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for California Community Colleges SM

Is AB 705 Contributing to Enrollment Loss in California's Community Colleges?

Myra Snell

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Introduction

For California's community colleges, fall 2019 marked the deadline for implementing the state's historic developmental education legislation, Assembly Bill 705 (Irwin 2017). AB 705 drove transformative changes in community college math and English programs as colleges implemented research-based placement policies designed to maximize students' likelihood of completing transferable college-level courses in those disciplines. The result was a large increase in the proportion of students beginning in transfer-level coursework instead of developmental education. Tracking students from their first enrollment in the math or English, the state experienced unprecedented and immediate gains in the percentage of students completing a transfer-level course, known as throughput. One year throughput jumped from 52% to 68% in English and 27% to 51% in math (fall 2016 vs. fall 2019). All demographic groups identified in statewide reporting achieved large throughput gains, with one-year transfer-level math throughput rates more than doubling for Black and Hispanic students, students with disabilities, students with financial aid, first generation college students, foster youth and veterans (CCCCO Transfer-Level Gateway Completion dashboard).

After the pandemic hit in the second semester of AB 705 implementation, throughput gains were maintained despite a 14-percentage point decline in community college enrollments. The Public Policy Institute of California describes AB 705 as a policy that buffered transfer-intending students from the effects of the pandemic, noting that,

> "…a higher share—and remarkably, despite enrollment declines, a larger number—of first-time students who enrolled in fall 2019 and 2020 accomplished the critical milestone of completing transfer-level math and English along with 30 transferable units as of the following fall compared to students in previous fall terms. A greater share of continuing students also made progress towards transfer." (PPIC Policy Brief, 2022, pg. 2).

Despite the well-documented positive student outcomes associated with AB 705 reforms, it is one of several legislative mandates that some believe have had the unintended consequence of reducing California's community college enrollment. Any connection between AB 705 and enrollment is difficult to examine after fall 2019, given the enrollment declines driven by the pandemic. For this reason, **this report analyzes enrollment in California's community colleges in the context of AB 705 with a focus on fall 2019, the AB 705 implementation deadline.**

Methodology

This **report addresses two questions:**

1. Are enrollment changes experienced by California community colleges in fall 2019 explained by AB 705 implementation?

2. How did enrollment changes in California's community colleges in fall 2019 compare to large community college systems in other states?

To investigate California community college enrollment in the context of AB 705 implementation, this report analyzes publicly available enrollment data provided by the California Community Colleges Chancellor's Office in the Management Information Systems Data Mart and the Transfer-level Gateway Completion Dashboard. Data for this report were downloaded in early to mid-July of 2023.

Below we outline the analyses conducted for each question.

1. Are enrollment changes experienced by California community colleges in fall 2019 explained by AB 705 implementation?

To answer this question, we conducted the three analyses represented in Figures 1-3.

In Figures 1A and 1B, the analysis tracks **fall enrollment (headcount)** from fall 2010 to fall 2022 and calculates the **percentage change in fall-to-fall enrollment** in order to compare fall-to-fall enrollment changes before and after AB 705 implementation. For example, the percentage change in fall 2011 enrollment is calculated by subtracting fall 2010 enrollment (previous year) from fall 2011 enrollment (current year) and dividing by fall 2010 enrollment (previous year). This analysis includes all California community colleges. Data were obtained through the CCCCO Management Information Systems Data Mart for the annual headcounts of students enrolled in credit and non-credit coursework.

In Figures 2A and 2B, the analysis compares the enrollment change pre- and post-AB 705 for colleges with different levels of AB 705 implementation. In this analysis, implementation levels are based on enrollment patterns in English and math that are driven by AB 705's placement reforms, namely **the percentage of students taking math or English for the first time who began in transfer-level coursework in those disciplines**. We ordered colleges by the percentage of first-time math takers starting at transfer-level in math in fall 2019, with a separate ordered list for English. We define a **Broad Access** college as a college in the top quartiles of both rankings. There are 13 Broad Access colleges in fall 2019 by this definition. Using the quartile marks for the two ordered lists, Broad Access colleges enrolled 88-100% of first-time math students and 99-100% of first-time English students into transfer-level courses in the respective disciplines in fall 2019. Colleges in both bottom quartiles are defined as **Limited Access** colleges. There are 10 Limited Access colleges by this definition. For these colleges, 44-68% of first-time math students and 71-91% of first-time English students started at the transfer-level. The **percentage change in college enrollment between fall 2016 and fall 2019** is shown in Figure 2A for Broad Access colleges and in Figure 2B for Limited Access colleges. We chose fall 2016 as a baseline because some colleges implemented programmatic changes that were synergistic with AB 705 as early as fall 2017.

In Figures 3A and 3B, the analysis examines the association between the enrollment changes at a college pre- and post- AB 705 and the college's response to AB 705, measured by the college's

enrollment patterns in math or English. Specifically, the percentage change in college enrollment between fall 2016 and fall 2019 is graphed against the percentage of first-time math students starting in transfer-level math in fall 2019 (Figure 3A) and the percentage of first-time English students starting in transfer-level English in fall 2019 (Figure 3B). This analysis includes all California community colleges except for Calbright which does not offer math or English courses.

