



## CALIFORNIA COMMUNITY COLLEGES

116 colleges, 73 districts, & 78 off-campus centers

## CSUs

22 colleges

## UCs

10 colleges



## COMMUNITY COLLEGE ENROLLMENT GROWTH

Year	Student Count
2024-2025	2,204,940
2023-2024	2,109,294
2022-2023	1,924,310
2021-2022	1,833,441



## DEGREES AND CERTIFICATES AWARDED 24-25

AS-T	32,190
AA-T	40,691
AA	81,901
AS	49,683
Certificate 8-15 Certificate	11,432
16-29 Certificate 30-59	45,401
Certificate 60+	71,827
Baccalaureate Degrees	959
	333



## STUDENT ENROLLMENT STATUS 24-25

Full-Time	24.75 %
Part-Time	64.45 %
Noncredit	10.80 %

## NUMBER OF STUDENTS TRANSFER TO FOUR- YEAR PUBLIC AND PRIVATE INSTITUTIONS 23-24

CC - UC	18,736
CC - CSU	48,240
CC - CA Private	4,150
CC - Other Private	12,495

## STUDENT ENROLLMENT BY INSTITUTION 24-25

CCC	2,204,940
FTE; Credit	1,066,751
FTE; Non-Credit	84,896
CSU	416,531
UC	232,782
Private	184,227

## FUNDS PER FTES

	24-25	25-26
K-12 Ed	\$21,147	\$20,489
CCC	\$13,714	\$13,531
CSU	\$22,546	\$22,990
UC	\$36,505	\$36,968

## FINANCIAL AID SUMMARY REPORT

### 24-25 STUDENT COUNT

California College Promise Grant	827,853
Other	551,687
<b>Grants Total</b>	<b>1,379,540</b>

## CCC STUDENTS BY GENDER 24-25



Female: 1,158,816 / 52.55 %



Male: 969,384 / 43.96 %



Non-binary: 22,021 / 1.00 %



Unknown: 54,787 / 2.48%

## CCC STUDENTS BY ETHNICITY 24-25

African-American	123,229	5.59 %
American Indian/ Alaskan Native	7,114	0.32 %
Asian	248,232	11.26 %
Filipino	41,511	1.88 %
Hispanic	1,063,864	48.25 %
Multi-Ethnicity	91,644	4.16 %
Pacific Islander	7,937	0.36 %
Unknown	107,992	4.90 %
White	513,449	23.29 %

## CCC STUDENTS BY AGE 24-25

<19	803,073	36.42 %
20-24	491,884	22.31 %
25-29	242,754	11.01 %
30-34	184,301	8.36 %
35-39	132,437	6.01 %
40-49	167,885	7.61 %
50+	182,315	8.27 %
Unknown	323	0.01 %



**34.32%**

**OF CCC STUDENTS ARE FIRST GENERATION**

While 51 baccalaureate degree programs (BDPs) have been approved within the California Community Colleges, at least 26 additional proposals remain stalled due to objections from four-year institutions, often based on speculative future programs or distant campuses that do not serve the same regional workforce needs. This duplication criterion prioritizes institutional interests over student access to affordable, workforce-aligned degrees.

Expanding BDPs is especially critical in high-demand fields such as nursing. California must produce nearly 26,000 new nurses annually, and community colleges are well-positioned to meet this need through advanced nursing education. A UCLA report examining states that permit program overlap between community colleges and state universities (e.g., Florida) found little competition for students, as community college baccalaureate programs typically serve a different population than the four-year sector.

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COMMUNITY  
COLLEGE LEAGUE  
OF CALIFORNIA



# Key Talking Points: Governor's Budget Proposal

JANUARY 2026

Amidst a \$2.9 billion shortfall and multiple years of economic uncertainty, the Governor's proposed budget for 2026-27 reflects a deep commitment for the California Community Colleges through significant investments in COLA, growth, and student services, along with targeted augmentations in deferred maintenance and other areas. As the League formulates a formal response to legislative leaders, our message on the budget is divided into three key areas: **access, equity and success, and flexibility.**

## ACCESS

- Support for the proposed 2.41% increase for base apportionment and select categoricals  
*Position: Urge extension to COLA to all categoricals*
- Support for growth at 0.5% in 2026-27 and 1% in 2025-26  
*Position: Urge full funding of growth throughout the System, including election of 1- or 3-year average to calculate enrollment and lifting of the 10% cap on growth*
- Support for \$120.7 million in one-time funds for deferred maintenance  
*Position: Urge increase in this number and consider an ongoing component to address \$2 billion need*

