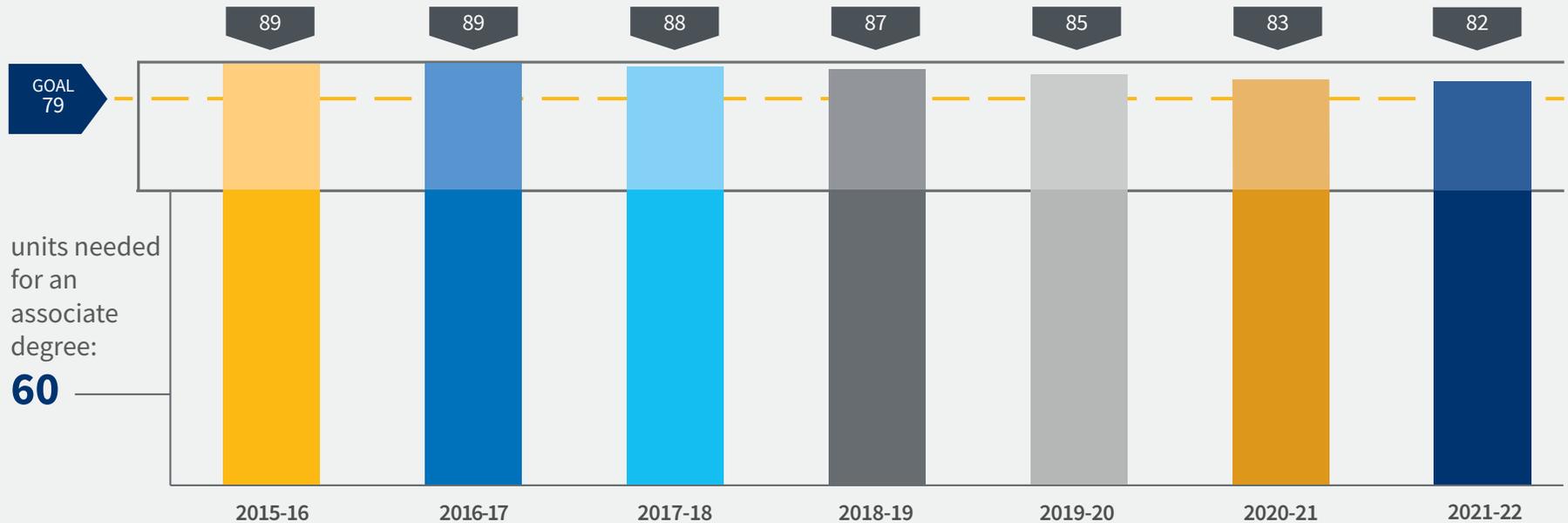
Cerritos College

Cerritos College is shortening students' time to complete their degrees, according to the Integrated Postsecondary Education Data System (IPEDS) 2022 data feedback report.

The number of Cerritos College students graduating within two years has doubled over the last five years, and students graduating within three years has increased by nearly 50%.

Completing a degree on time helps avoid accruing additional years of expenses and allows students to advance their social mobility faster. The Cerritos College Board of Trustees is working to establish ambitious goals to further increase graduation rates, improve academic momentum and achieve early course success.

AVERAGE UNITS TO DEGREE



Vision For Success Goal 4:

Over five years, increase the percent of exiting CTE students who report being employed in their field of study.

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?”



Photo: I CAN Biology



Spotlight: Rafael Barrientos

Chabot College

Rafael Barrientos is working the fire lines and is on his way to becoming a paramedic, thanks to Chabot College.

“I chose Chabot College because they offer a fire academy unlike any other,” said Barrientos. “Every instructor in the academy took the time to ensure that students were prepared for a long and rewarding career.”

