Illuminating Innovations:
Protecting Student Enrollment at
California Community Colleges
Amid A Pandemic

EXECUTIVE SUMMARY

In March of 2020, the COVID-19 global pandemic fundamentally altered almost all aspects of daily life as people around the world grappled with a public health emergency, as well as unprecedented economic and social consequences. COVID-19's impact on our schools, colleges, and universities was far-reaching, forcing institutions to rethink their operations. Colleges and universities transitioned to online instruction almost overnight, as public health requirements forced campuses to close and stop in-person classes. College officials worked to ensure students had the tools they needed to complete their courses, in many instances providing laptops, Wi-Fi hotspots, and other resources to students who needed this support. Colleges and universities also enhanced basic-needs support, providing emergency grants for housing and food.

The pandemic's impact on college enrollment in California was dramatic, but this impact affected students and campuses unevenly. When comparing fall 2021 to fall 2019, the University of California (UC) saw an overall two percent increase in enrollments. The California State University (CSU) system showed a system-wide decline of about two percent. Mirroring national trends, most of the student enrollment losses in the state occurred at the California Community Colleges. Nationally, community college enrollments dropped by 15% when comparing fall 2019 to fall 2021. **Enrollment in the California Community Colleges plunged by 19% from fall 2019 to fall 2021, with losses concentrated among Black and Latinx students enrolled in or heading to the state's 116 community colleges.**

Within the community college system, enrollment declines for American Indian/Alaska Native (AIAN) students (25%); Black students (20%); and Asian American, Native Hawaiian, and Pacific Islander (AANHPI) students (20%) fell more than the systemwide average. Across all racial/ethnic groups, enrollment among men in the California Community Colleges fell more steeply than enrollment among women. Enrollment for Latino men dropped 22% compared to a 15% decline for Latina students. Enrollment for Black men declined

by 22%, while enrollment for Black women fell by 19%. Among white students, enrollment declined by 17% for men and 16% for women.

Nearly three years after the onset of the COVID-19 global pandemic, we are changing our routines to reflect a changed world. **One thing that has not changed is the importance of a college education.** Over a lifetime, a person with a bachelor's degree will earn double—$2.8 million vs $1.4 million—the earnings of a person with only a high school diploma.[1] Increased educational attainment also has important implications for the state, as a more educated population—with higher earnings—generates higher tax revenues while also decreasing needed spending on healthcare, social services, and incarceration.[2]

During the initial height of the pandemic, the unemployment rate among workers with a degree was less than half that of workers with a high school diploma.[3] Californians who possessed a high school diploma or less made up about 80% of initial unemployment insurance claimants when COVID-19 hit. College-educated workers, on the other hand, were more likely to be in positions that could transition to a telework or remote setup, and this group has been far less likely to require long-term unemployment benefits.[4]

About six in 10 college students in California are enrolled in a community college, including 64% of Black and 72% of Latinx students. **Ensuring that all students have an equitable opportunity to enroll or re-enroll in the California Community Colleges is an imperative for the state from both economic and racial/ ethnic equity perspectives.**

This report provides a campus-by-campus analysis of enrollment changes from fall 2019 to fall 2021. In addition, we document the efforts and strategies employed by community college campuses where the loss of enrollment among Black and Latinx students over this period was kept to a minimum, in spite of nationwide and statewide trends.

Through interviews with 26 education leaders across nine community colleges, we captured some of the strategies they put in place during the pandemic to support students enrolling and re-enrolling in college, successfully completing their coursework and making progress towards earning their degrees.

Table 1. Community Colleges Selected for This Report

	REGION		
URBANICITY	**NORTHERN CALIFORNIA**	**SOUTHERN CALIFORNIA**	**CENTRAL VALLEY**
Urban	**Cosumnes River College Berkeley City College**	**San Diego Miramar College**	**Clovis Community College**
Suburban or Small City	**Folsom Lake College**	**Moorpark College**	**College of the Sequoias**
Rural		**Barstow Community College**	**West Hills College Coalinga**

Courtesy of San Diego Miramar College

Colleges Are Using Multiple Strategies To Recruit and Retain Students

The colleges we included in the study are engaged in numerous efforts to increase their enrollment, including **three broad categories of activities**:

- Expanding outreach and marketing efforts to recruit new students, reengage those lost to the pandemic, and retain current students;
- Improving and expanding student services to provide more flexible, proactive, personalized, and holistic support to increase student success and retention; and
- Changing course schedules, curriculum, programs, and institutional policies to better meet student needs and demand.

