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# Benefits and Opportunities

## California's Community College Baccalaureate Programs

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**IN 2015, CALIFORNIA CREATED** an entirely new public pathway to the bachelor's degree, a timely move in a state where existing baccalaureate pathways were increasingly unable to meet demand. The state established a pilot program to allow its two-year postsecondary system, the California Community Colleges (CCCs), to confer four-year degrees. Per California State Senate Bill 850, up to 15 community college districts were allowed to offer "baccalaureate degree programs and program curricula not offered by the California State University (CSU) or the University of California (UC), and in subject areas with unmet workforce needs."[1]

Despite shortcomings in the state's data infrastructure, research on these new CCB programs is emerging. The colleges participating in the CCB have been conducting research and evaluation of their own programs within their respective institutions and as a collaborative unit through the statewide CCB committee. In January 2020, the Legislative Analyst's Office (LAO) published an evaluation of CCBs as required by the Legislature. While the report named important benefits of the program (i.e., low cost and high graduation rates), it also concluded that there are alternative ways to meet the state's workforce needs and improve access to bachelor's degree programs.[2] This brief contributes to an emerging research base by providing a more detailed description of the impact of CCBs in California, with particular focus on improvements to college access and workforce preparation. To improve social and economic mobility, it is critical that education researchers, practitioners, and policymakers examine the extent that California CCBs close existing racial equity gaps in educational attainment.[3]

In 2021, the Governor of California signed Assembly Bill 927 to end the time-limited nature of the original pilot, allowing existing CCBs to emerge from pilot status and continue operations indefinitely. The legislation also provided for up to 30 additional community colleges statewide to develop additional CCBs annually.[4]

### TOPLINES

- Total enrollment in California's Community College Baccalaureate programs has increased steadily since they were established in 2016; the 2020 cohort showed the highest participation despite the COVID-19 pandemic and declining community college enrollment overall.
- Once admitted to a CCB program to begin upper division coursework, 67% of students obtain a bachelor's degree in two years; 78% complete in three years.
- CCBs have provided an affordable, accessible pathway to baccalaureate attainment for older students, first-generation college students, students from economically disadvantaged backgrounds, students experiencing homelessness, students with disability, students impacted by the foster care system, student veterans, and students of color.
- 56% of CCB graduates reported they would not have pursued a bachelor's degree had it not been offered at their community colleges.
- 2020 graduates reported a significant increase in income after earning a bachelor's; on average, students earned $18,400 more, a 37% increase.

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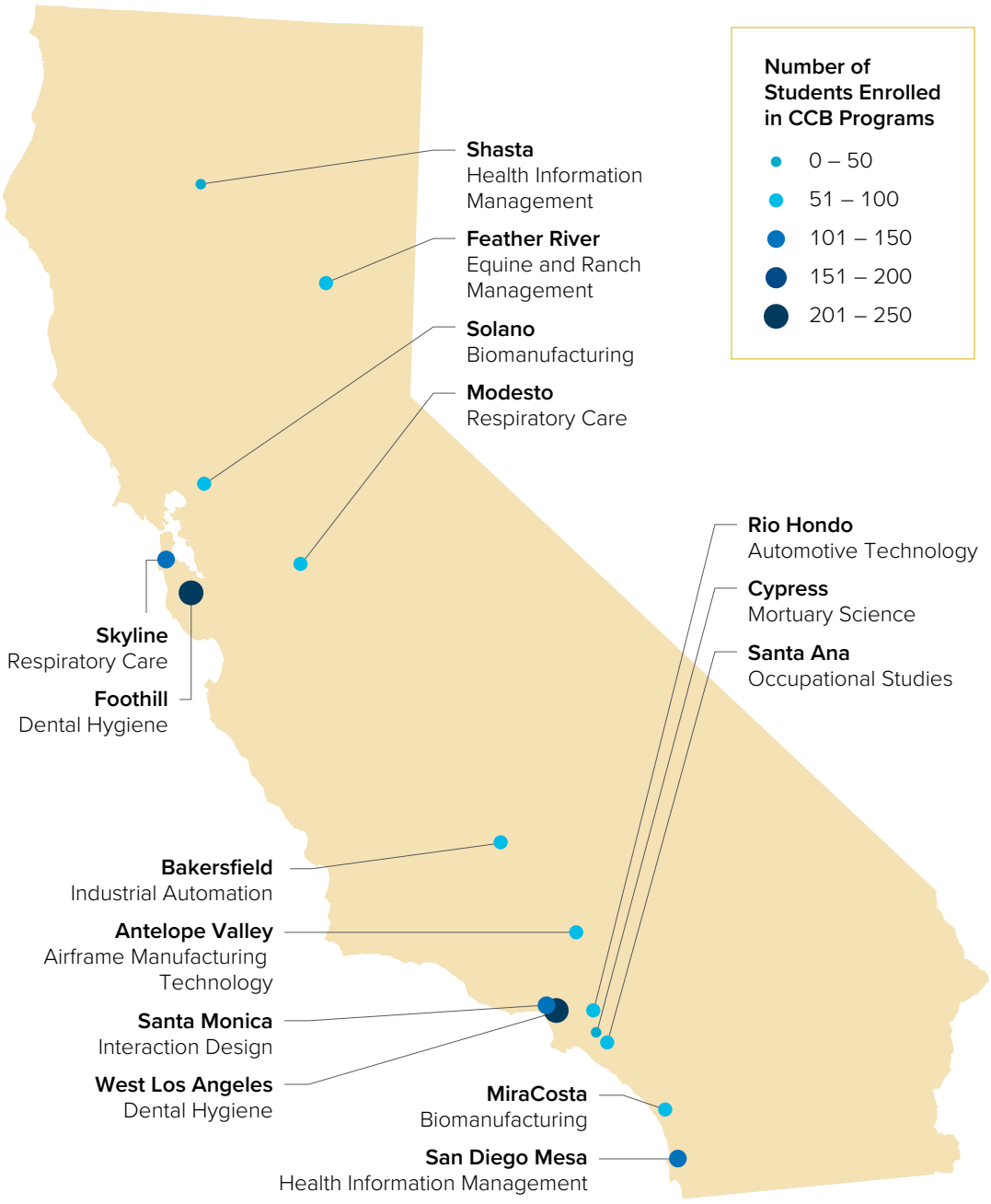
Since the 1970s, CCBs have expanded nationally as part of a strategy to connect baccalaureate degrees to the labor market and increase accessibility and affordability of pathways toward social and economic mobility. By providing placed-based baccalaureates in applied fields of study, the California CCB is closely tied to local jobs and economies and provides more students – particularly low-income, first-generation students of color – an accessible and affordable path towards bachelor's degree with value in local labor markets. Figure 1 shows the geographic distribution of CCB programs statewide, along with subject majors and size of enrollment in each program.