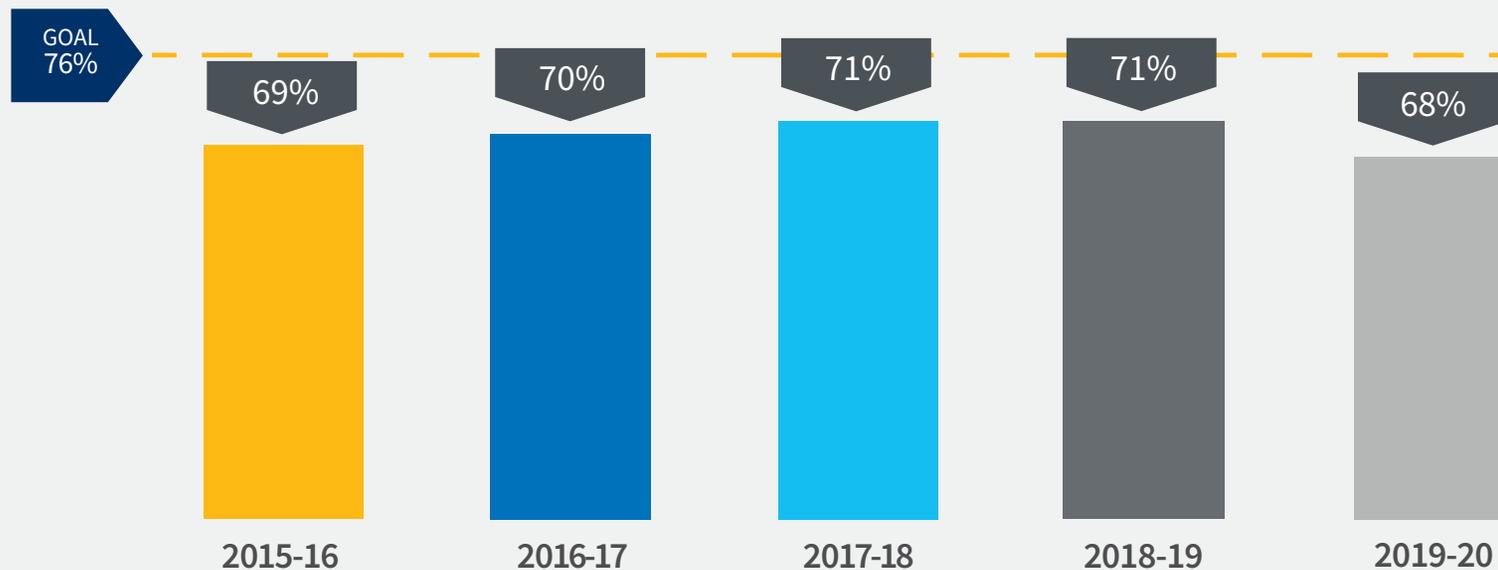
He praises his instructors for investing many hours into guiding him to find success in his desired career.

After graduating from the academy, Barrientos transitioned to the next step in his career at CAL FIRE, while finishing his degree at Chabot with the goal of becoming a paramedic.

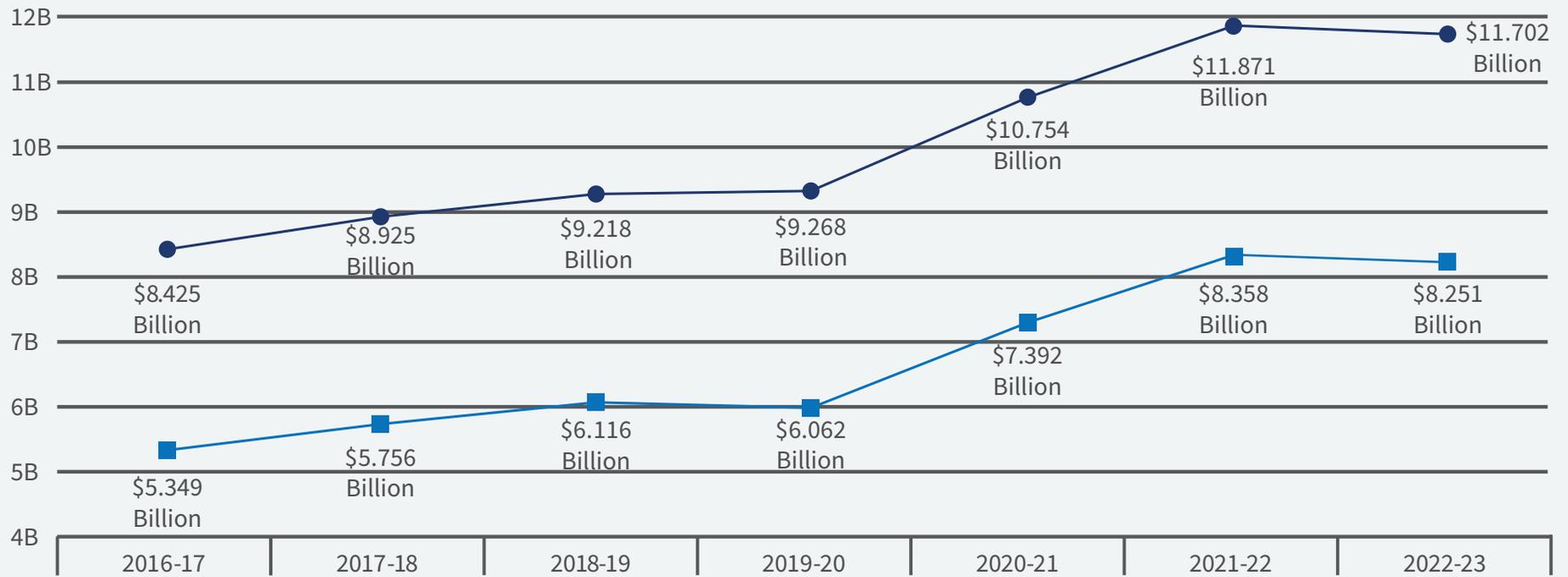
“I am thankful every day that I chose Chabot College.”

