

CALIFORNIA COMMUNITY COLLEGES



State OF THE System REPORT

2017 | California Community Colleges Chancellor's Office | Eloy Ortiz Oakley, Chancellor

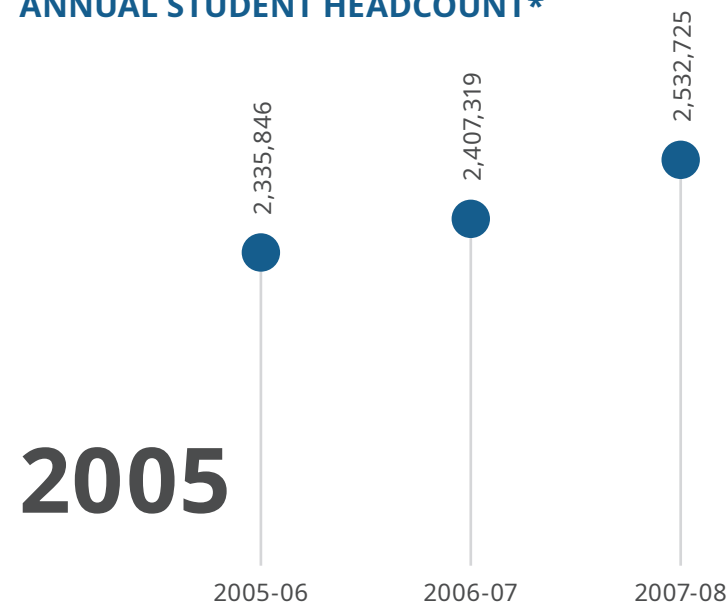
CALIFORNIA COMMUNITY COLLEGES

State OF THE System REPORT



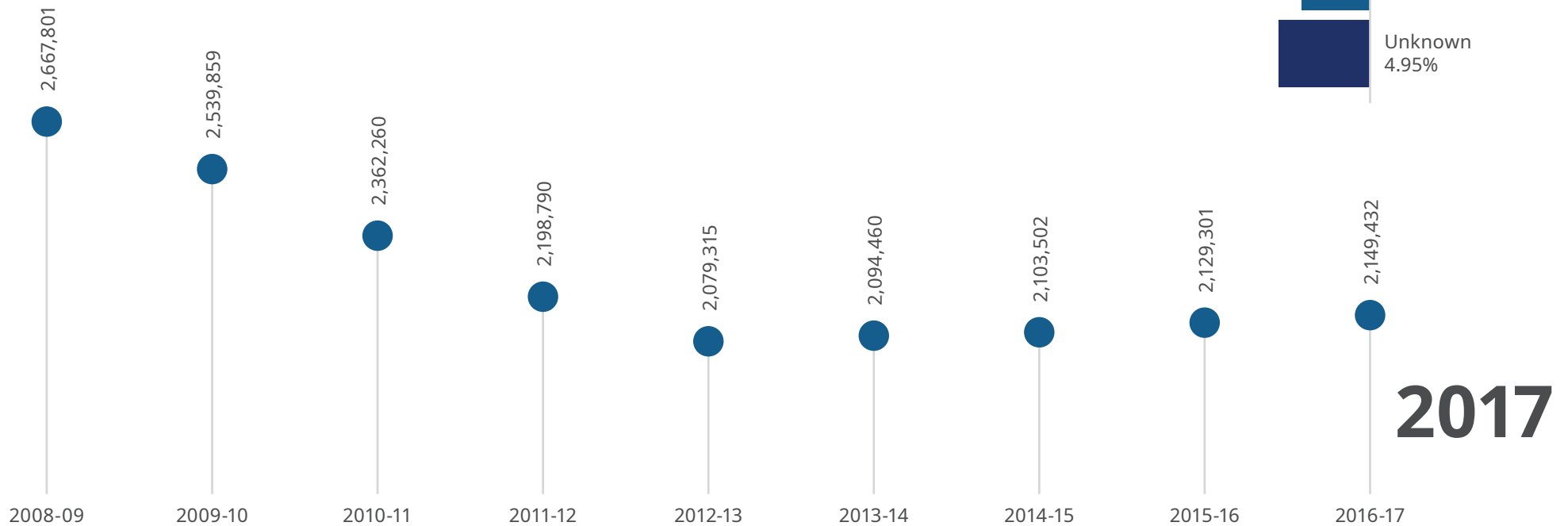
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ANNUAL STUDENT HEADCOUNT*



Front cover photo: College of the Sequoias
Photo left: San Jose City College

2016-17 STUDENT DEMOGRAPHICS BY ETHNICITY



2017

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



from the **Chancellor**

“When we talk about California’s future, there is no stronger force for progress than the California Community Colleges.”

CHANCELLOR ELOY ORTIZ OAKLEY

Those of us who work in the California Community Colleges know what an honor it is to serve our 2.1 million students, and we strive every day to help students build brighter futures for their families and communities.

Our 114 community colleges operate as the primary engine driving social and economic mobility in our state. We do this with our career education, degree and transfer programs and through educational opportunities for adults who are struggling at the margins of society.

In the past year, we have gone through trials and triumphs. Devastating wildfires and floods. Political upheaval that threatens some of our most promising—yet vulnerable—students. Social, economic and technological transformations that test the status quo and drive change, whether we are ready for it or not.

We have also seen progress. Success stories abound, from the formerly homeless who are on their way to becoming doctors and nurses to former refugees who are opening their own business thanks to the education and training they received on our campuses. Overall, transfer and completion rates are showing small annual increases. The California College Promise, with its component state and local support structures, is strengthening the college-going culture across our state, and two once-faltering colleges are in strong recovery.

Despite these gains, we still face a stark imperative. Most students do not reach a defined goal, and less than half who enrolled in a California community college campus left with a degree or certificate or transferred after six years. Achievement gaps that fall along lines defined by race and ethnicity persist at unacceptable rates.

That is why we—as the most important system of higher education in the nation—must organize and animate ourselves in ways that support our Vision for Success. Adopted by the Board of Governors in July, the Vision for Success is about redesigning the student experience. It lays out goals of increasing by at least 20 percent the number of students who annually earn a degree, credential, certificate or specific skill set that prepares them for in-demand jobs. Other key goals include increasing by 35 percent the number of community college students

transferring annually to a University of California or California State University campus, and closing achievement gaps in our system within 10 years.

The Vision for Success gives us an opportunity to reset the narrative. This report, which includes new outcome measurements that align with the Vision for Success goals, will help our state hold us accountable for progress.