**Figure 1. Geography, Enrollment and Subject Majors of California Community College Baccalaureates Programs, Cohorts 2016–2020**




Note: Total enrollment statewide: 1,486

Source: CCB Institutional Records Data: Cohort and Graduation

**A Community College Baccalaureate**, or CCB, generally refers to a degree offered by an institution that primarily offers associate degrees and a limited set of baccalaureates. According to the American Association of State Colleges and Universities, in 2004, 11 states allowed CCBs; today, 24 states allow community colleges to offer these degrees. For example, in Washington, 29 out of 34 community and technical colleges have approved Bachelor's of Applied Science (BAS) degree programs; Ohio and Arizona did not put limits on how many baccalaureate degrees each college can offer. CCBs provide an accessible and affordable pathway to a bachelor's degree and socioeconomic advancement for a student population that may not otherwise experience such degree attainment and mobility.

## DATA, METHODS AND DEFINITIONS

### Data Sources

Using data from multiple sources, we build on the LAO report by providing a descriptive analysis of California CCB programs. To paint a fuller portrait of students' experiences and outcomes in the CCB program, data were compiled from individual colleges, the California Community College Chancellor's Office (CCCCO) and California State University (CSU) system, detailed in Table 1.

**Table 1. Data Sources for Analysis of CCB Program**

**California Community College Chancellor's Office Data Mart[5]**

**DESCRIPTION:** This systemwide Management Information System (MIS) provides annual and term student counts for each community college offering a CCB.

**RELEVANT MEASURES:** Campus-wide college enrollment counts/rates

**CCB Survey Data: Employment Outcomes Survey**

**DESCRIPTION:** This survey was developed in 2019 by CCB leaders to collect employment-related information. Data are self-reported and unverifiable but still useful in the absence of other timely and relevant labor market data. The first survey was administered to the classes of 2018 and 2019 in September 2019 (see Appendix for further details on what data was collected); the second survey was administered to the class of 2020 in March 2021. Overall response rates for the classes of 2018, 2019, and 2020 were high – 96%, 94%, and 82%, respectively – but varied considerably by individual colleges.

**RELEVANT MEASURES:** Student characteristics, access to baccalaureate, employment in California, employment in field of study, job search length, average total income post-program, student loan borrowing, student quotes

**CCB Institutional Records Data: Cohort and Graduation**

**DESCRIPTION:** Because the CCCCO's MIS was not designed to fully support data collection for the pilot CCB program, the statewide CCB committee collectively agreed on definitions for measures and collected institutional student records based on those definitions. Each participating CCB college and their respective Institutional Research and Effectiveness offices collected and compiled the statewide data in April 2021 (see Appendix for further details).

**RELEVANT MEASURES:** Program enrollment and graduation counts/rates for each college participating in CCB

**California State University (CSU) Dashboard[6]**

**DESCRIPTION:** This systemwide dashboard provides data about students who transferred from a community college to the CSU. Data were pulled in April 2021 from the CSU Graduation and Continuation Rates dashboard, under Community College Transfer: Graduation, Continuation and Persistence Rates tab. The CSU Institutional Research & Analyses (IR&A) captured this data from the National Student Clearinghouse.

**RELEVANT MEASURES:** Graduation rates for community college transfers

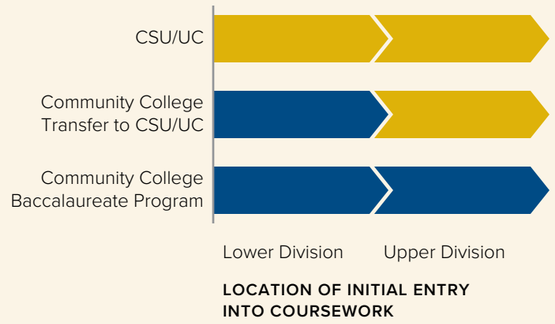
### Defining Graduation Rates

The original California Master Plan established a structure for bachelor's degree attainment across California's public postsecondary institutions.[7] Historically, there have been two broad pathways to complete the upper division courses needed to obtain a bachelor's degree: Students can be accepted to and enroll in one of the two public four-year systems – the CSU or the UC – or they can complete lower division credits at a community college first and transfer into one of the four-year systems to complete upper division credits.

In practice, however, this is an oversimplification of student enrollment patterns. Students are increasingly mobile and swirl across institutions and institution types, often term by term.[8] Student enrollment patterns are particularly complex in the community colleges, as they may attend part-time or pause enrollment for a multitude of reasons, such as unavailability of required courses, financial aid challenges, conflicting responsibilities or other personal reasons.[9]

As shown in Figure 2, the CCB program introduces a third broad pathway to bachelor's degree attainment in which students can complete both their lower and upper division coursework at a community college. This pathway does not require ever having to transfer to another institution, potentially reducing costs and time to degree.

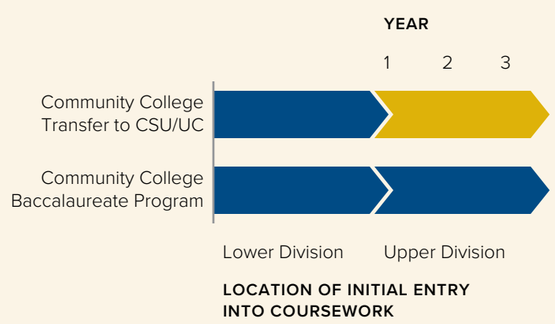
**Figure 2. Pathways to Baccalaureate Degree Attainment in California's Public Postsecondary Institutions**




Gold = CSU/UC, Blue = CC

Note: The figure depicts the location of students' initial entry into lower division and upper division coursework and is not drawn to scale or meant to reflect the number of units earned or time spent completing lower and upper division courses.

**Figure 3. Timeline for Baccalaureate Attainment in California Public Postsecondary Institutions**




Gold = CSU/UC, Blue = CC

Note: Although displayed, year-one graduation rates were not calculated or reported in this report as CCB programs, except for one program, are generally not designed to be completed in one year.