2. How did enrollment changes in California's community colleges in fall 2019 compare to large community college systems in other states?

To answer this question, we compared fall-to-fall percentage change in enrollment for the five states with the largest community college systems, which are California, Florida, Illinois, New York, and Texas. The comparison is shown in Figure 4. We used fall enrollment data from the Integrated Postsecondary Education Data System (IPEDS) obtained through a dashboard developed by the Community College Research Center. Using IPEDS data allowed a common data source and consistent cohort definitions across states. IPEDS data describe the number of students each fall who are enrolled in courses creditable toward a degree or other recognized postsecondary credential; enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus or extension centers; and high school students taking regular college courses for credit.

It is important to note that developmental education reforms, including multiple measures placement and corequisite implementation, have been occurring nationally to varying extents and with varying timelines since 2015. This is the case in Florida, Illinois, New York, and Texas. The authors could not identify any states with legislation or comprehensive mandates like AB 705 with an implementation deadline of fall 2019. In addition, for the four comparison states, the authors are unaware of other reforms that could have impacted college enrollment in fall 2019.

Findings

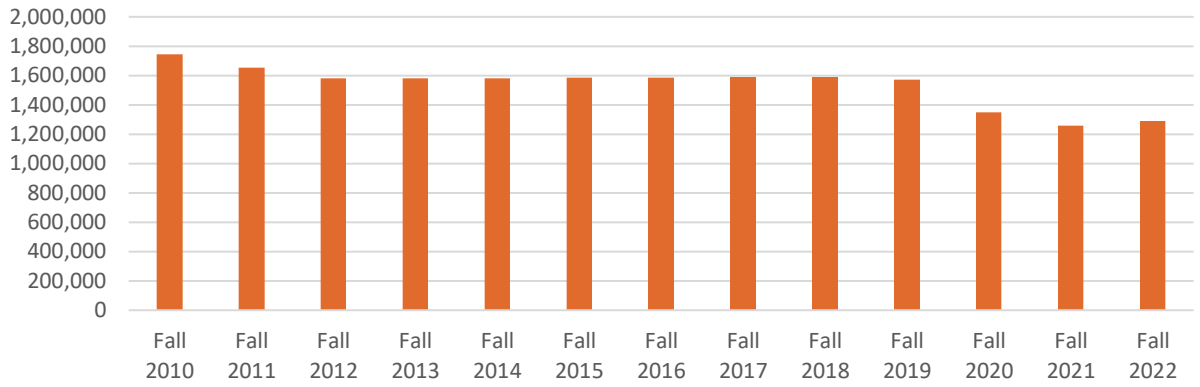
Finding #1: Statewide enrollments fell slightly in fall 2019, but the decrease is not associated at the college level with the implementation of AB 705.

Fall-to-Fall Enrollment Changes in California's Community Colleges

Figure 1A and 1B show the total enrollment (headcount) each fall and the fall-to-fall percent change for California community colleges between fall 2010 and fall 2022. Headcount is the height of the bar. For example, in fall 2010, statewide headcount was 1,745,342 students, and in fall 2011 head count dropped to 1,655,173, a decrease of 90,169 students. Figure 1B shows the percentage change from the previous fall. For example, the enrollment drop of -5.2% for fall

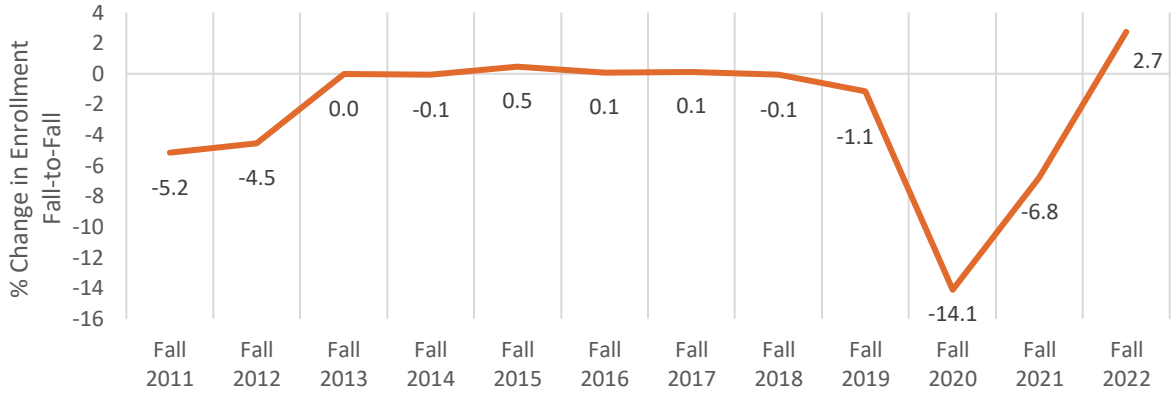
2011 relative to fall 2010 is the change (-90,169) divided by the fall 2010 enrolment (1,745,342), which is marked on the trendline for fall 2011.