Supporting the goals and commitments of the Vision for Success is the framework of Guided Pathways, a highly structured approach to student success that provides all with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students to reach a defined goal. This framework, already underway in many colleges, integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.

The stakes for our students and our state are high. California will need 3.7 million more holders of associate and bachelor's degrees by 2025 to remain internationally competitive, and it is estimated that by 2020, nearly two-thirds of all jobs in the U.S. economy will require more than a high school diploma.

California community colleges are the great equalizer at a time of unprecedented wealth inequality. Forty-two percent of our students are the first in their family to go to college. More than half of CSU graduates and nearly one-third of UC graduates start their higher education journey at a California community college.

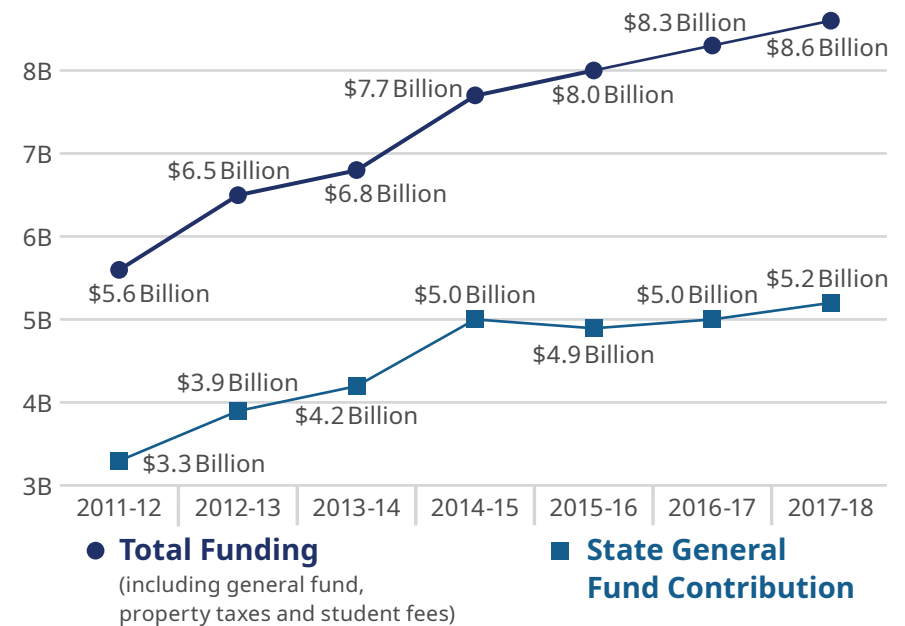
The goals articulated in the Vision for Success and the accountability to them require commitment from all of us. Every college needs to ensure that their local goals align with the Vision for Success to guarantee all students and our state move forward.

Sincerely,

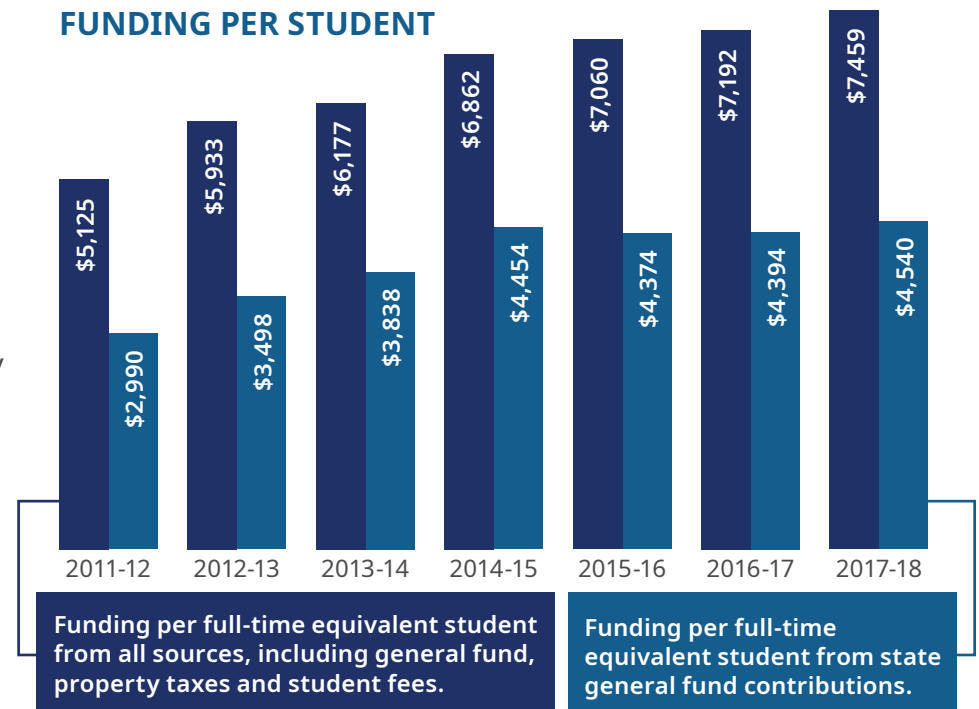


Eloy Ortiz Oakley

CALIFORNIA COMMUNITY COLLEGES FUNDING



FUNDING PER STUDENT



Goal 1

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

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 by the number of students who acquire degrees, credentials or certificates, or are skills builder students with a wage gain. Because this metric is based upon the number of students and not the number of awards, students are counted only once and only for their highest level of achievement. Because of the manner in which skills builders are measured, the data are lagged by several years. For this report, the skills builder figures are from 2014-2015.