Before they begin upper division coursework, students participating in the CCB must travel a pathway similar to their counterparts who transfer to CSU or UC for their BA/BS. To obtain a CCB, students must complete lower division coursework, successfully apply and be admitted to a CCB program, and complete upper division coursework. Per the CCCCO,[10] each CCB program requires the completion of all the following:

1. A minimum of 120 semester or 180 quarter units applicable to their program.
2. The CSU General Education Breadth or Intersegmental General Education Transfer Curriculum (IGETC). These are general education course requirements established between the CSU and California Community Colleges (CCs) or the UC and California CCs that CC students must complete prior to transferring to CSU or UC, respectively.
3. A minimum of 24 semester or 36 quarter units of upper division courses, with a minimum of six semesters or nine quarter units of upper division general education.
4. A minimum of 18 semester or 27 quarter units of lower division courses and 18 semester or 27 quarter units of upper division courses for an identified major.

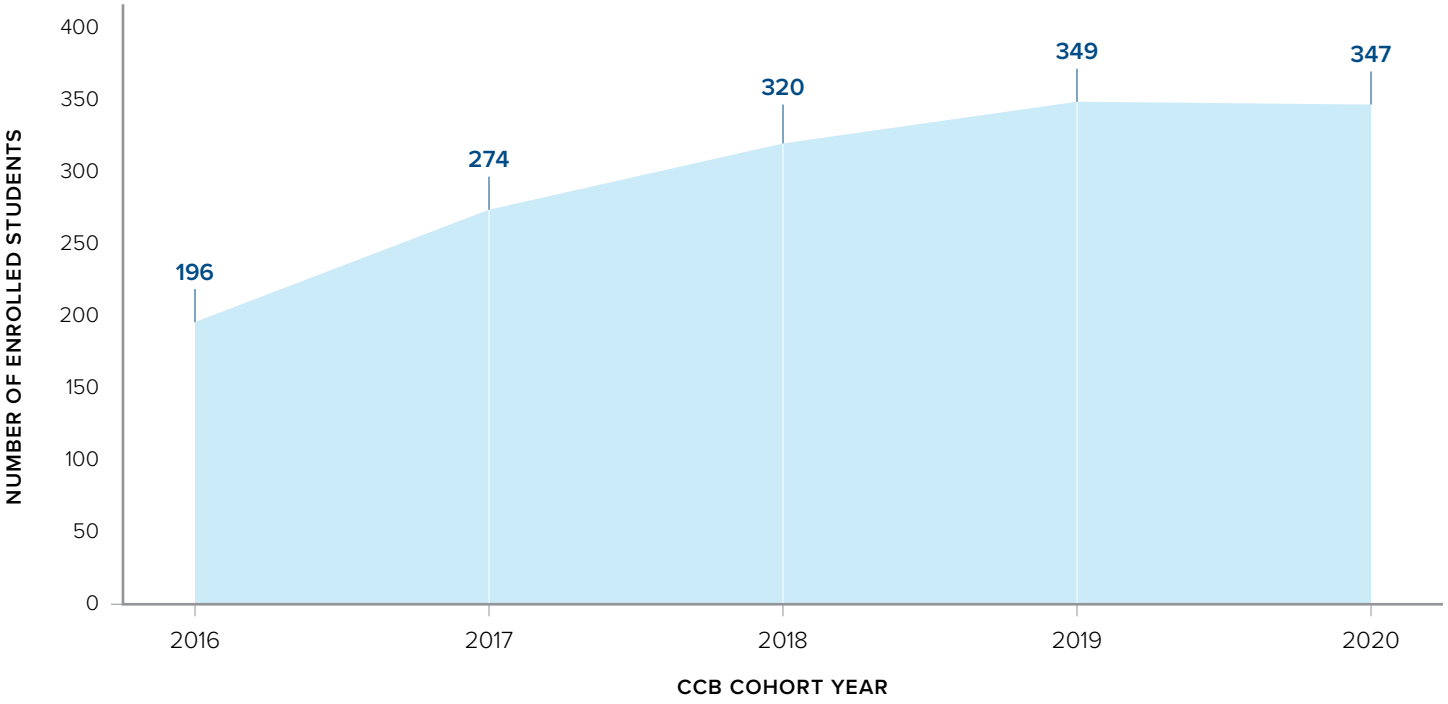
These requirements establish minimum degree thresholds for the CCB, but like the CSU/UC, the CCB programs may vary considerably in the number of lower and upper division courses required for their respective programs. For example, even though they are both Health Information Management CCB programs, the lower and upper division core requirements at Shasta College are 54 and 45 units, respectively,[11] while at San Diego Mesa College core requirements are 28 and 54 units, respectively.[12] In addition, the extent to which these units would also count for general education requirements may vary by college.

In examining CCB student outcomes, this brief focuses on rates of degree attainment that are calculated from the time students begin their upper division coursework. This approach is consistent with how the CSU and UC systems calculate BA/BS graduation rates for community college transfer students (see Appendix for further details). In other words, the year-two and year-three graduation rates described in this brief do not include the time students took to complete lower division coursework. This brief utilizes the terms "year-two graduation rate" and "year-three graduation rate" to mirror the language used by the CSU system to document attainment for community college transfers. Figure 3 shows this operationalization of graduation rates: A student who enters the CSU/UC or their CCB program for upper division coursework and completes their program requirements within two years would be counted in the year-two graduation rates. A student may have completed their lower division coursework in two years, six years, or any number of years, and this would not impact their CSU/UC or CCB year-two graduation rate.

## CCB Program Enrollment

Across five cohorts (2016, 2017, 2018, 2019, and 2020), 1,486 students have sought CCBs within 15 programs. The size of each CCB cohort grew nearly every year, from 196 in 2016 to 347 in 2020 (Figure 4). The 2020 cohort held largely steady even within the context of a global pandemic and declining community college enrollment state- and nation-wide.[13]

**Figure 4. California Community College Baccalaureate (CCB) Enrollment by Cohort, 2016–2020**




Note: Although SB 850 passed in 2015, it was not until Cohort 2017 that all colleges participating in the CCB were able to enroll students.