Figure 1A. California Community College Fall Enrollments 2010-2022



Source: CCCCO Management Information Systems Data Mart. Enrollment is a headcount of students enrolled at all California community colleges in the specified fall term.

Figure 1B. Percent Change in California Community College Enrollment Fall-to-Fall



Source: CCCCO Management Information Systems Data Mart

In fall 2019, the date of AB 705 implementation, statewide enrollment declined -1.1% from fall 2018 (18,149 fewer students), a relative change that is dwarfed by the -5.2% decline between fall 2010 and fall 2011 (a loss of 90,169 students) and the -4.5% decline between fall 2011 and fall 2012 (a loss of 75,125 students), losses that were attributed to budget cuts (PPIC, 2013).

Enrollment Changes at Broad Access and Limited Access Colleges

To determine if AB 705 implementation impacted statewide college enrollments, we compared the enrollment change pre- and post-AB 705 for colleges with different levels of AB 705 implementation. In this analysis, implementation levels are based on enrollment patterns in English and math that are driven by AB 705's placement reforms, namely **the percentage of students taking math or English for the first time who began in transfer-level coursework in those disciplines**. We listed colleges in ascending order by the percentage of first-time math

students starting in transfer-level math with a separate ordered listing for English. Across colleges in fall 2019, the share of students starting at the transfer level varied from 44% to 100% in math and 71% to 100% in English (Transfer-level Gateway Completion Dashboard). Colleges in the top quartiles of both lists are defined as Broad Access colleges. Colleges in both bottom quartiles are defined as Limited Access colleges. By this definition, 13 colleges were Broad Access colleges and 10 were Limited Access colleges in fall 2019.

Figures 2A and 2B compare the percent change in overall enrollment for Broad Access versus Limited Access colleges between fall 2016 (the year before early implementers began programmatic changes aligned with AB 705) and fall 2019 (the year of AB 705 implementation). Each bar represents a college. The length of a bar represents the magnitude of the percent change in enrollment. An upward bar indicates enrollment gain (positive) and downward shows an enrollment loss (negative).

Figure 2A. Percent Enrollment Change for Broad Access Colleges (in top quartiles for transfer-level access in both English and math; n = 13 colleges)

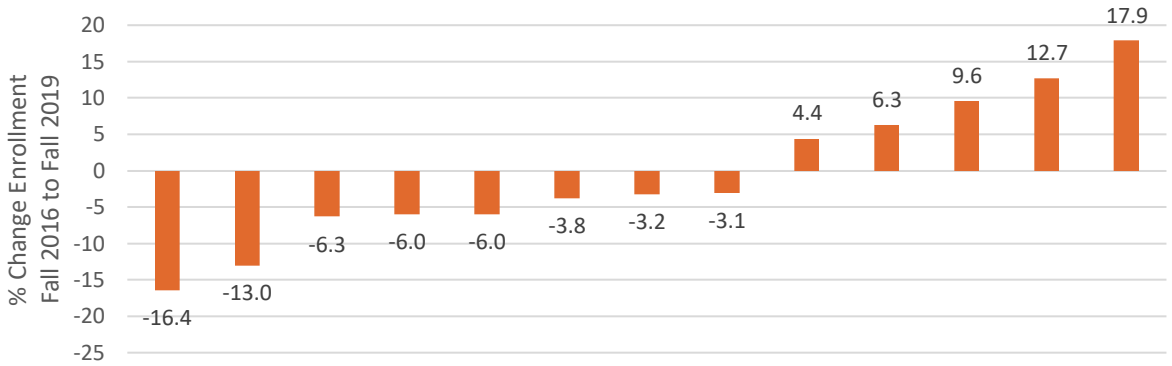
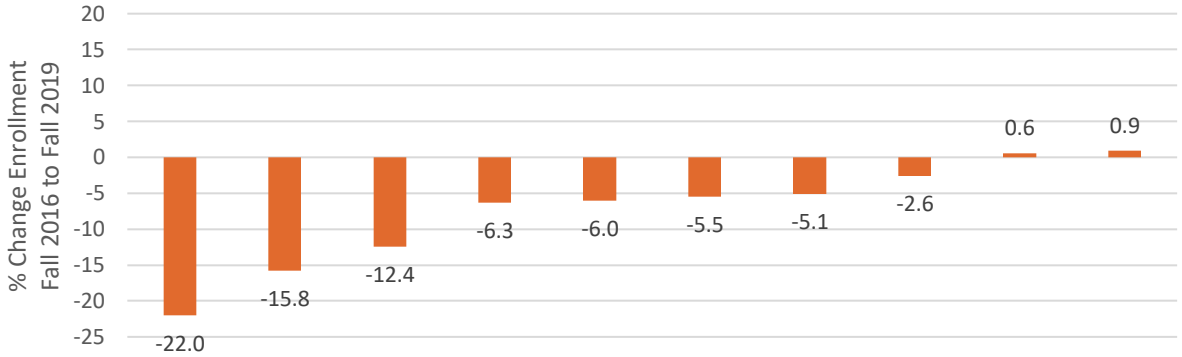


Figure 2B. Percent Enrollment Change for Limited Access Colleges (in bottom quartiles for transfer-level access in both English and math; n = 10 colleges)



Source: CCCCO Management Information Systems Data Mart and Transfer-level Gateway Completion Dashboard.