PERCENTAGE OF GRADUATES WORKING IN THEIR FIELD OF STUDY

*Goal based on the baseline 2016-17 year



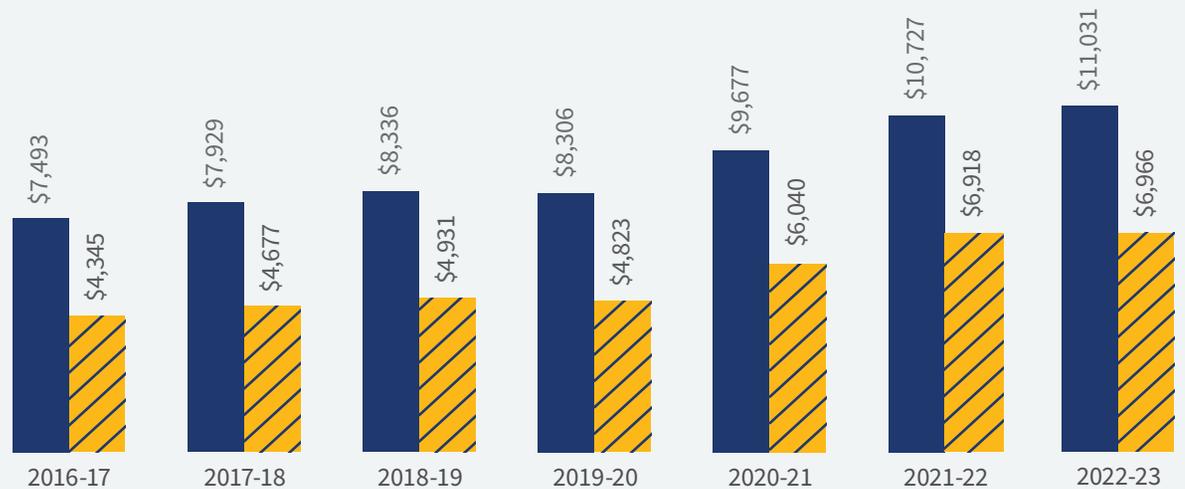
California Community Colleges Funding



Funding Per Student

■ Total 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.



Basic Needs

California Community Colleges made significant progress in providing and supporting students' basic needs in the 2022-23 academic year. This included awarding dozens of affordable housing grants and the establishment, and expansion, of basic needs centers.

During Round One of the Affordable Student Housing Grant Program, 12 construction grants and 70 planning grants were selected to be awarded for funding in the 2022-23 California Budget Act package. The grants totaled \$560 million, \$542.1 million was awarded for construction grants and \$17.9 million for planning grants. In Round Two, the Chancellor's Office submitted 21 projects for a total of \$1.47 billion in funding requested. The information is now with the California Legislature, which has the final authority over the selection of applications. The application period for Round Three is open and ends on July 3, 2023.

California Community Colleges celebrated two big affordable student housing project updates this year. Sierra College's student housing project broke ground in April and will provide housing for more than 350 students. It's expected to be completed in Summer 2025 and will welcome students in Fall 2025. Santa Rosa Junior College received additional funding this year to add on to their current project. The additional funding will support 70 beds in their 352-bed student housing facility, that's close to completion. The facility will begin welcoming students in August 2023.

California Community Colleges also released The Affordable Student Housing Taskforce Report & Recommendations. The 36-page study includes 20 recommended actions that are providing the impetus for even further transformational progress.