Source: CCB Institutional Records Data: Cohort and Graduation

### Enrollment by Ethnicity/Race, Gender, and Age Group

Using data from individual colleges, we calculated five-year program enrollment figures, disaggregated by ethnicity/race, gender, and age, for each of the 15 community colleges offering the CCB. Enrollment figures were averaged across five years to ensure student confidentiality given lower cell sizes created by disaggregation (i.e., college and gender, race/ethnicity, and age group). The five-year enrollment figure is inclusive of all students in the first five cohorts (2016–2020).

Across the 15 participating colleges, 2016-20 enrollment figures disaggregated by ethnicity/race revealed that participating CCB students identified as 33% White, 30% Latina/o/x, 14% Asian, 7% Filipina/o/x, 6% two or more races, 5% Black or African-American, 4% unknown, 1% American Indian or Alaska Native, and 1% Native Hawaiian or Pacific Islander (Table 2). Figure 5 shows enrollment disaggregated by ethnicity/race for CCB participants compared to college- and state-level enrollment overall. At 30%, students identified as Latina/o/x were underrepresented in CCB programs relative to their respective college's overall Latina/o/x enrollment (46%) and statewide enrollment (45%).[14] By contrast, White students were overrepresented in the CCB programs (33%) relative to statewide enrollment (25%) and the overall college enrollment of the CCBs (25%).

**Table 2. Five-Year CCB Program Enrollment Figures for Participating Colleges Disaggregated by Ethnicity/Race, Cohorts 2016–2020**

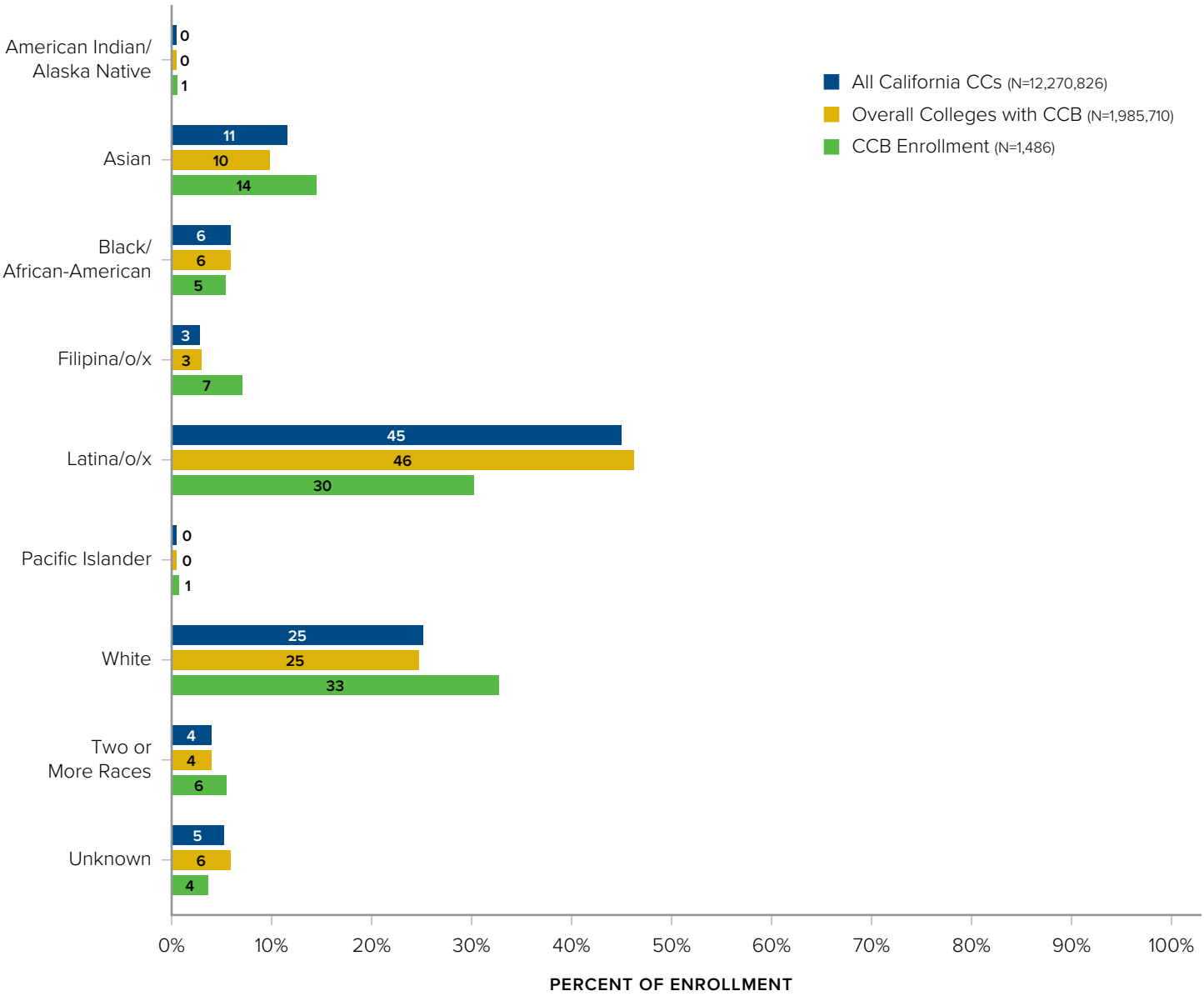
| College | Program | Cohort Count | American Indian/ Alaska Native | Asian | Black/ African-American | Filipina/o/x | Latina/o/x | Native Hawaiian/ Pacific Islander | White | Two or more Races | Unknown |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Antelope Valley** | Airframe Manufacturing Technology | 63 | 0% | 10% | 5% | 0% | 56% | 0% | 25% | 5% | 0% |
| **Bakersfield** | Industrial Automation | 82 | 1% | 2% | 2% | 0% | 67% | 0% | 22% | 5% | 0% |
| **Cypress** | Mortuary Science | 30 | 0% | 13% | 3% | 0% | 27% | 0% | 53% | 0% | 3% |
| **Feather River** | Equine and Ranch Management | 85 | 1% | 0% | 2% | 0% | 7% | 1% | 88% | 0% | 0% |
| **Foothill** | Dental Hygiene | 214 | 0% | 29% | 2% | 11% | 19% | 0% | 36% | 0% | 1% |
| **MiraCosta** | Biomanufacturing | 98 | 1% | 7% | 2% | 3% | 38% | 1% | 37% | 11% | 0% |
| **Modesto** | Respiratory Care | 52 | 2% | 12% | 4% | 2% | 27% | 6% | 44% | 4% | 0% |
| **Rio Hondo** | Automotive Technology | 76 | 0% | 20% | 1% | 1% | 54% | 0% | 14% | 4% | 5% |
| **San Diego Mesa** | Health Information Management | 124 | 1% | 20% | 14% | 7% | 28% | 1% | 22% | 3% | 4% |
| **Santa Ana** | Occupational Studies | 80 | 0% | 13% | 4% | 21% | 34% | 0% | 16% | 8% | 5% |
| **Santa Monica** | Interaction Design | 115 | 0% | 16% | 7% | 0% | 23% | 0% | 41% | 10% | 4% |
| **Shasta** | Health Information Management | 47 | 0% | 21% | 15% | 0% | 0% | 0% | 36% | 13% | 15% |
| **Skyline** | Respiratory Care | 126 | 2% | 14% | 7% | 21% | 22% | 2% | 23% | 6% | 2% |
| **Solano** | Biomanufacturing | 93 | 1% | 3% | 8% | 20% | 14% | 0% | 27% | 23% | 4% |
| **West Los Angeles** | Dental Hygiene | 201 | 0% | 13% | 4% | 2% | 41% | 0% | 28% | 1% | 9% |
| **Total** | **All CCB Programs** | **1,486** | **1%** | **14%** | **5%** | **7%** | **30%** | **1%** | **33%** | **6%** | **4%** |