As shown in Figures 2A and 2B, AB 705 implementation did not determine if a college experienced enrollment growth or decline between fall 2016 and fall 2019. **Both Broad Access colleges and Limited Access colleges experienced percentage increases and decreases in**

enrollment. However, **Limited Access colleges experienced a larger average enrollment decline** of -7.4% (SD=7.3), with only two of the 10 experiencing an increase in enrollment. **More Broad Access colleges showed enrollment gains** (5 of 13 colleges) with an average overall decline in enrollment for the entire group of less than one percent (-0.5%, SD=10.1). This analysis does not rule out the possibility of other systematic differences between the two groups of colleges with mask or offset the impact of AB 705 implementation on enrollment.

Enrollment Changes Across All Colleges by Transfer-level Math and English Access

A second analysis investigates English and math implementation separately across the 115 colleges. Figure 3A shows the percentage of first-time math students who started in transfer-level math in fall 2019 mapped against the percent change in college enrollment between fall 2016 and fall 2019. Figure 3B shows the analogous situation for first-time English students starting in transfer-level English. Each dot represents a college.

Figure 3A. Level of AB 705 Implementation in Math (Fall 2019) Versus Percent Change in Enrollment (Fall 2016-Fall 2019), n=115 colleges

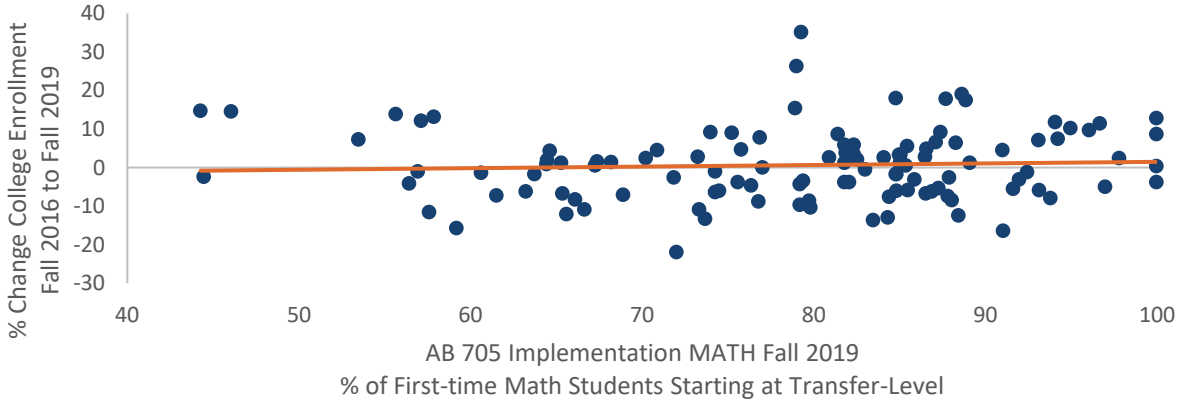
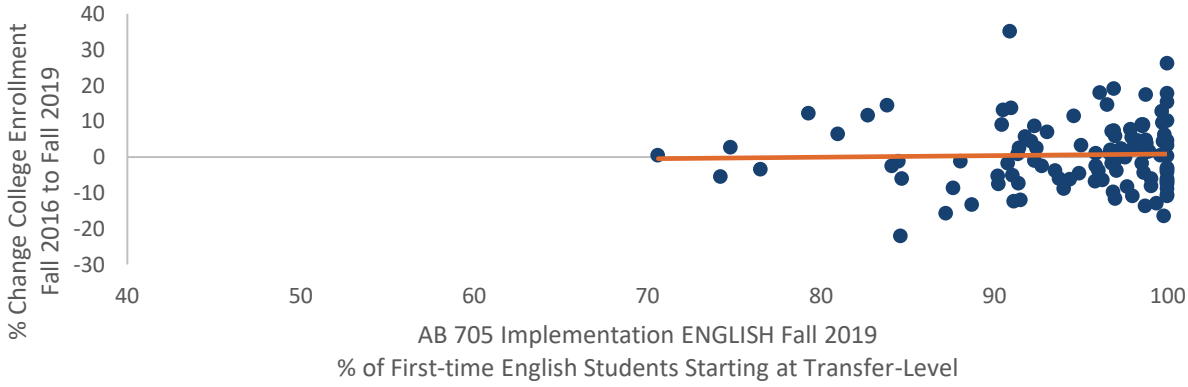


Figure 3B. Level of AB 705 Implementation in English (Fall 2019) Versus Percent Change in Enrollment (Fall 2016-Fall 2019), n=115 colleges