The expansion of basic needs centers was another bright spot for the system this year. Two-thirds of colleges have set up their basic needs centers which will link students to on and off campus resources including food pantries, housing resources, childcare

assistance and more. The remaining colleges are expected to establish and staff their centers by June 2023.

Ventura College knows a thing or two about basic needs centers. Theirs has been up and running for a few years and they believe the key to successfully serving students, is integration and collaboration. Thanks to their efforts the number of unique students served doubled in less than a year. During the 2021-22 academic year, 992 unique students were served.

When it comes to integration, Ventura College has found success by including their food pantry, dream resource center and financial aid office all under one roof. This created a one-stop shop that removed barriers from the process of seeking help, allowing students to move seamlessly from one service to another.

"If students are looking for food, what else do they need," said Alma Rodriguez, supervisor of the basic needs center. "This allows a warm handoff to ensure they have the help they need."

It also allows the staff to build trust and relationships with the students. In addition, Ventura College has formed key partnerships to assist with specific needs such as applying for CalFresh or Medicaid benefits, providing laptops and hotspots, and vouchers for cap and gowns, just to name a few.

Vision For Success Goal 5:

Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.

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 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: San Diego Mesa College



Spotlight: Angeli Francois

College of the Canyons

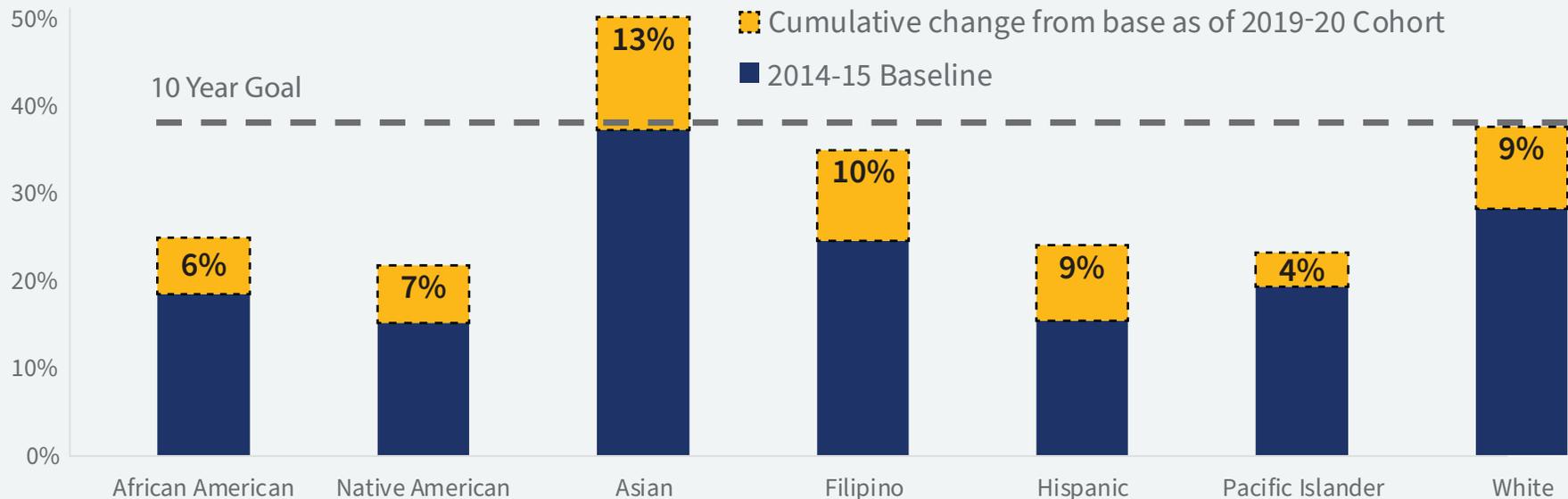
Angeli Francois, a College of the Canyons English adjunct instructor, received a 2023 Hayward Award for ‘Excellence in Education’ from the Academic Senate for California Community Colleges for her dedication and commitment to serving and empowering students from diverse backgrounds and experiences.

Francois was instrumental in the creation of the STEM Equity Alliance and Native American Indigenous Alliance. Alliances are affinity groups where students learn to navigate college, connect with faculty and staff mentors, meet with resource specialists, and discuss issues in a safe and brave space.

Francois also served on the Equal Employment Opportunity Committee and worked to help launch the Intercultural Center, which provides safe and brave spaces for historically minoritized and marginalized groups on campus with the goal of

increased diversity, equity and inclusion throughout the college’s fabric.