Guided Pathways

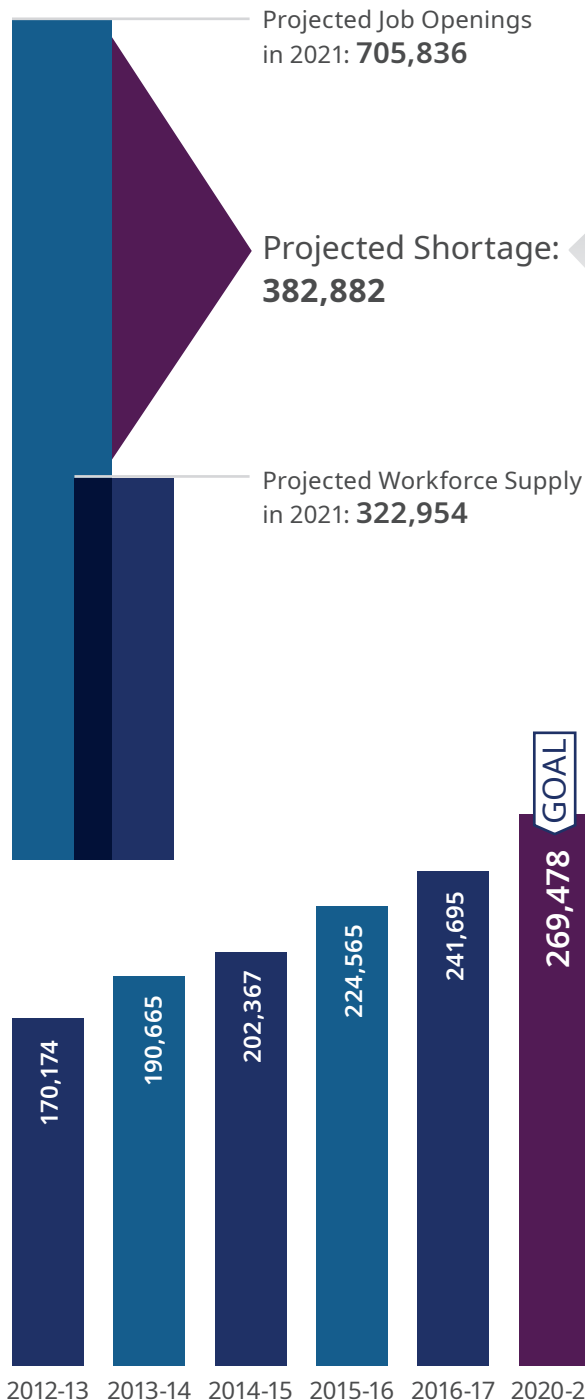
The 2017-18 California state budget provided \$150 million for the expansion of the Guided Pathways framework across the system over the next five years. The Guided Pathways model creates a highly structured approach to student success that provides students with a set of course-taking patterns that promotes better enrollment decisions, and makes it easier for students to get the help they need during each step of their community college experience.

Some of the key elements of Guided Pathways include redesigning and integrating basic skills/developmental education classes, proactive academic and career advising, responsive student tracking systems, structured onboarding process, programs that are fully mapped out and instructional support and co-curricular activities.

Strong Workforce

In 2017, the Chancellor's Office secured \$200 million in additional annual funding for Career Education programs as part of the Strong Workforce Program. Focused on increasing both the amount and quality of career training, colleges and regional consortia submitted proposals that documented how their investments relate to regional job markets. Projects covered a wide range of topics, including developing work-based learning programs, purchasing updated equipment and making curricular improvements that will ensure students are prepared for high-demand jobs such as nursing, welding and information technology. In future years, Strong Workforce Program allocations will include incentive funding based on completion, employment and earnings outcomes.

2021 PROJECTED MIDDLE SKILLS JOB GAP



WHY IS THIS GAP SO LARGE?

When the Vision was released, the projected gap for middle skills jobs was approximately 20 percent. At that same time, it was noted that the federal government was in the process of changing how it measures job openings and that the change would likely lead to new projections. The new Bureau of Labor Statistics (BLS) measurement significantly increases the number of projected openings, which explains the gap. Additional information on the methodological change and why it has substantially increased projected demand can be found at the BLS Employment Projections web page (www.bls.gov/emp/ep_separations_faqs.htm).

The California Community Colleges Board of Governors plans to review and revise the 20 percent goal in June 2018.

TOTAL ANNUAL AWARDS SYSTEMWIDE BY ACADEMIC YEAR

Spotlight

Giselle Romo

SOUTHWESTERN COLLEGE



Inside the Mathematics, Engineering, Science Achievement program at Southwestern College, Giselle Romo has devoted herself to learning all about the program's 3D printers. Romo, an engineering major, is just getting started with 3D printing but she's already wondering how she can

parlay it into her dream of working in the aerospace industry.

"I never had access to technology this advanced, ever," Romo said. "The fact that Southwestern College has it right now, it's providing an opportunity to all the students, and it provided that opportunity to me."

Romo originally planned to go straight to a university out of high school, but landed at Southwestern after an illness. Her perspective of community college changed when she found dedicated mentors and met other students with similar goals and ambitions.

"It's not your second choice; it's your second chance," she said. "It doesn't matter what you've gone through, what you've done or what happened to you, this place can give you an opportunity."

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. The ambitiousness of this goal requires the engagement and partnership of UC, CSU and the state to make sure that there is room at the four-year universities for those 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 percent, and between fall 1999 and fall 2005, California Community Colleges to UC transfers increased by 40 percent.

Associate Degree for Transfer

The Chancellor's Office launched a marketing campaign in May to help increase awareness of the Associate Degree for Transfer program. The program began in 2012 in partnership with the California State University (CSU) system to put students on a path, beginning at a community college and guaranteeing admission to a CSU campus to finish their bachelor's degree.

The marketing campaign includes a logo refresh, increased social media, student success videos, an updated website in 2018, improved promotional materials, and targeted radio and online advertisements. The next wave of the campaign will also feature a Spanish-language mirrored website and Spanish-language radio and digital ads.

In its short tenure, early results for the program are very encouraging. Of a group of nearly 1,100 students who transferred to a CSU with their Associate Degree for Transfer, 48 percent graduated within two years, compared to 31 percent of all

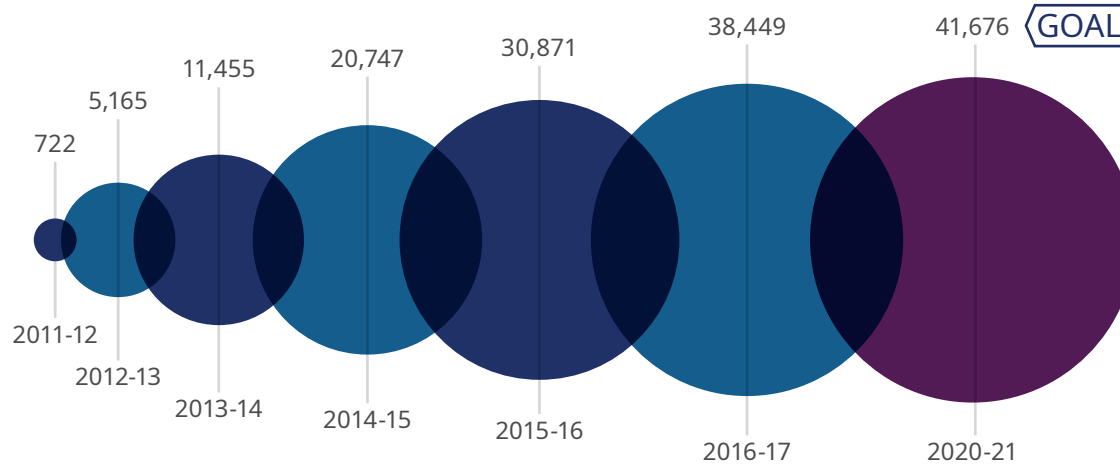
undergraduate transfers. Within three years, 80 percent had graduated, compared to 64 percent of transfer students overall.