To support these efforts, the colleges are **infusing these activities with four cross-cutting strategies**, including:

- Focusing on equity in access and outcomes for Black, Latinx, and other underrepresented student populations;
- Upgrading technology and increasing the use of data;
- Deepening collaboration, both within their institutions and with external partners; and
- Creating a more supportive campus culture and leadership structure.

These colleges engaged in numerous efforts to increase their enrollment. These efforts fell into three broad categories covering **marketing and outreach, student support services, and campus programs and policies** to better meet student needs and demand.

College officials spoke to us about expanding outreach and marketing efforts to recruit new students by being more flexible with the timings and formats of high school visits, building closer relationships with local high schools, and sending staff who not only had greater expertise on the transition to college, but whose own race/ethnicity matched the demographic profiles of the schools they were visiting. Interviewees also described setting up call centers, and enlisting students, faculty, and staff in their efforts to reach out to students whose enrollment lapsed during the pandemic.

These college leaders recognized the need to enhance the student support services they offered on their campuses. They described efforts to provide more flexibility, adding components like online chats for items that might not need a full appointment, and adding online appointments with a greater range of hours for counseling, tutoring, or other services than were available pre-pandemic. They also found ways to be more proactive and personalized in their engagement with students, using software that tracks attendance and course performance to target outreach to students who may need additional support, and supplying more "wraparound" supports—support related to housing, food, transportation, childcare, or other basic needs assistance.

Some of these colleges are also offering alternative course schedules, including eight-week courses that allow students to progress through course sequences more quickly, and ensuring that courses are offered at a variety of times in online, in-person, and hybrid formats that include both in-person and online components. College leaders also noted the elimination of various financial or administrative hurdles, including eliminating registration holds for students who had not yet paid fees and distributing financial aid funds earlier so students had money to buy books and supplies before the semester started.

Colleges reported an **explicit focus on equity in access and outcomes** for Black, Latinx, and other underrepresented student populations, as well as the use of **upgraded technology** and an increased **use of disaggregated data** to guide efforts related to outreach, student support and success, and college policies. Interviewees also reported **deepening collaboration**, both within their institutions and with external partners to inform efforts across all three action categories. Finally, **supportive leadership and a supportive campus culture** were also important across all campus activities aiming to address enrollment amid the pandemic.

Colleges are implementing a range of activities and cross-cutting strategies to address enrollment declines among current and prospective students.

Table 2: Summary of College Efforts to Increase Enrollment

Cross-Cutting Strategies	Categories of Activities		
	EXPANDING OUTREACH AND MARKETING	IMPROVING STUDENT SERVICES AND SUPPORTS	CHANGING SCHEDULES, PROGRAMS, AND POLICIES
FOCUSING ON EQUITY	Focusing outreach on underrepresented, low-income, and other underserved student populations Targeting diverse schools and student groups for dual enrollment Conducting student focus groups and other efforts to identify challenges and needs for support	Implementing or expanding referral processes and expanding comprehensive and holistic services, with a focus on low-income and underrepresented students Expanding financial supports (e.g., emergency grants, book and transportation vouchers, food and housing supports) Sharing and discussing disaggregated data on student enrollment and success Engaging in campus-wide conversations on racial justice issues to increase belonging and support for underrepresented students	Streamlining administrative processes that are particularly burdensome for underserved student populations Requiring contact prior to course drops to offer supports Incentivizing full-time attendance Removing financial holds/writing off debts Relaxing payment policies Offering alternative course and term schedules (e.g., eight-week courses, more evening/weekend courses, more online and hybrid courses) Increasing use of low- or no-cost course materials
UPGRADING TECHNOLOGY AND INCREASING DATA USE	Analyzing student data to identify those to contact Targeted contacts via email, text, phone, social media, postcards Student surveys to identify needs and preferences Online/virtual events in addition to in-person (e.g., high school visits, campus tours, registration fairs)	Improving websites to include interactive features (e.g., live chat, chatbots) Implementing online student services (e.g., online scheduling, open online meeting rooms, video appointments) Implementing or expanding use of early alert systems to identify students who may be struggling (e.g., Starfish) Supplying laptops and mobile hotspots to students and staff, and expanding WiFi to campus parking lots and other locations	Analyzing data to develop, monitor, and update course offerings, schedules and modalities Requiring or incentivizing professional development for faculty, staff, and students on use of new technology platforms