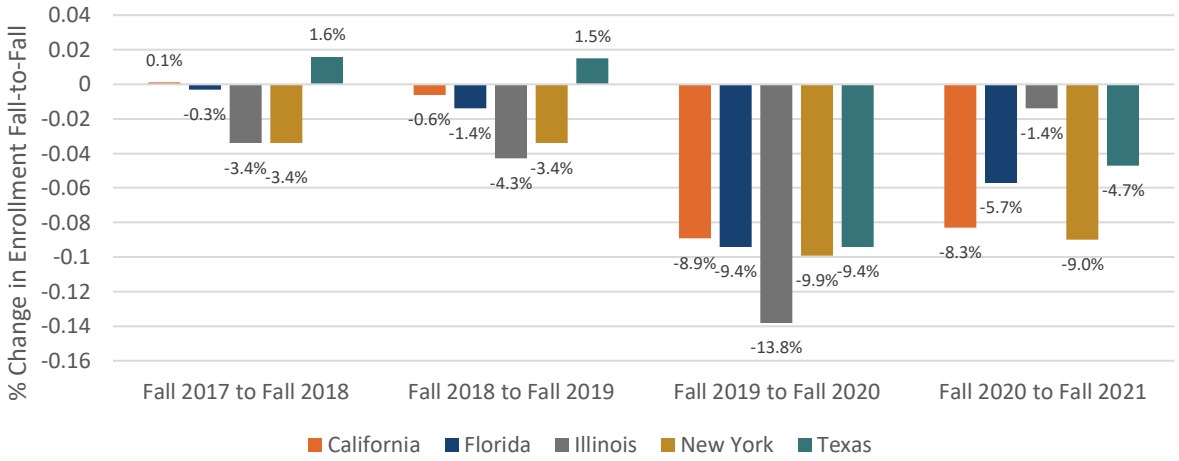
Source: CCCCO Management Information Systems Data Mart and Transfer-level Gateway Completion Dashboard.

If AB 705 implementation were driving college enrollments down, Figures 3A and Figure 3B would show a downward trend (a negative association), but this is not the case. The trendlines are almost horizontal, which shows that changes in implementation levels across colleges are not associated with predictable percentage changes in enrollment. For example, in Figure 3A, at colleges with enrollment gains (above the horizontal line at 0), the proportion of first-time math takers starting in transfer-level math ranged from 44% to 100%, which is the same implementation range for colleges with enrollment losses (below the horizontal line at 0). Similarly, in Figure 3B, colleges with enrollment gains had anywhere from 71% to 100% of first-time English takers starting in transfer-level coursework, compared to 74% to 100% of colleges with enrollment declines. The statistical correlations in both Figure 3A and 3B are small, r = +0.057 (math) and r = +0.030 (English), which suggests that broader access in both disciplines is weakly associated with positive percentage changes in overall college enrollment. Yet, the small corresponding r^2 values, 0.003 (math) and 0.001 (English), indicate that **the level of AB 705 implementation in math and in English in fall 2019 does not explain the relative changes in enrollment across colleges between fall 2016 and fall 2019.**

Finding #2: At the AB 705 implementation deadline in fall 2019, California's relative enrollment decline (as a percentage) was less severe than relative declines in other states.

We now look at California's percentage enrollment decline in fall 2019 in the context of other states with large community college systems. Figure 4 shows fall-to-fall percent change in enrollment for the five states with the largest community college systems (California, Florida, Illinois, New York, and Texas). Here again, enrollment is the unduplicated number of students enrolled (headcount). The length of a bar represents the magnitude of the percent change in enrollment. An upward bar indicates enrollment gain (positive) and a downward bar shows an enrollment loss (negative).

Figure 4. Fall-to-Fall Percent Change in Enrollment, Five Largest Community College Systems



Source: Integrated Postsecondary Education Data System (IPEDS) data via CCRC dashboard

As noted earlier, the AB 705 implementation deadline of fall 2019 coincided with a decline in California community college enrollments, but the absolute percent change in California was small compared to relative enrollment declines in other large community college systems. According to IPEDS data, **California experienced an enrollment decline of less than one percent (-0.6%) from fall 2018 to fall 2019. In the same time period, Florida, Illinois, and New York experienced larger relative declines of -1.4%, -4.3%, and -3.4% respectively.**

With the onset of the pandemic, the relative enrollment decline between fall 2019 and fall 2020 in California was not as severe as the other four states. Between fall 2020 and fall 2021, all five states continued to experience declines but at slower rates, with New York experiencing the slowest recovery. Within this context, California's relative enrollment declines fall within the range experienced by other large community college systems in the country during the period marked by the deadline for AB 705 implementation and the pandemic.

Conclusion

The fall 2019 deadline for the implementation of AB 705 reforms does not explain relative enrollment changes at the state or college-level in that year. Colleges that responded to AB 705 by mainstreaming a large share of their students into transfer-level math and English were more likely to experience enrollment gains, but **Broad Access and Limited Access colleges both experienced enrollment gains and losses.**

When the extent of AB 705 implementation was examined separately in math and English across all colleges, there was no correlation between broader access in math or English and the percent by which college enrollment changed between fall 2016 and fall 2019. With multiple analyses, this report **did not find any indication that the implementation of AB 705 was related to enrollment declines** in the California Community Colleges system. Finally, relative **enrollment declines in other states with large community college systems were larger in magnitude in fall 2019 than experienced in California**–which was the only state where AB 705 applied.