The new marketing campaign is also showing great results: website traffic increased 94 percent from 2016, and the number of digital impressions for 2017 was at more than 93 million.

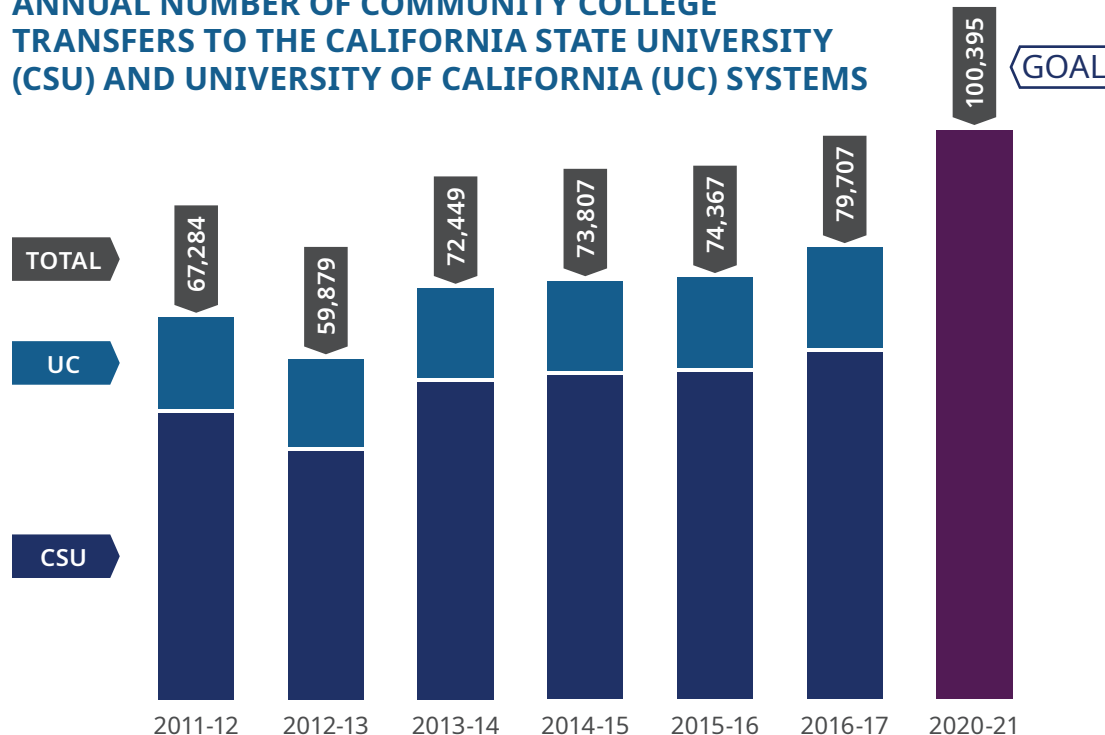
UC Transfer Pathways

The UC Transfer Pathways program continues to be a great opportunity for California community college students who want to finish their bachelor's degree at a University of California (UC) campus. The program provides students with a roadmap to 21 of the most popular UC majors. While it does not guarantee admission like an Associate Degree for Transfer does, the program gives students a definitive plan of action that ensures they have the courses necessary to prepare for a specific major at a UC, and will ultimately help them accomplish their higher educational goals.

ASSOCIATE DEGREE FOR TRANSFER AWARDS BY ACADEMIC YEAR



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



Spotlight

Lawrence Young CLOVIS COMMUNITY COLLEGE



Lawrence Young, Jr. is a devoted single parent and a U.S. Air Force Veteran. Young faced numerous challenges along the way in achieving his academic pursuits but, through it all, never gave up on his dream of pursuing a higher education and earning a bachelor's degree.

While at Clovis Community College, Lawrence received a scholarship to help with expenses and help keep his goal of transferring to a CSU a reality.

"I want to thank all the families that give out scholarships to kids and students. It showed me that my hard work was paying off," Young said. "I got a little bit of a boost from it."

During his time at Clovis, Young was an active member of the Criminology Club and served as a wonderful student spokesperson for the college. He graduated with an Associate of Science degree in Administration of Justice and is now studying criminology at Fresno State University.

Goal 3

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

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 to high 80s. 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 by taking all students statewide who received an Associate of Arts, Associate of Science or Associate Degree for Transfer in a given year and calculating the total number of credit units they earned during their California community college career. Students who earned fewer than 60 credits (the usual requirement for an associate degree) are dropped and the average is taken for the remaining students.

Guided Pathways

One of the largest efforts to reach this goal will be the implementation of and commitment to the Guided Pathways model. Guided Pathways brings together college administration, faculty and staff to align efforts to provide students with clear pathways to success, thus reducing the number of credits taken by students, increasing the number of students earning credentials and closing equity gaps. The Guided Pathways program is based on a foundation of four pillars that simplify decision-making for students by providing intentional opportunities for exploration and informed choice. The four pillars are:



Clarify the Path

Create clear curricular pathways to employment and further education



Enter the Path

Help students choose and enter their pathway



Stay on the Path

Help students stay on their path



Ensure Learning

Ensure that learning is happening with intentional outcomes

Guided Pathways isn't the first approach to boosting student success rates, but it is different in that it places an emphasis on long-term changes, and allows colleges and districts to build on work already underway to put students on a direct path to completion.

Besides decreasing the average number of courses accumulated, students will be able to quickly see the value of being on a pathway, including how their education could connect them to a career and well-paying job. As students progress toward a clear goal, their engagement in the process can grow, leading them to understand the value of staying focused on completion.

Additionally, the Guided Pathways approach is meant for all students, even those attending on a part-time basis, by offering a structured, focused course selection. For students who change their major or fall off their pathway, this approach will help them chart a new course without adding unnecessary classes, or help them understand why they got off course and map a plan to recover.