RATE OF COMPLETION BY ETHNICITY



Vision For Success Goal 6:

Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults.

Why Is This Goal Important?

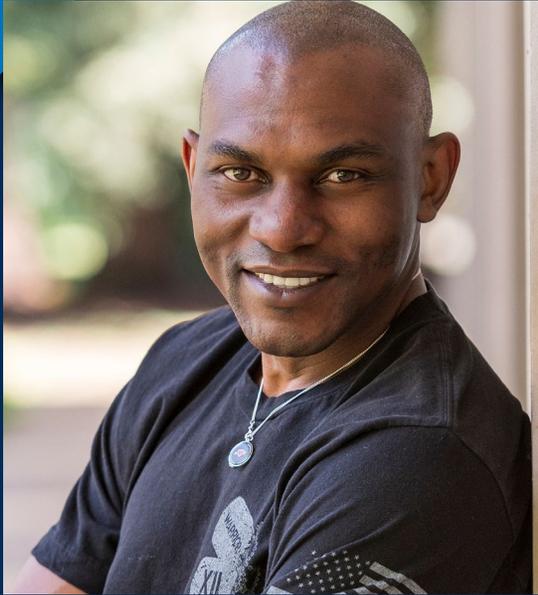
A June 2017 Public Policy Institute of California report noted the importance of addressing regional educational achievement gaps and the need to close those gaps if the state is going to meet its future workforce needs. The first step in closing those gaps is to understand the underlying causes in each 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 and degrees) across the California Community Colleges' seven workforce macroregions.



Photo: De Anza College



Spotlight: Wilberforce Ndyanabo

Shasta College

Wilberforce Ndyanabo was born in Uganda as the youngest of 10 kids and moved to the United States to pursue his passion and get a career in medicine. He found his path to completing that goal at Shasta College.

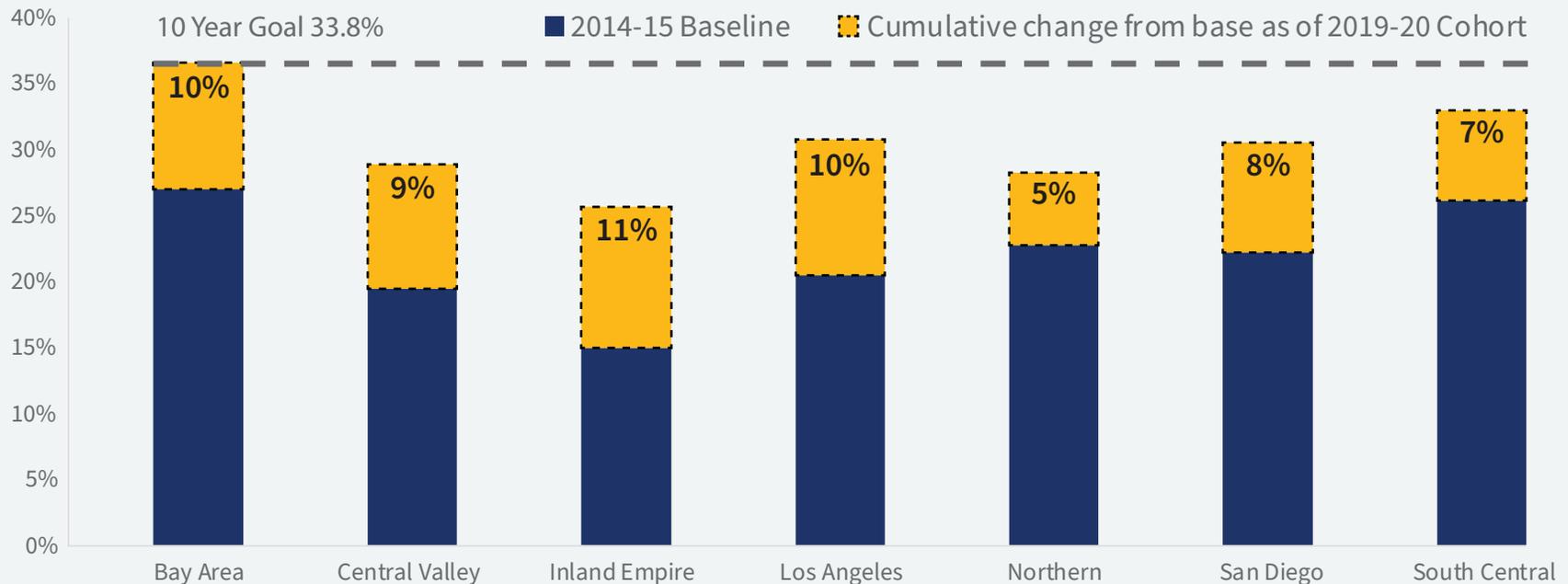
“Shasta College has been a great, great place for me,” Ndyanabo said.