Source: CCB Institutional Records Data: Cohort and Graduation

> [The CCB] expedited my education goals, eliminated the stress and negative impact of student loans, connected me with local industry and career opportunities, connected me with opportunities to give back to others pursuing a similar path. [It] provided me with a school schedule that allowed me to keep my job in biotech while simultaneously attending classes. I was able to start [...] at a higher level and salary due to the knowledge and degree obtained through MiraCosta. Since graduating, I have obtained a salary increase and am working towards a promotion."*
>
> **CCB GRADUATE, MIRACOSTA COLLEGE**

* Student quotes featured in this brief come from CCB Survey Data: Employment Outcome Survey

**Figure 5. Enrollment Comparison by Race/Ethnicity: California Community Colleges Overall, CCB Colleges Overall, and CCB Cohorts by College**




Note: CCB enrollment figures calculated using the programs' cohort definition, which includes 2016-2020; statewide and overall college enrollment calculated by academic year (2016–17, 2017–18, 2019–20, 2020–21).

Source: CCCCO MIS Data Mart

Table 3 shows CCB five-year enrollment by age group and gender. The data show that the CCB provides important baccalaureate college access to older students: Across all 15 participating colleges, nearly half (47%) of students in the CCB were between 25 to 34 years-old. Only 23% were 24 years-old or younger. Disaggregated by gender, enrollment figures for each of the CCB programs revealed that at 11 of the 15 colleges, more students identified as female than as male or non-binary (see Table 3). High variability may in part be due to CCB curricular offerings at particular colleges. Overall, 66% of CCB students across the 15 colleges identified as female, 33% identified as male, 0% identified as non-binary, and 1% unknown.

**Table 3: Five-Year Program Enrollment Figures for Participating Colleges Disaggregated by Age and Gender, Cohorts 2016–2020**

| College | Program | Cohort Count | 19 or younger | 20 to 24 | 25 to 29 | 30 to 34 | 35 to 39 | 40 to 49 | 50 and older | Female | Male |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Antelope Valley** | Airframe Manufacturing Technology | 63 | 0% | 22% | 35% | 10% | 11% | 11% | 11% | 29% | 71% |
| **Bakersfield** | Industrial Automation | 82 | 2% | 29% | 29% | 15% | 9% | 10% | 6% | 12% | 88% |
| **Cypress** | Mortuary Science | 30 | 0% | 10% | 30% | 37% | 7% | 13% | 3% | 77% | 23% |
| **Feather River** | Equine and Ranch Management | 85 | 4% | 71% | 20% | 1% | 4% | 1% | 0% | 76% | 24% |
| **Foothill** | Dental Hygiene | 214 | 1% | 9% | 30% | 30% | 12% | 13% | 4% | 91% | 8% |
| **MiraCosta** | Biomanufacturing | 98 | 3% | 28% | 24% | 16% | 14% | 10% | 4% | 54% | 46% |
| **Modesto** | Respiratory Care | 52 | 0% | 0% | 6% | 27% | 27% | 31% | 10% | 71% | 25% |
| **Rio Hondo** | Automotive Technology | 76 | 0% | 20% | 32% | 13% | 12% | 13% | 11% | 11% | 88% |
| **San Diego Mesa** | Health Information Management | 124 | 0% | 11% | 23% | 20% | 10% | 24% | 11% | 81% | 19% |
| **Santa Ana** | Occupational Studies | 80 | 0% | 9% | 19% | 34% | 14% | 23% | 3% | 85% | 14% |
| **Santa Monica** | Interaction Design | 115 | 0% | 33% | 30% | 15% | 10% | 9% | 3% | 49% | 50% |
| **Shasta** | Health Information Management | 47 | 0% | 6% | 11% | 23% | 9% | 40% | 11% | 81% | 17% |
| **Skyline** | Respiratory Care | 126 | 0% | 13% | 27% | 18% | 20% | 13% | 10% | 58% | 39% |
| **Solano** | Biomanufacturing | 93 | 2% | 41% | 26% | 14% | 6% | 9% | 2% | 53% | 45% |
| **West Los Angeles** | Dental Hygiene | 201 | 0% | 25% | 36% | 21% | 8% | 8% | 1% | 93% | 7% |
| **Total** | **All CCB Programs** | **1,486** | **1%** | **22%** | **27%** | **20%** | **11%** | **14%** | **5%** | **66%** | **33%** |

Note: Students identified as non-binary comprise 0% of CCB enrollments; unknown comprise of 1% across all 15 participating CCB colleges.

Source: CCB Institutional Records Data: Cohort and Graduation

> “The […] program is the most challenging experience that I have ever completed. It is also the most rewarding, because employers and other professionals are impressed with both […] college and a B.S. degree that I am put ahead of the other applicants, and given more independence to apply my evidence-based knowledge acquired while completing my B.S. degree.”
>
> **CCB GRADUATE, FOOTHILL COLLEGE**

## CCB Enrollment for Underserved Groups of Students

Data from two administrations of the Employment Outcomes Survey provide additional insight on the student populations that the CCB programs serve, revealing that the great majority of participating students belonged to at least one special population, as defined by the United States Department of Education (Table 4 provides a breakdown of various student characteristics).[15] Across all three graduating classes, 56% of students reported they would not have pursued a bachelor's degree if it had not been offered at their community college. Taken together, these data suggest that the CCB provides an important pathway towards baccalaureate attainment for students who have traditionally experienced barriers to the BA/BS.