By working together to integrate Guided Pathways, the Chancellor's Office and all 114 California community colleges can decrease the high average of units our students take, while better helping them reach their academic goals.

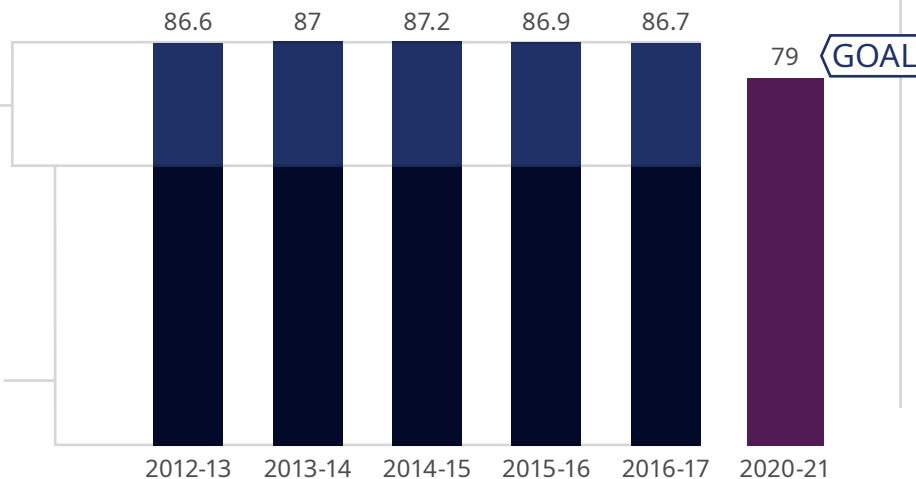
average units
completed per
student:

87*

units needed for an
associate degree:

60

AVERAGE UNITS TO DEGREE



*Rounded up from 86.88

Spotlight

Junior Zalika CUESTA COLLEGE



Junior Zalika is working toward his major in psychology and is currently enrolled in the Cuesta College Psychiatric Technician Program. He's close to obtaining his associate degree while concurrently completing the Psychiatric Technician Program through Cuesta College at the Department of State Hospitals-Atascadero.

Junior's goal is to transfer to California Polytechnic University and eventually earn a master's degree.

Junior credits the faculty and staff support at Cuesta College for helping him stay on track. Junior's academic counselor, Regina Vriend, has worked with him to construct a student education plan to outline the requirements needed to obtain his degree. Junior also praises Erin Parsons, his work-study supervisor in the Academic Counseling Department, for her ongoing encouragement and support as he strives to meet his goals.

Upon graduation, Junior wants to return to work at Cuesta College to provide the same great support he has received to incoming students.

Goal 4

INCREASE the number of students who get jobs in their field of study to **69%**

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. Comparing the median wage gain of skills builder and completing Career Education students to the statewide Consumer Price Index (CPI) can serve as a measure of whether the training these students receive has an impact on their quality of life. In 2014-15, the median wage gain for these students was at least 9 times the CPI of 4 percent.

How Do We Measure It?

Using the statewide Career Education Outcomes Survey administered to all colleges, 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?”

Career Education

Over the summer, the Chancellor’s Office launched a new campaign for prospective students—both high school students and adults—and family members, employers and other stakeholders to promote the benefits of California Community Colleges’ Career Education. The system’s Career Education programs, including areas of study like public safety, advanced manufacturing, construction and energy, are an affordable and accessible pathway to a well-paying and rewarding career.

The campaign includes paid advertising for use via social and traditional media (in English and Spanish), public relations efforts, multicultural outreach, local outreach events, online videos, and employer and stakeholder engagement. The campaign is broad based and is being rolled out in coordination with California community college campuses, employers and businesses.

Stars Program

Also launched in 2017 was the Strong Workforce Stars program—a new, annual commendation for Career Education programs within the system whose students show significant gains in factors important for advancing social mobility.

Career Education programs can receive a Strong Workforce Stars designation when meeting one or more of the following numerical thresholds:

- Fifty percent or more increase in student earnings, determined by comparing students’ earnings one year before and one year after exiting a California community college.
- Seventy percent or more students attain a regional living wage.

- Ninety percent or more students report that their current job is close or very close to their field of study.

Programs can earn more than one Strong Workforce Star, depending on outcomes.

Champions

The Strong Workforce program is also recognizing the partners working alongside the system as Strong Workforce Champions. These are employers, workforce development agencies and others that demonstrate the essential components of the Strong Workforce program and help advance Career Education programs. The criteria for being named a Strong Workforce Champion include:

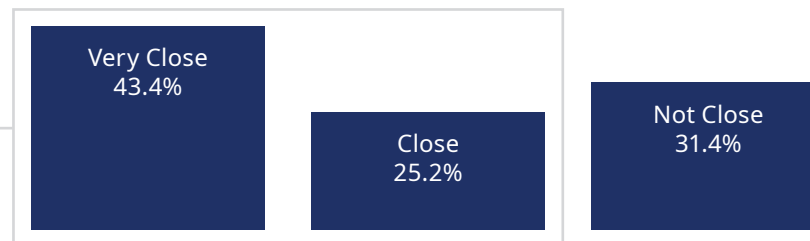
- Advance work-based learning opportunities, including internships and apprenticeships.
- Collaboration with Career Education faculty and colleges to develop programs and curricula with the skills industry demands.
- Support development of quality Career Education faculty.
- Support general Career Education efforts.
- Support sustainability and incentivizing of Career Education in alignment with labor market need.

2017 CAREER EDUCATION SURVEY OUTCOME

If you are working, how closely related to your field of study is your current job?

Total answers of
Close or Very Close:

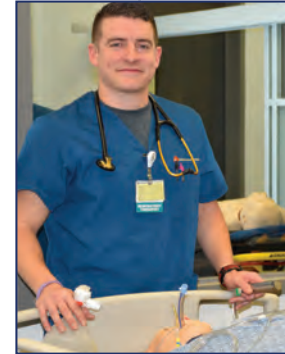
68.6%



The initial 69 percent goal was set based on data from a limited number of colleges. Now that there is data from all 114 colleges, the California Community Colleges Board of Governors plans to review and revise the goal in June 2018.

Spotlight

Greg Guardado
CRAFTON HILLS COLLEGE



Before he even finished his Respiratory Therapy degree at Crafton Hills College, Greg Guardado was offered a job at Redlands Community Hospital.