Before graduating from the nursing program at Shasta College, Ndyanabo was offered a job at Mercy Hospital as an ICU nurse — his dream job.

In addition to his role as an ICU nurse, Ndyanabo also serves as an EMT instructor at Shasta College and serves our country as a corpsman in the United States Navy Reserves.

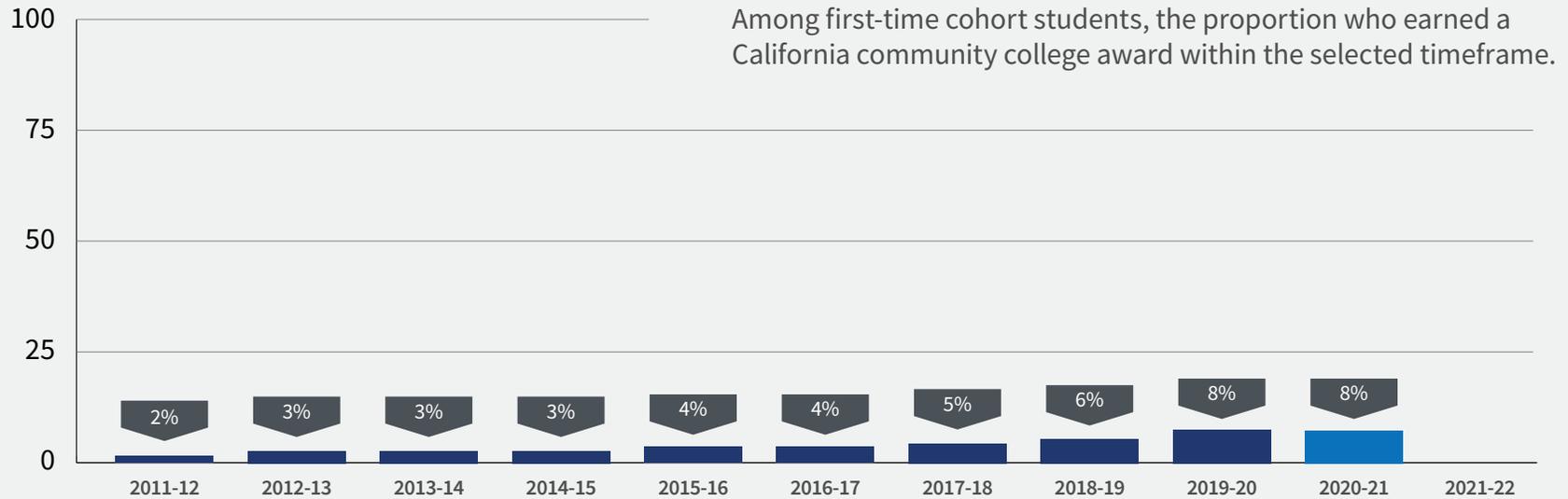
Ndyanabo says his success came in part thanks to the support and flexibility he received while earning his degree. At Shasta College, there’s always someone ready to say, “let’s see how I can help you!”