California's community college students have achieved higher rates of completion of transfer-level English and math as a direct result of AB 705. These achievements are integral to continuing the improvements in degree attainment and transfer experienced in recent years (CCCCO Student Success Metrics). AB 705 is also a cornerstone of the system's equity work, which is grounded in the dismantling of policies and structures that have historically contributed to inequitable student outcomes. These reforms have produced large and unprecedented gains for all demographic groups examined (CCCCO Transfer-Level Gateway Completion dashboard). As the system embraces Governor Newsom's plan for Recovery with Equity and the Chancellor Christian's Vision 2030 for restoring community college enrollments, developmental education reforms mandated by AB 705, and the more recent sister legislation AB 1705, remain an essential and proven policy that supports equitable student progress toward achieving a college credential.

Appendix

Table 1. California Community College Fall Enrollment and Fall-to-Fall Percent Change

	Enrollment (Head Count)	% Enrollment Change Fall-to-Fall
Fall 2010	1,745,342	
Fall 2011	1,655,173	-5.17%
Fall 2012	1,580,048	-4.54%
Fall 2013	1,579,888	-0.01%
Fall 2014	1,578,780	-0.07%
Fall 2015	1,586,346	0.48%
Fall 2016	1,587,631	0.08%
Fall 2017	1,589,726	0.13%
Fall 2018	1,588,648	-0.07%
Fall 2019	1,570,499	-1.14%
Fall 2020	1,348,916	-14.11%
Fall 2021	1,257,429	-6.78%
Fall 2022	1,291,847	2.74%

Source: CCCCO Management Information Systems Data Mart, Annual/Term Student Count report, selecting statewide search and using headcount categories A-H, which includes students enrolled in credit or non-credit coursework.

Table 2. Percent Enrollment Change between Fall 2016 and Fall 2019 for Broad Access and Limited Access Colleges

	AB 705 Implementation Fall 2019	% of First-time Math Students Starting at Transfer-level, Fall 2019	% of First-time English Students Starting at Transfer-level, Fall 2019	% Change in Enrollment Fall 2016 to Fall 2019
Compton	Limited Access	44.3	84.6	-22.0%
Copper Mountain	Limited Access	66.7	91.1	-5.1%
Gavilan	Limited Access	66.1	84.1	-2.6%
Glendale	Limited Access	53.5	91.1	-12.4%
LA Trade	Limited Access	44.5	84.7	-6.0%
Long Beach	Limited Access	60.6	70.6	+0.6%
Sac City	Limited Access	65.3	74.2	-5.5%
SD City	Limited Access	65.6	87.2	-15.8%
Shasta	Limited Access	64.5	91.4	+0.9%
Taft	Limited Access	56.9	88.1	-6.3%
Barstow	Broad Access	88.9	99.1	-6.0%
Berkeley City	Broad Access	93.2	99.4	-13.0%
Canyons	Broad Access	91.0	100.0	-3.2%
Pasadena	Broad Access	100.0	100.0	-3.1%
Porterville	Broad Access	100.0	100.0	+4.4%
Redwoods	Broad Access	94.2	100.0	-3.8%
Reedley	Broad Access	97.8	99.7	+12.7%
Santa Ana	Broad Access	91.0	100.0	-6.0%
Santa Barbara	Broad Access	93.8	99.8	-16.4%
Santiago Canyon	Broad Access	88.3	100.0	-6.3%
Sequoias	Broad Access	97.4	99.8	+6.3%
West Hills Coalinga	Broad Access	87.7	100.0	+17.9%
West LA	Broad Access	96.1	99.7	+9.6%

Sources: **Enrollment**: CCCCO Management Information Systems Data Mart Annual/Term Student Count report, selecting headcount categories A-H, which includes students enrolled in credit or non-credit coursework.

Percentage of first-time math/English takers starting in transfer-level: CCCCO Transfer-level Gateway Completion Dashboard, retrieved July 2023

Quartiles for the English and math distributions of % transfer-level enrollment for first-time takers define broad access or limited access colleges.

Broad Access = top quartile in both math and English distribution; Limited Access = bottom quartile in both math and English distribution

Math quartiles: Low=44, Q1=68, Q2=82, Q3=88, High=100; English quartiles: Low=71, Q1=91, Q2=97, Q3=99, High=100

Table 3. Level of AB 705 Implementation in Math and English Versus Percent Change in Enrollment