Guardado was one of five Crafton Hills College students hired a month before his graduation in May 2017. He recommends future Respiratory Therapy students get involved

with extracurricular activities, like the California Society for Respiratory Care and the American Association for Respiratory Care.

Through the American Association for Respiratory Care, Guardado participated in the Sputum Bowl, a national quiz competition about respiratory care. His team took second in the national competition, which led to an offer to interview at the Mayo Clinic in Minnesota.

"Anything you can do to stack your resume will give you a leg up in getting hired in this competitive field," he said. "I owe all of my success to the Crafton Hills College respiratory program for helping me prepare."

VISION FOR SUCCESS

Goal 5

REDUCE equity gaps among underrepresented students by **40%** over 5 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?

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).

Remedial Education Reform

The California Community Colleges and the State of California are working hand-in-hand to reform remedial education so students are no longer taking unnecessary remediation courses that can have long-term and damaging consequences.

In October 2017, Gov. Jerry Brown signed AB 705 (Irwin), requiring all California community colleges to use high school performance in course placement. The legislation is intended to support assessment and placement strategies proven to increase student completion rates and close achievement and equity gaps.

Studies have shown students placed in remedial courses are not as likely to pass subsequent college-level English or math courses, thus hurting their chances of moving on to finish a certificate or degree.

AB 705 will establish a stronger assessment process for these

students, and will ultimately lead to a dramatic improvement in student completion rates.

NextUp

In 2017, the Chancellor's Office announced the renaming of the CAFYES (Cooperating Agencies Foster Youth Educational Support) program to NextUp and launched an outreach and awareness campaign. NextUp gives current and former California foster youth extra support when pursuing their higher education goals at a local community college. The new name was chosen to help foster youth feel encouraged and excited about the next chapter in their lives.

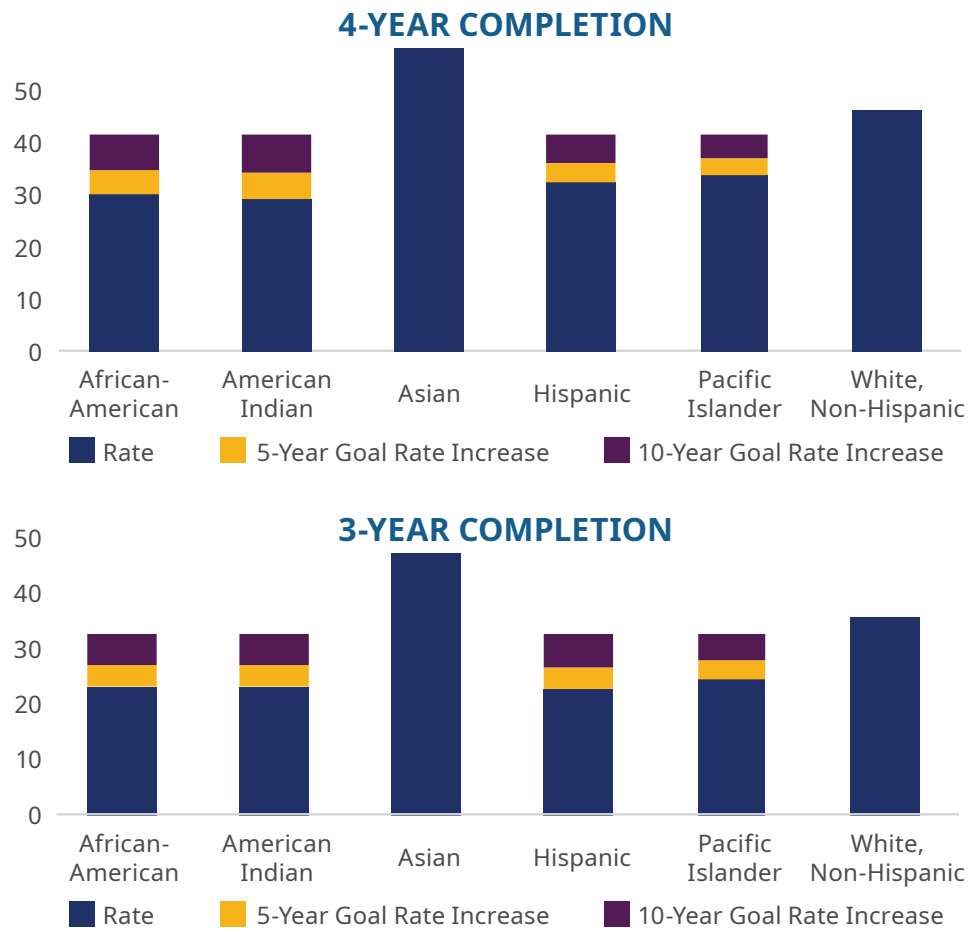
NextUp promotes academic success by using an in-person, individual approach when offering support and services, including books and supplies, child care, counseling and career guidance, educational planning, emergency housing assistance,

food assistance, health services, life skills, financial literacy, mental health services, transportation assistance and tutoring.

The campaign is part of an overall effort to better help students connect with services and to raise awareness about the program among current and prospective community college students, high school foster youth, their influencers and champions, key stakeholders and legislators.

The campaign also includes a brand new website and videos to help explain benefits through peer-to-peer communication.

RATE OF COMPLETION BY ETHNICITY*



Spotlight

Edith Mpumwire
SHASTA COLLEGE



Edith Mpumwire was born in Uganda, Africa and lived there until the age of 16. Both parents left her before she was two years old; she was sold, lived on the streets, slept in churches and spent time in a mental hospital. When she came to America, she didn't speak much English and didn't know how to start over.

Mpumwire didn't officially attend school until the ninth grade. Five years later, at Shasta College, she made the Dean's List and became inspired to go on to a university.

After arriving at Shasta College, a counselor helped Edith transition to life on her own in a new place and put her on a path to complete her higher education goals. Edith says she felt supported knowing she could always count on her counselor to help her succeed. She's now on her way to earning a bachelor's degree in communications, which she says she wants to use to speak out for those who can't speak out for themselves.

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 across Doing What Matters macro-regions. In 2018, the California Community Colleges Chancellor's Office and the Foundation for California Community Colleges plan to oversee a research project that will outline the nature and extent of the specific regional gaps and identify their causes. By late fall 2018, we expect to release the results of that research, including proposals for addressing the specific needs of the colleges in each region.