RATE OF COMPLETION BY REGION

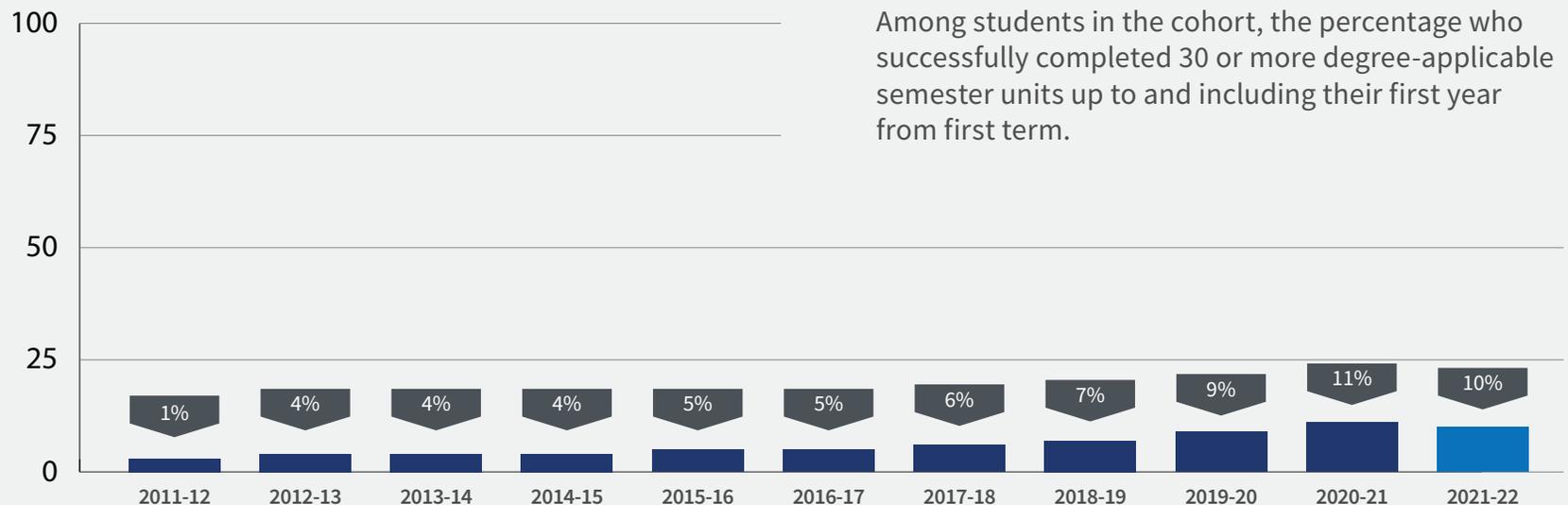


Two-Year Credential Completion

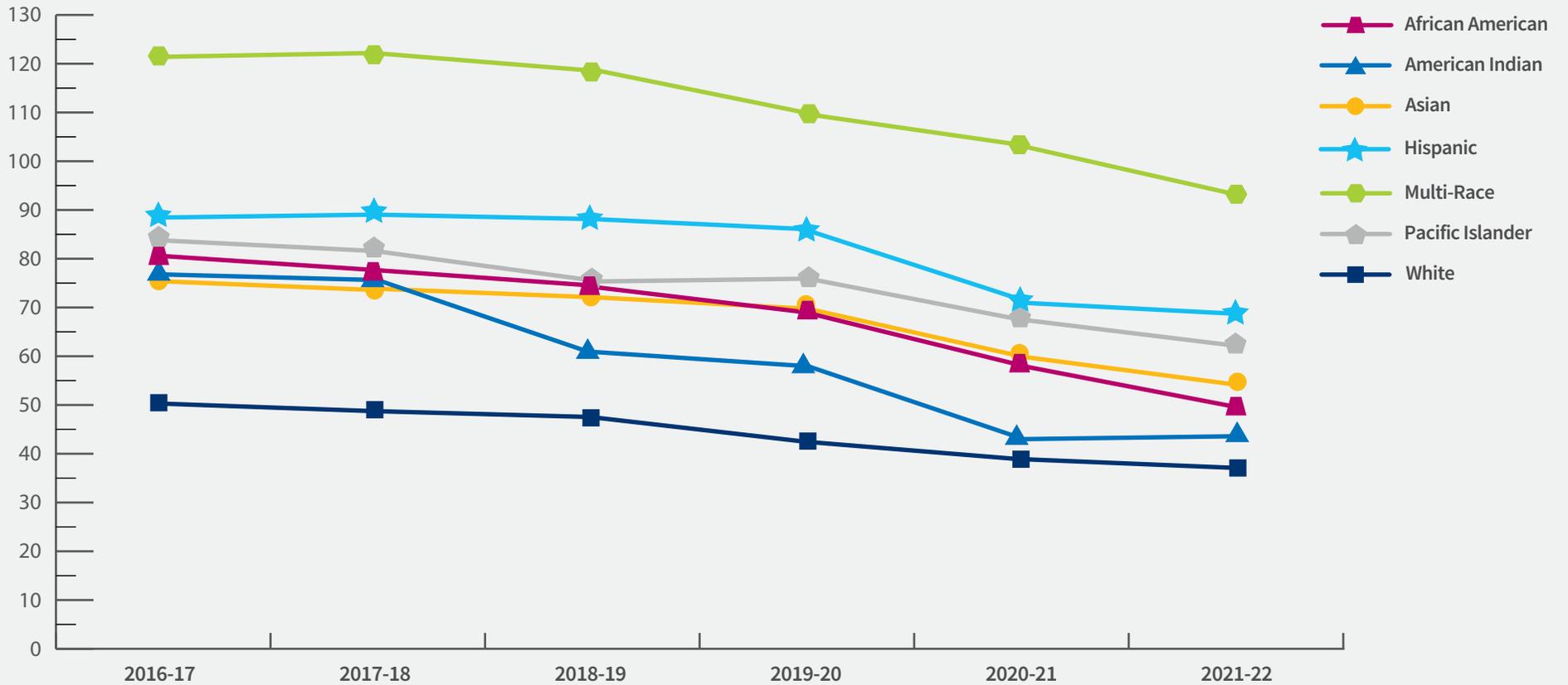
Earned An Award



Completed 30+ Semester Units from First Term (GP)

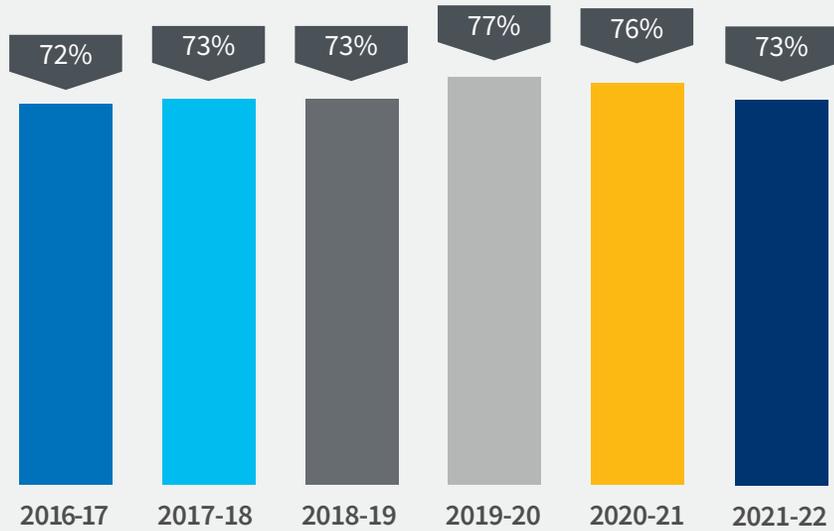


Participation Rate by Race/Ethnicity per 1,000 Population in California



Race/Ethnicity	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
African American	80.6	77.1	74.5	69.8	58.5	54.7
American Indian	76.8	75.9	60.9	58.2	48.4	44.1
Asian	75.5	74.5	73.5	70.2	60.0	54.9
Hispanic	89.3	89.5	88.3	85.8	73.7	69.0
Multi-Race	121.5	121.6	119.1	110.8	104.0	94.2
Pacific Islander	83.8	81.6	76.2	76.5	67.3	62.5
White	50.3	49.4	47.9	43.7	39.7	37.4

Credit Course Success Rate



TOP 25 Credit Programs in 2021-22 by Volume of Total Awards

Program	AA/AS Degrees	All Certificates (Credit)	Total Credit Awards
Liberal Arts and Sciences, General	33,740	63,659	97,399
Biological and Physical Sciences (and Mathematics)	19,241	199	19,440
Business Administration	17,142	667	17,809
Humanities	14,987		14,987
Child Development/Early Care and Education	5,994	8,486	14,480
Psychology, General	13,317	42	13,359
Administration of Justice	6,880	3,049	9,929
Social Sciences, General	8,384	16	8,400
Nursing	4,989	1,517	6,506
Sociology	5,388	2	5,390
Accounting	1,845	3,126	4,971
Biology, General	4,310	395	4,705
Speech Communication	3,802	613	4,415
Fire Technology	1,232	2,555	3,787
Mathematics, General	3,486	207	3,693
Business Management	1,319	2,282	3,601
Economics	3,459	12	3,471
Health Professions, Transfer Core Curriculum	2,727	459	3,186
Automotive Technology	548	2,154	2,702
Other Interdisciplinary Studies	1,876	631	2,507
Art	2,243	81	2,324
Business and Commerce, General	1,301	961	2,262
Kinesiology	2,191	4	2,195
English	2,117	31	2,148
Human Services	1,008	1,004	2,012

Course Sections Offered by Academic Year



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2022-23 State of the System Report

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