**Table 4. Additional Student Characteristics for CCB Class of 2018, 2019, and 2020**

| "Please select the characteristic(s) that apply to you (Select all that apply). If none of these characteristics apply to you, select Not Applicable." | 2018 | 2019 | 2020 |
|---|---|---|---|
| **None of my parents received a college degree** | 41% | 44% | 49% |
| **I received financial aid while completing the bachelor coursework at my community college** | 50% | 53% | 40% |
| **I struggled financially while completing the bachelor coursework at my community college** | 22% | 28% | 25% |
| **I experienced homelessness or housing insecurity while completing the bachelor coursework at my community college** | 4% | 4% | 4% |
| **I have a disability** | 1% | 6% | 4% |
| **I am a veteran** | 1% | 6% | 4% |
| **I am a former foster youth** | 0% | 0% | 1% |
| **Not Applicable: None of these characteristics apply to me** | 30% | 23% | 24% |

Notes: Sample sizes for survey are: Class of 2018 (n = 104), 2019 (n = 190), and 2020 (n = 166). The table shows the language in the most recent Employment Outcomes Survey; the language for some items was adapted for the second Employment Outcomes Survey. For example, "I received financial aid while attending community college" was re-written to "I received financial aid while completing the bachelor coursework at my community college."

Source: Employment Outcomes Survey

> The people I met, whether staff or student, served as [a] community in which I could learn and grow as a professional and individual. This program was liberating to me, in that I was not burdened by the typical concerns students face today: I wasn't paying exorbitant tuition, which meant I never had to make the decision between paying for rent/groceries, or paying for college. When you remove those barriers, you give students the ability to truly embrace their passions in a way that translates in the workforce. Nothing is half-done, because you can go all in and graduate a truly well-rounded professional. My goal was to get a job, but this program helped me on my way to becoming a critical thinker, balanced individual, and a critical part of my company today."
>
> **CCB GRADUATE, SANTA MONICA COLLEGE**

# CCB Program Graduation and Employment Outcomes

## CCB Program Graduation Rates Across 15 Participating Colleges

Overall, graduation rates among the 15 community colleges offering the CCB are variable but promising across the first three cohorts. Year-two graduation rates range from 23% to 93% across the 15 colleges, with a 67% graduation rate across all 15 participating colleges (See Table 5). The year-three graduation rates range from 45% to 98%, with a 78% graduation rate across all 15 colleges. While some colleges have lower graduation rates relative to others, it should be noted that 10 out of 15 (e.g., Antelope Valley, Feather River, and Shasta College) allow students to enroll in upper division coursework part-time. Other program and/or institutional features, such as internship/work experience requirements, may also impact time to degree. CCB graduation rates also compare favorably to the two-year completion rates for CSU transfers. The CCB year-two graduation rate (67%) was 26 percentage points higher than the CSU year-two graduation rate for community college transfers over a similar period (41%).[16]

**Table 5. Year-Two and -Three Graduation Rates of California Community College Baccalaureate (CCB) Programs by College, Cohorts 2016–2018**

| College | Cohort Count | Year-Two Graduation Rate | Year-Three Graduation Rate |
|---|---|---|---|
| **Antelope Valley** | 26 | 23% | 69% |
| **Bakersfield** | 43 | 58% | 72% |
| **Cypress** | 18 | 89% | 89% |
| **Feather River** | 53 | 47% | 74% |
| **Foothill** | 99 | 93% | 98% |
| **MiraCosta** | 46 | 91% | 96% |
| **Modesto** | 28 | 82% | 82% |
| **Rio Hondo** | 36 | 36% | 58% |
| **San Diego Mesa** | 61 | 69% | 90% |
| **Santa Ana** | 45 | 76% | 80% |
| **Santa Monica** | 63 | 71% | 86% |
| **Shasta** | 27 | 41% | 59% |
| **Skyline** | 78 | 44% | 45% |
| **Solano** | 42 | 60% | 69% |
| **West Los Angeles** | 125 | 75% | 83% |
| **Total** | **790** | **67%** | **78%** |

Source: CCB Institutional Records Data: Cohort and Graduation

## CCB Year-Two Graduation Rates by Gender, Ethnicity/Race, and Age Group

Although the overall year-two graduation rate was 67% across the first three cohorts, graduation rates ranged by student subgroup. Where cohort sizes were large enough to mask individual identities, Table 6 displays year-two graduation rates by ethnicity/race, gender and age group. Year-two graduation rates by ethnic/racial group varied as follows: two or more races (80%), Asian (79%), White (68%), Filipina/o/x (67%), Latina/o/x (64%), and African-American or Black (50%). While Latina/o/x students may be underrepresented in CCB enrollment, year-two graduation rates for this subgroup were 64% – 23 percentage points higher than CSU year-two graduation rates for community college transfers (41%) across three cohorts (2016, 2017, and 2018).

The year-two graduation rates across the 15 colleges for female and male students were 72% and 56%, respectively. Students 20 to 34 years old experienced year-two graduation rates of at least 70%, while students 35 or older experienced graduation rates ranging from 53% to 57%. Although not displayed, it should be noted that year-two graduation rates varied considerably across individual colleges and student subgroups. Such variations may be influenced by a number of factors, including small cohort sizes within some of the colleges and student subgroups, and other institutional characteristics.

**Table 6. Year-Two CCB Graduation Rates Disaggregated by Ethnicity/Race, Gender, and Age Group, Cohorts 2016–2018**

| Student Group | Year-Two Graduation Rate |
|---|---|
| **Ethnicity/Race** | |
| American Indian/ Alaska Native | – |
| Asian | 79% |
| Black/African-American | 50% |
| Filipina/o/x | 67% |
| Latina/o/x | 64% |
| Native Hawaiian/ Pacific Islander | – |
| White | 68% |
| Two or more races | 80% |
| **Gender** | |
| Female | 72% |
| Male | 56% |
| Non-Binary | – |

| Student Group | Year-Two Graduation Rate |
|---|---|
| **Age Group** | |
| 19 or younger | – |
| 20 to 24 | 70% |
| 25 to 29 | 72% |
| 30 to 34 | 75% |
| 35 to 39 | 57% |
| 40 to 49 | 53% |
| 50 and older | 56% |

Note: In instances where total cohort sizes were less than 10, year-two graduation rates are not displayed; this includes students identified as American Indian, Alaska Native, Native Hawaiian, Pacific Islander, non-binary, and students aged 19 years old or younger.