Promise Programs

In September 2017, the system announced the most expansive college promise program in the nation, aimed at increasing college participation for recent high school graduates and continuing the state's role as the national leader in providing free tuition to students with financial need.

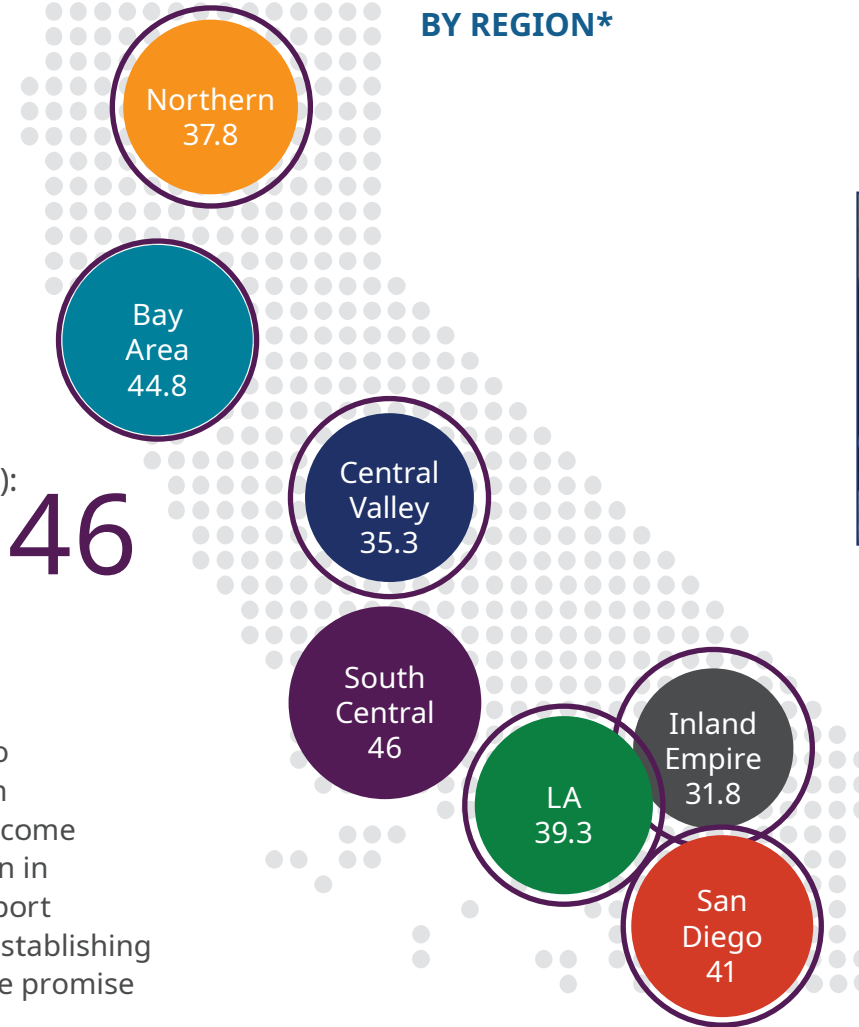
The California College Promise Grant, formerly known as the Board of Governors Fee Waiver program, provided 1 million students with free tuition. That number is nearly half the 2.1 million students currently enrolled at California community colleges.

California's College Promise Grant program is unique because it is a first-dollar plan, meaning the state covers the tuition costs first, and any other financial aid awarded to the student can be used to

offset the cost of textbooks, transportation and other non-tuition expenses. In a last-dollar plan, the state only covers the portion of tuition costs that is not paid by other aid, meaning that the lowest income students receive the smallest financial benefit, if any. The program also doesn't set eligibility guidelines based on students' age, academic merit or attendance status.

In addition to efforts to expand college opportunity through new College Promise Grant efforts, the California Community Colleges Board of Governors also recommended additional investments in financial aid and the College Promise critical to meeting the full financial needs of students to ensure that student finances are not a roadblock to college success. In approving the 2018-19 Budget and Legislative Request, the board urged the governor to increase funding for the Cal Grant program, which provides

RATE OF COMPLETION BY REGION*



Completion rate goal
(shown in purple rings):

46

tuition coverage for students who transfer to a university as well as an “access grant” for low-income students, and \$25 million in ongoing funding to support community colleges in establishing stronger regional college promise partnerships.

This approach to financial aid ensures all California students, regardless of their background or income level, have the opportunity to attend and succeed in community college.

Spotlight

Carrie Marks

SACRAMENTO CITY COLLEGE



Sacramento City College Assistant English Professor Carrie Marks always felt drawn to education, but figured she would pursue her passion outside of the classroom. All it took was teaching her first class for Carrie to decide that the classroom was where she wanted to be, but the desire to help students from a policy-oriented role never faded away.

Carrie got her opportunity and brought a seismic shift to the Sacramento City College (SCC) English department in 2015 by helping implement the area’s first co-requisite course model that includes the English composition class needed to graduate and an accelerated college writing class.

One of the barriers to graduation for students across the state is meeting the English and math requirements, but through the English co-requisite classes, SCC has seen an increase in success and retention among co-requisite students. The improvements in success and retention are most noticeable among some of the college’s disproportionately impacted populations.

*These are the Scorecard completion rates for 4-year cohorts ending 2015-16.

VISION FOR SUCCESS

and the Colleges

HOW should colleges use the Vision?

What Is Not Expected of Colleges

The Vision goals are systemwide and, as such, they are measured and presented only at the regional and statewide level. Colleges **are not** being asked to report on their progress on the specific goals and metrics identified in this report, and they **are not** expected to change their local goals to make them identical to the Vision goals.

What Is Expected of Colleges

However, colleges should revisit their strategic planning and other institutional goals to make sure they are consistent with the Vision. Colleges should review their own activities and ask themselves “Will achievement of our college/district goals help the system make progress at the aggregate level?”

“If we don’t set accountability standards in terms of seeing an increase, or setting a minimum threshold, then there’s no way to know whether progress is being made.”

HASUN KHAN

Student Member, California Community Colleges Board of Governors



VISION FOR SUCCESS

and Guided Pathways

HOW does the Vision relate to the Guided Pathways framework?

The Destination and the Pathway

It is the purpose of the Vision to identify the target upon which the entire system should be concentrated. The Vision is designed to “help [the system] establish a shared vision,” and the specific goals the Vision outlines “serve as a goalpost, pointing all parties in the same direction and establishing a shared destination to reach.”