	College Enrollment (Head Count) Fall 2016	College Enrollment (Head Count) Fall 2019	% Change in Enrollment Fall 2016 to Fall 2019	% First-time English Students Starting at Transfer-level, Fall 2019	% First-time Math Students Starting at Transfer-level, Fall 2019
Alameda	6,558	6,081	-7.3	91.4	81.6
Allan Hancock	15,647	14,599	-6.7	100.00	61.5
American River	31,197	31,798	+1.9	96.7	65.4
Antelope Valley	14,526	14,382	-1.0	92.3	64.5
Bakersfield	23,008	27,033	+17.5	98.8	74.3
Barstow	3,408	3,205	-6.0	99.1	88.9
Berkeley City	6,971	6,066	-13.0	99.4	93.2
Butte	12,913	11,773	-8.8	100.0	84.3
Cabrillo	12,274	11,706	-4.6	94.9	76.8
Canada	6,690	5,959	-10.9	98.0	76.4
Canyons	21,377	20,702	-3.2	100.0	91.0
Cerritos	24,648	24,883	+1.0	97.4	73.3
Cerro Coso	5,230	5,702	+9.0	90.5	85.9
Chabot	13,983	13,822	-1.2	84.5	85.0
Chaffey	22,961	23,576	+2.7	74.8	75.2
Citrus	13,376	13,590	+1.6	99.0	92.5
Clovis	6,819	8,610	+26.3	100.0	86.5
Coastline	11,942	12,326	+3.2	100.0	67.4
Columbia	2,899	3,031	+4.6	100.0	70.2
Compton	7,559	5,898	-22.0	84.6	44.3
Contra Costa	6,757	7,450	+10.3	100.0	55.7
Copper Mountain	1,951	1,852	-5.1	91.1	66.7
Cosumnes River	14,322	14,675	+2.5	91.4	63.8
Crafton Hills	5,962	6,840	+14.7	96.5	83.5
Cuesta	11,227	12,774	+13.8	91.0	81.8
Cuyamaca	9,864	8,790	-10.9	100.0	82.6
Cypress	16,222	15,945	-1.7	90.8	80.9
Deanza	21,885	18,883	-13.7	98.7	89.1
Desert	12,761	13,500	+5.8	91.8	71.8
Diablo Valley	19,647	20,064	+2.1	98.0	94.2
East LA	39,695	40,727	+2.6	98.6	57.1
El Camino	24,097	24,367	+1.1	95.9	86.6
Evergreen Valley	9,173	9,854	+7.4	96.9	56.5
Feather River	1,671	1,874	+12.1	79.3	100.0
Folsom Lake	8,714	9,131	+4.8	98.8	84.4
Foothill	17,515	16,773	-4.2	100.0	87.9
Fresno City	23,524	25,571	+8.7	98.6	88.5
Fullerton	24,912	23,017	-7.6	100.0	87.4

	College Enrollment (Head Count) Fall 2016	College Enrollment (Head Count) Fall 2019	% Change in Enrollment Fall 2016 to Fall 2019	% First-time English Students Starting at Transfer-level, Fall 2019	% First-time Math Students Starting at Transfer-level, Fall 2019
Gavilan	6,981	6,802	-2.6	84.1	66.1
Glendale	20,061	17,574	-12.4	91.1	53.5
Golden West	11,966	13,059	+9.1	98.5	94.1
Grossmont	18,753	17,197	-8.3	97.7	84.8
Hartnell	12,364	13,255	+7.2	96.8	74.5
Imperial	8,153	9,108	+11.7	82.7	82.1
Irvine	16,100	15,825	-1.7	98.5	85.5
LA City	20,587	19,349	-6.0	93.8	87.3
LA Harbor	9,655	9,292	-3.8	93.5	79.2
LA Mission	11,064	11,671	+5.5	97.9	84.8
LA Pierce	22,157	20,975	-5.3	90.2	79.7
LA Southwest	8,723	7,870	-9.8	96.9	79.3
LA Trade	15,980	15,022	-6.0	84.7	44.5
LA Valley	20,006	18,255	-8.8	94.0	84.8
Lake Tahoe	2,286	3,089	+35.1	90.9	46.1
Laney	11,216	10,942	-2.4	95.9	67.3
Las Positas	9,265	9,099	-1.8	96.8	81.4
Lassen	2,243	2,568	+14.5	83.9	79.4
Long Beach	25,716	25,863	+0.6	70.6	60.6
Los Medanos	8,877	9,639	+8.6	92.3	82.4
Marin	6,811	6,574	-3.5	76.5	85.5
Mendocino	4,509	4,443	-1.5	97.0	70.9
Merced	12,350	13,067	+5.8	97.0	57.6
Merritt	6,976	7,286	+4.4	92.2	87.8
MiraCosta	17,874	15,806	-11.6	97.0	85.1
Mission	9,252	8,560	-7.5	90.3	81.8
Modesto	18,434	19,048	+3.3	95.0	84.1
Monterey	8,990	8,651	-3.8	97.1	78.9
Moorpark	14,140	14,498	+2.5	92.5	75.8
Moreno Valley	9,299	10,723	+15.3	100.0	81.8
Mt. San Antonio	38,280	40,051	+4.6	98.3	73.7
Mt. San Jacinto	17,200	17,414	+1.2	96.8	88.7
Napa	6,844	5,937	-13.3	88.7	88.1
Norco College	9,940	11,831	+19.0	96.9	86.9
Ohlone	9,926	9,076	-8.6	87.6	87.1
Orange Coast	21,923	20,560	-6.2	94.4	93.1
Oxnard	7,150	7,615	+6.5	81.0	100.0
Palo Verde	4,404	4,716	+7.1	93.1	92.0
Palomar	25,962	26,060	+0.4	100.0	64.6
Pasadena	30,944	29,998	-3.1	100.0	100.0
Porterville	4,379	4,570	+4.4	99.8	100.0