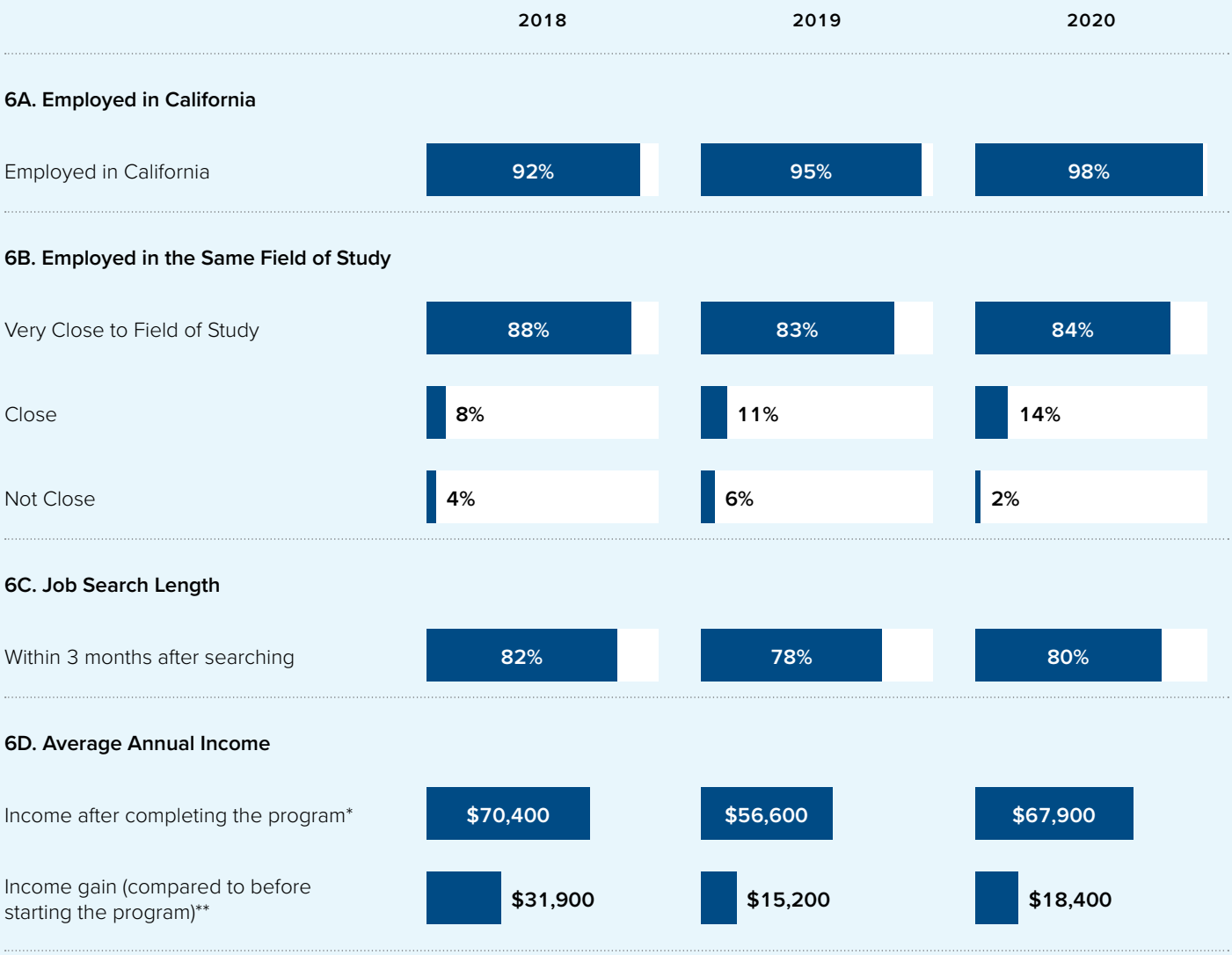
Source: CCB Institutional Records Data: Cohort and Graduation

## Employment Outcomes

The Employment Outcomes Survey data also show promising employment outcomes for CCB graduates. Across the three CCB classes, 92% to 98% of graduates reported to be employed in California (see Figure 6A). Nearly all – 95% to 98% – of the graduates were employed in the same field of study as their baccalaureate major (Figure 6B). To put these figures in context, a comparable statewide survey reports a rate of 71% for Career Technical Education (CTE) community college students employed in a job closely related to the field of study.[17]

Even during the pandemic, the 2020 Employment Outcomes Survey showed that 80% of CCB graduates found jobs within 3 months (Figure 6C). The 2020 graduates also reported a significant increase in income after receiving a bachelor's degree; on average, students were earning $18,400 more than they did prior to beginning the CCB (see Figure 6D). For the class of 2020, 46% of California college graduates have debt,[18] while less than a third of CCB graduates reported taking out student loans to complete their bachelor's program.

**Figure 6. Employment Outcomes for the Class of 2018, 2019, and 2020**




Note 6A: The sample size for the surveys are as follows: Class of 2018 (n = 95), 2019 (n = 143), and 2020 (n = 140).

Note 6B: The sample size for the surveys are as follows: Class of 2018 (n = 98), 2019 (n = 147), and 2020 (n = 141).

Note 6C: The sample size for the surveys are as follows: Class of 2018 (n = 98), 2019 (n = 147), and 2020 (n = 143).

Note 6D: *Class of 2018 (n=100), 2019 (n=158), and 2020 (n=160). **Class of 2018 (n=98), 2019 (n=147), 2020 (n=141).