## EQUITY and SUCCESS

- Support for \$100 million in one-time funds for flexible Student Services Block Grant  
*Position: Urge COLA for Student Equity and Achievement Program (SEAP) to enhance student success and ensure needs of all students are being met, particularly as the federal government cuts back on funding*
- Support ongoing funding of Strong Workforce Program (SWP)  
*Position: Urge \$60 million in one-time over the next three years into SWP to restore funds that were directed toward nursing*





## FLEXIBILITY

- Support for \$408.4 million to fully repay the 2025-26 deferrals  
*Position: Urge available new ongoing funds to locally-determined priorities*
- Support for \$100 million in one-time funds for flexible Student Services Block Grant (noted above)  
*Position: Urge greater flexibility for locally-determined decision making, including wider latitude on the Fifty Percent Law and approval of Baccalaureate Degree Programs*

## OTHER

The League will be raising significant concerns with the proposed \$5.6 billion Proposition 98 Settle Up for 2025-26 which changes the Guarantee for that year from \$121.4 billion to \$115.9 billion. While we anticipate being paid back for our share of this withholding, the reduction creates hardships for our districts struggling to meet the needs of their local communities.

Additionally, the League will be raising the need to examine the methodology of the Proposition 98 split in a way that preserves predictability in budgeting while recognizing that student enrollment in community colleges is increasing even as that of K-12 is declining.

## CONTACT US FOR MORE INFORMATION

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## **SDICCCA CEO DISCUSSION**

### **Priorities to Finalize**

#### **SDICCCA Regional Priorities:**

- Statewide remedy for community college baccalaureate programs. Regional public universities are impacted, and this is detrimental to transfer for local students.
- Enrollment Growth above the 0.5% proposed in the Governor's Preliminary 2026-2027 budget).
- SCFF - implement a 3-year average or funding based on the prior year.
- Deferred Maintenance funds (*\$140 million incorporated into the Governor's Preliminary 2026-2027 budget- maintain this proposed funding level*). GCCCD has a base level of \$45 million needed to address water issues, therefore, this funding is critical.
- Apply the 2.41% COLA to all categorical program funding, i.e. SEAP.
- Restore the \$60 million in Strong Workforce funds reappropriated to other priorities in fiscal year 2025-2026.

#### **Statewide Priorities:**

- Increase in proposed growth funding from 0.5% in Governor's 2026-2027 budget.
- 50% Formula – need to address the formula to update it for today's realities. This is a priority aligned with SDICCCA priority. Some specific ideas the CEOs discussed were:
  - Identifying essential non-classroom positions and removing them from the formula
  - Identifying non-classroom positions that are required to meet legislator priorities
- Reverse the TK Split (*re-direction of \$200 million*).





# Baccalaureate Degree Programs

JANUARY 2026

## What are Community College BDPs?

Community college baccalaureate degree programs expand access to workforce-aligned bachelor's degrees for students who are often excluded from traditional four-year pathways, including working adults, economically disadvantaged individuals, people of color, and place-bound learners for whom community colleges are frequently the only viable and affordable option. Authorized in California through SB 850 (Block, 2014) and made permanent by AB 927 (Medina, 2021), these programs were intentionally designed to meet unmet workforce needs without duplicating UC or CSU offerings. Despite their demonstrated success in advancing equity and economic mobility, access to community college baccalaureate programs remains unnecessarily limited, constraining opportunities for the very students they are meant to serve.

## What's Blocking Access to Community College Baccalaureate Programs?

California is the only state that uses program duplication as a criterion for approving community college bachelor's degrees. As a result, Californians seeking affordable, accessible degrees aligned with in-demand careers are often denied opportunities, even when colleges provide evidence of workforce need and institutional capacity.

A WestEd report, commissioned by the CCC Chancellor's Office as a neutral third-party analysis, found that while proposed CCC bachelor's degrees rarely duplicate CSU programs, most CSU objections rely on narrow definitions of "duplication" and overlook the legislative intent of SB 850, workforce alignment, and access for place-bound students.

## Key Considerations and Barriers


- **Location:** Programs in different regions serve distinct student populations.
- **Program Outcomes:** Overlapping courses do not indicate duplication if degrees prepare students for different roles (e.g., technician vs. manager).
- **Equity & Access:** CCC bachelor's degrees expand opportunities for place-bound students, veterans, and underserved populations.
- **Duplication Claims:** CSU often uses course-by-course comparisons or distant/future programs to challenge new degrees.
- **Overlooked Needs:** Regional workforce demands and functional differences between programs are frequently ignored.
- **Process Delays:** Inconsistent review procedures can create multi-year delays and uncertainty.