The Guided Pathways framework and related efforts, on the other hand, are the tools that will be used to achieve the Vision and the student outcome goals it specifies.

For more on Guided Pathways visit cccg.cccco.edu.

“The term ‘Pathways’ may sound buzzy, but it opens the door for us to truly transform our institutions.”

DR. JULIANNA BARNES
President, Cuyamaca College



Photo left: College of the Sequoias | Photo above: Los Medanos College

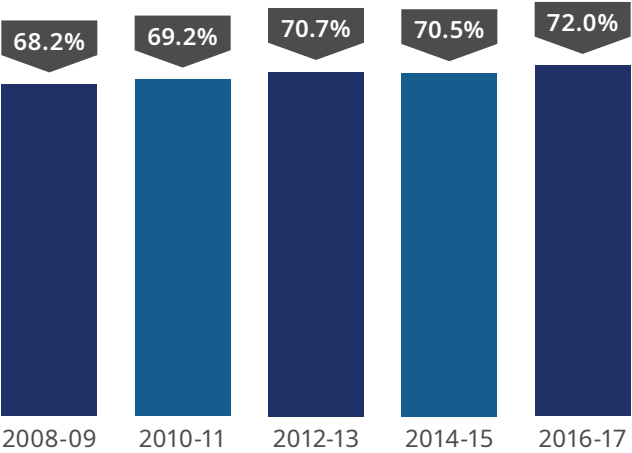
ADDITIONAL SYSTEM MEASUREMENTS

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.

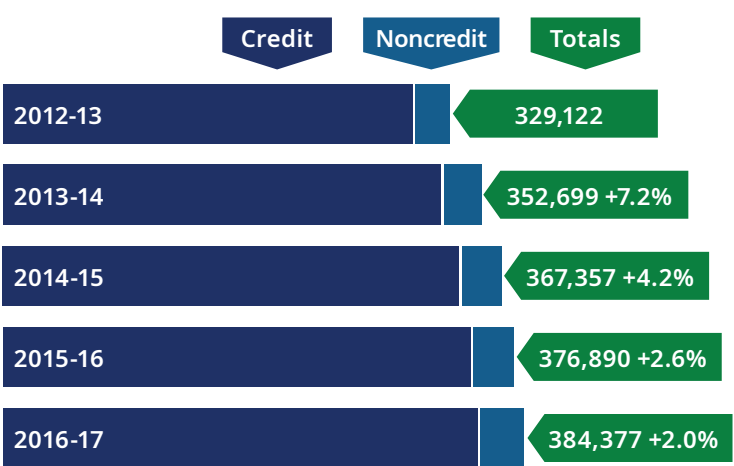
— Please visit ccco.edu/SOSReport for more information on the data provided in this report. —



CREDIT COURSE SUCCESS RATE



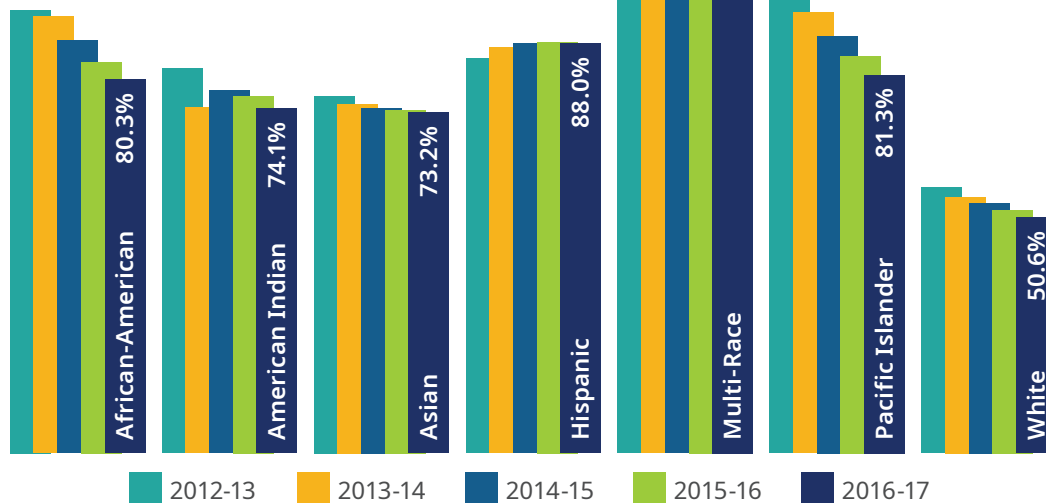
COURSE SECTIONS OFFERED BY ACADEMIC YEAR



SCORECARD METRIC TRENDS

Metric	2011-12	5-Year Trends	2015-16	+/-
Persistence	70.4%		75.9%	+5.5%
30-Units	66.3%		68.8%	+2.5%
Completion	49.2%		48.0%	-1.2%
Remedial English	42.8%		46.9%	+4.1%
Remedial ESL	26.2%		30.5%	+4.3%
Remedial Math	29.9%		34.2%	+4.3%
Career Education	51.3%		53.9%	+2.6%

PARTICIPATION RATE BY RACE/ETHNICITY PER 1,000 POPULATION



Total Credit Awards

Liberal Arts and Sciences, General	51,078
Biological/Physical Sciences & Mathematics	14,927
Business Administration	13,534
Humanities	12,864
Administration of Justice	11,914
Child Development/Early Care & Education	9,603
Social Sciences, General	8,521
Psychology, General	7,292
Nursing	6,926
Speech Communication	3,940
Accounting	3,891
Sociology	3,440
Automotive Technology	3,184
Business Management	3,076
Mathematics, General	2,624
Fire Technology	2,247
Manufacturing and Industrial Technology	2,048
Human Services	2,035
Emergency Medical Services	2,007
Biology, General	1,983
Office Technology/Computer Applications	1,824
Business and Commerce, General	1,711
Cosmetology and Barbering	1,671
Nutrition, Foods and Culinary Arts	1,661
English	1,648

TOP 25
CREDIT PROGRAMS IN 2016-17

CALIFORNIA COMMUNITY COLLEGES

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Thomas Epstein
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Geoffrey L. Baum



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Connie Conway



Eman Dalili



Danny Hawkins



Pamela Haynes



Jennifer Perry



Man Phan



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Valerie Lynne Shaw



Nancy Sumner



Alexander Walker-Griffin



Photo above: Long Beach City College
Back cover photo: Moreno Valley College

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CALIFORNIA COMMUNITY COLLEGES 2017 State OF THE System REPORT



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