Source: CCB Survey Data: Employment Outcomes Survey

> Instructors put a lot of time and effort to make this a quality B.S. program in order to allow students to succeed. I believe in higher education, however, being a working adult, going back to school, especially now, can be a hardship. Students shouldn't be denied a higher education because… [they can't]… afford it. I believe that if community colleges offer more bachelor's program, students will be better equipped to face the challenges the working market can sometimes present. It is a disservice to the future generations not to provide quality and affordable education. We would have a better workforce in the future if students were given this opportunity."
>
> **CCB STUDENT, SANTA ANA COLLEGE**

## Reflections and Recommendations

The introduction of a new public pathway to baccalaureate attainment in California's public higher education system is a major development with significant potential to improve opportunity and equity in college pathways. Preliminary data suggest that as California CCBs have grown over time and increased access to baccalaureate attainment for older students, federally defined special populations (first-generation college students, students from economically disadvantaged backgrounds, students experiencing homelessness, students with disability, students impacted by the factor care system, student veterans), and students of color. This growth was largely sustained during the onset of a global pandemic that caused broader enrollment declines in most community colleges statewide. In the short span since CCBs were established, participating students have graduated at relatively high rates. Self-reported data suggest that graduating students have strong employment outcomes.

The CCB adaptation requires education researchers, policymakers, and practitioners to evolve their understanding of the ways that students interact with the community college system. Policymakers, the colleges, and those who study them need to develop new vocabulary, newer and more comprehensive data, and further research to inform improvements to CCB programs. We offer four recommendations to support future CCB development:

### 1. Improve Data Collection and Connections

Data collection should be improved and connected to other relevant data systems, including K-12 and labor market data. An improved data infrastructure and research capacity would provide education leaders and policymakers more reliable and responsive insights on how to develop more equitable pathways to and through CCB programs, to better identify labor market needs that support the creation of locally relevant bachelor's degree programs, and to understand students' social and economic outcomes post-attainment. The advent of CCBs also suggests the need for a wider adoption of at least two new metrics that capture community college student success – year-two and year-three CCB graduation rates – as interested parties seek stronger understanding of outcomes across different student communities.

### 2. Center Racial Equity

CCB programs can be strengthened by becoming more strategically focused on centering racial equity to attract more students of color, in particular Black and Latina/o/x students, who have been underrepresented in these programs. Although the CCB is an accessible and affordable pathway to a baccalaureate degree, a more intentional focus on enrolling students of color could help ensure more equitable baccalaureate attainment. By doing so, the CCB also creates new possibilities of success for students of color. The CCB addresses job demands within their local markets, but also opens up a realistic pathway and pipeline towards graduate education.

### 3. Support Graduate School Pathways

CCB students should have greater exposure to opportunities to pursue graduate education and must be supported by their colleges with concrete information and procedural knowledge that creates pathways to enrollment in graduate school.

### 4. Strengthen Job Pathways

CCBs can play an important role in strengthening local economies. Similar to how community colleges may have guaranteed transfer agreements with CSUs/UCs, CCBs could work to establish guaranteed internship and employment agreements with local employers to support students during and upon completion of their program. Partnerships between employers and CCB programs can be beneficial for all parties. By aligning curriculum and content with employers' preferred competencies, skills, and abilities, this would create more appealing and impactful programs for students.

> "I have been able to advance my career significantly and I am able to qualify [for] … job opportunities that before I was not even considered for, even if I had the experience. Now, I earn almost twice as much as I did before and this is just the start."
>
> CCB GRADUATE, SOLANO COLLEGE

# Appendix

## Research Context and Data Definitions

Some CCB colleges have customized their programs to accommodate the local needs of their students. Due to various implementation methods by the CCB programs (e.g., acceleration track, online option, cohort vs. non-cohort model, full-time vs. no-full-time requirement), the following definitions were developed to collect institutional student records.

**Cohort Count**
The unduplicated count of students who enrolled in an upper division course for the first time in a calendar year and received a valid grade. This includes students who enrolled in upper division courses for the first time and dropped all courses with a W. For example, the Fall 2016 cohort consists of students who enrolled in any upper division course for the first time in 2016 calendar year (e.g., spring 2016 or fall 2016) and received a valid grade (A, B, C, D, F, I, P, W).

**Year-Two Graduate Count**
Within each cohort, the unduplicated count of students who received the bachelor's degree award by the end of spring of their second calendar year (not including the following summer) upon entry into upper-division coursework. For example, the year-two graduate count for Fall 2016 cohort consists of students who earned a bachelor's degree award at the end of spring 2018 (students who earned a bachelor's degree at the end of summer 2018 are not included in the year-two graduate).

**Year-Three Graduate Count**
Within each cohort, the unduplicated count of students who received the bachelor's degree award by the end of spring of their third calendar year (not including the following summer) upon entry into upper-division coursework. For example, the year-three graduate count for Fall 16 cohort consists of students who earned a bachelor's degree award at the end of spring 2019 (students who earned a bachelor's degree at the end of summer 2019 are not included in the year-three graduate).

**Community College Baccalaureate (CCB)**
**Year-Two Graduation Rate**
The number of CCB students who earned a bachelor's degree award within two years upon entry into upper-division coursework. In this case, the denominator is cohort count and the numerator is year-two graduate count.

**Community College Baccalaureate (CCB)**
**Year-Three Graduation Rate:**
The number of CCB students who earned a bachelor's degree award within three years upon entry into upper-division coursework. In this case, the denominator is cohort count and the numerator is year-three graduate count.

**California State University (CSU)**
**Year-Two Graduation Rate**
The number of community college transfer students at the CSU who earned a bachelor's degree award within two years. In this case, the denominator includes students who began in the fall; the numerator includes students who graduated in spring and summer two academic years later. Data were pulled for community college transfer from the CSU website in December 2021.

**California State University (CSU)**
**Year-Three Graduation rate:**
The number of community college transfer students at the CSU who earned a bachelor's degree award within three years. In this case, the denominator includes students who began in the fall; the numerator includes students who graduated in spring and summer two academic years later. Data were pulled for community college transfer from the CSU website in December 2021.

**Class of 2018 and 2019**
In September 2019, the first Employment Outcomes Survey was developed in response to the sudden change in the evaluation timeline (18 months earlier due to SB-77). The survey was sent to all students who received bachelor's degree awards in 2018 (class of 2018) and those who received bachelor's degree awards from January to September 2019 (class of 2019).

**Class of 2020**
In March 2021, the second Employment Outcomes Survey was sent to the class of 2020. The survey recipients were those who started in 2018 and graduated in 2020. Foothill college was a unique case in that it has an "accelerated track" allowing students to complete the program in as short as one year. Thus, the class of 2020 included students who started in 2018 and completed in 2019 or 2020 at Foothill College.

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