## Expanding Access to Baccalaureate Degrees

While 51 baccalaureate degree programs have been approved within the California Community College (CCC) system, data as of September 30, 2025, show that at least 26 additional proposals are awaiting approval and of those 16 have been bottlenecked due to objections under the current duplication framework.







The consequences of California's restrictive policy are significant. CCC baccalaureate programs consistently demonstrate strong student outcomes, including high completion rates and access to well-paying, career-aligned employment. Yet by prioritizing institutional interests over students' access to affordable, workforce-aligned baccalaureate degrees, the current policy unnecessarily limits educational opportunity across the state.

## Bachelor's Degrees Meet California's Workforce Needs

Evidence shows that California community college bachelor's degree programs are closely aligned with workforce demand. A UC Davis Wheelhouse study found that 95–98% of early graduates were employed in the same field as their degree.

- **Nursing and Health Care:** In 2021–22, more than 26,000 qualified BSN applicants were turned away as the state faced a projected shortfall of 36,000 nurses, underscoring the importance of community college BSN pathways.
- **Wildfire Resilience and Forest Management:** California will need nearly 9,400 additional workers to fully implement wildfire mitigation investments, driving demand for applied baccalaureate programs in fire, forest and emergency management.
- **Industrial and Mechanical Trades:** Persistent shortages in installation, maintenance and repair occupations—over 608,000 projected openings annually nationwide—highlight the value of applied technical bachelor's programs such as industrial automation, industrial maintenance management and mechatronics.

## National Context

Nearly half of U.S. states have recognized both the necessity and success of aligning community college baccalaureate programs with workforce demands. Among these states, the primary reasons for authorizing community colleges to offer workforce baccalaureate degrees include:

- **Employer and industry demand:** Local employers need a skilled, educated workforce.
- **Access for place-bound adults:** Many students face work, family, or financial constraints that limit mobility.
- **Proximity for most undergraduates:** Even mobile students often attend colleges within 17 miles of home.
- **Affordability and social mobility:** Community college baccalaureates provide a lower-cost path to economic opportunity.

## Next Steps

To ensure Californians seeking career advancement in in-demand jobs have access to quality, affordable, and accessible higher education, the state should streamline the process for authorizing community colleges to offer career-connected baccalaureate degrees.

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# Survey Finds Broad, Bipartisan Voter Support for Community College Bachelor's Degrees

JANUARY 2026

At a time when higher education policy is under intense scrutiny, California voters are united on a point of consensus: community colleges are trusted, affordable institutions and they should be empowered to expand opportunities for students, strengthen communities and meet regional workforce needs through the expansion of California community college baccalaureate degrees.

The Community College League of California commissioned a survey conducted by FM3 Research in November 2025 to understand the views of likely California voters on higher education. Specifically, the research assessed voters' views on allowing California's community colleges (CCC) to offer applied baccalaureate degrees—four-year degrees designed for high-demand occupations. The survey results showed that eight in ten California voters support allowing community colleges to offer more applied baccalaureate degrees.

Community colleges also receive higher favorability ratings than either the University of California (UC) or California State University (CSU) systems, reinforcing the public trust that underpins this support.

## Support Is Durable and Politically Broad

Voter backing for community college bachelor's degrees is neither soft nor partisan:

- Support holds steady—and in some cases increases—after voters receive more detailed information about the proposal.
- Majorities of Democrats, Independents, and Republicans favor expanding bachelor's degree offerings.
- The proposal maintains at least two-thirds support across nearly all demographic groups.
- This breadth of support reflects a policy position that is both politically sound and publicly credible.



## Why Voters Support California Community College Bachelor's Degrees

Voters cite several key reasons for supporting community college bachelor's degree programs:

- **Affordability:** Community colleges offer a lower-cost pathway to four-year degrees compared to UC and CSU options.
- **Local Access:** Students can earn bachelor's degrees while remaining in their home communities.
- **Workforce Needs:** Expanded programs help address urgent workforce shortages, particularly in healthcare.
- **Expanded Opportunity:** Voters see this approach as a way to increase access without unnecessary duplication of existing systems.

### Priority Bachelor's Degree Programs

Voters identify several fields as high priorities for community college bachelor's degrees, with particularly strong support for:

- **Nursing:** The top priority statewide, closely linked to workforce shortages and public health needs.
- **Fire Services Leadership and Management:** Ongoing public safety concerns—driven by devastating fires in both urban and rural areas—heighten support for training these professionals.
- **Education:** Consistently viewed as a critical area for expanding access and strengthening local communities.

The most persuasive messages emphasize nursing shortages and the affordability of community college pathways.

### Bottom Line

California voters broadly and consistently support expanding bachelor's degree programs at community colleges. That support is bipartisan, resilient, and grounded in affordability, workforce readiness, and local opportunity.

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