	College Enrollment (Head Count) Fall 2016	College Enrollment (Head Count) Fall 2019	% Change in Enrollment Fall 2016 to Fall 2019	% First-time English Students Starting at Transfer-level, Fall 2019	% First-time Math Students Starting at Transfer-level, Fall 2019
Redwoods	5,596	5,384	-3.8	100.0	94.2
Reedley College	10,367	11,688	+12.7	99.7	97.8
Rio Hondo	20,878	21,381	+2.4	97.3	76.9
Riverside	20,362	21,952	+7.8	97.9	91.6
Sacramento City	22,523	21,277	-5.5	74.2	65.3
Saddleback	27,493	27,801	+1.1	96.7	84.8
San Bernardino	12,781	15,071	+17.9	96.1	59.2
San Diego City	16,778	14,131	-15.8	87.2	65.6
San Diego Mesa	23,628	20,780	-12.1	91.5	75.6
San Diego Miramar	14,747	14,195	-3.7	96.0	77.0
San Francisco	45,505	45,500	0.0	97.6	68.2
San Joaquin Delta	18,615	18,871	+1.4	98.8	57.9
San Jose City	8,221	9,299	+13.1	90.5	79.8
San Mateo	9,387	8,409	-10.4	100.0	85.5
Santa Ana	39,972	37,593	-6.0	100.0	91.1
Santa Barbara	17,790	14,876	-16.4	99.8	93.8
Santa Monica	34,224	31,478	-8.0	99.1	71.9
Santa Rosa	27,272	26,580	-2.5	92.8	74.3
Santiago Canyon	18,958	17,756	-6.3	100.0	88.3
Sequoias	12,667	13,471	+6.3	99.8	97.4
Shasta	9,873	9,961	+0.9	91.4	64.5
Sierra	18,471	19,167	+3.8	98.8	81.9
Siskiyous	3,353	3,372	+0.6	99.6	85.4
Skyline	9,758	9,056	-7.2	100.0	68.9
Solano	9,976	9,544	-4.3	98.6	79.2
Southwestern	20,360	21,049	+3.4	98.2	82.4
Taft	6,088	6,021	-1.1	88.1	56.9
Ventura	13,056	12,989	-0.5	96.9	83.0
Victor Valley	12,159	13,545	+11.4	94.6	96.7
West Hills Coalinga	3,671	4,327	+17.9	100.0	87.7
West Hills Lemoore	4,337	4,733	+9.1	98.6	74.0
West LA	12,716	13,941	+9.6	99.7	96.1
West Valley	10,574	9,850	-6.8	95.8	86.6
Woodland	3,762	3,867	+2.8	98.4	73.3
Yuba	6,654	6,233	-6.3	96.3	63.2

Sources: **Enrollment**: CCCCO Management Information Systems Data Mart Annual/Term Student Count report, selecting headcount categories A-H, which includes students enrolled in credit or non-credit coursework.
Percentage of first-time math/English takers starting in transfer-level: CCCCO Transfer-level Gateway Completion Dashboard, retrieved July 2023.

Table 4A. Fall-to-Fall Headcount Change in Enrollment, States with the Five Largest Community College Systems

Fall Enrollments (Headcount)	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
California	1,472,488	1,474,412	1,465,249	1,335,321	1,224,668
Florida	441,070	439,875	433,755	393,055	370,510
Illinois	293,411	283,415	271,336	233,777	230,490
New York	305,148	294,717	284,629	256,365	233,269
Texas	747,830	759,890	771,136	698,380	665,646

Source: IPEDS data obtained through CCRC dashboard.

Table 4B. Fall-to-Fall Percent Change in Enrollment, States with the Five Largest Community College Systems

% Enrollment Change	Fall 2017 to Fall 2018	Fall 2018 to Fall 2019	Fall 2019 to Fall 2020	Fall 2020 to Fall 2021
California	0.13%	-0.62%	-8.87%	-8.29%
Florida	-0.27%	-1.39%	-9.38%	-5.74%
Illinois	-3.41%	-4.26%	-13.84%	-1.41%
New York	-3.42%	-3.42%	-9.93%	-9.01%
Texas	1.61%	1.48%	-9.43%	-4.69%

Source: IPEDS data obtained through CCRC dashboard.

The Research and Planning Group for California Community Colleges

As the representative organization for Institutional Research, Planning, and Effectiveness (IRPE) professionals in the California Community Colleges (CCC) system, The RP Group strengthens the ability of CCC to discover and undertake high-quality research, planning, and assessments that improve evidence-based decision-making, institutional effectiveness, and success for all students.

Project Team

Loris Fagioli, Irvine Valley College

Craig Hayward, Bakersfield College

Lauren Ilano, The RP Group

Mallory Newell, De Anza College

Daisy Segovia, The RP Group

Myra Snell, Los Medanos College

Terrence Willett, Cabrillo College

www.rpgroup.org