Cross-Cutting Strategies	Categories of Activities		
	EXPANDING OUTREACH AND MARKETING	IMPROVING STUDENT SERVICES AND SUPPORTS	CHANGING SCHEDULES, PROGRAMS, AND POLICIES
INCREASING COLLABORATION AND PARTNERSHIPS	Initiating or deepening partnerships with K-12 and/or adult schools Tabling and/or presentations at community events and organizations	Expanding collaborative student success models (e.g., student success teams, cohort programs, one-stop service centers) Working with K-12 and/or adult schools to better align curriculum Identifying community partners where students can be referred for services	Developing new programs tailored to the local labor market, with input from local employers Increasing formal and informal meetings and other opportunities for communication and collaboration across student services and instruction
DEVELOPING SUPPORTIVE LEADERSHIP AND CAMPUS CULTURE	Matching outreach staffing to targeted student groups Expanding participation in outreach efforts (e.g., to include faculty, administrators, students/peer mentors) Training and resources for outreach staff	Emphasizing the importance of collaboration, flexibility and responsiveness to student needs Offering trainings for faculty and staff on equity and mental health issues	Requiring or incentivizing particular trainings for administrators, faculty and/or staff (e.g., equity-related, technology platforms, online educational resource options) Developing policies for flexible and alternative work schedules for some employees

Colleges See Challenges and Opportunities Ahead

Our conversations with campus officials at these nine colleges also revealed sources for hope and opportunity. The pandemic has forced colleges and universities to reckon more closely with student needs and the ways in which students can be better supported to complete their degrees. Some officials noted that some of these changes, such as better access to financial aid or resources like laptops and technology—would outlive the pandemic. The way in which the pandemic forced colleges and universities towards online instruction forced colleges to invest in electronic infrastructure and to enhance their online resources in ways that should benefit students going forward. Finally, though campus cultures can be entrenched, the pandemic made clear that change is possible, especially through collaboration and common commitments to student equity and success.

College officials discussed challenges ahead as they work to recover enrollment and support students towards completion. Interviewees noted the stories and surveys around the public perception of the value of college, as well as declining K-12 populations, and the actions of some employers to use skills-based assessments instead of degree requirements for job applicants. Several college officials discussed capacity and resource constraints, as well as uncertainty regarding future funding as federal emergency funding ends, state funding potentially declines, and temporary flexibility in spending as significant challenges to be addressed. College officials also cited difficulty accessing evidence-based resources, and challenges related to administrative policies. While some campus-based policies can be changed or amended, policies like the "Fifty Percent Law"—a law that requires community colleges to spend 50% or more of their expenditures on classroom instructors—limit the ability of campus administrators to be nimble in their approaches.

Recommendations

The COVID-19 pandemic is a historic event that has created unique consequences for California's students and the colleges and universities that serve them. The nine colleges identified for this study, however, show that **better understanding student needs and challenges, improving technology and using more rigorous data analysis tools, partnering and collaborating within and across institutions, and being willing to reconsider longstanding policies can result in changes that enable students to enroll in college and succeed in their courses, even in the midst of a global pandemic.**

To better support colleges and administrators in their efforts to support students, state policymakers can engage in several potential actions related to improving resources and technical assistance for colleges, addressing funding and regulations considering new educational environments, and supporting better coordination among colleges to help meet student and state educational needs.

The California Community Colleges Chancellor's Office (CCCCO) can help campuses support students by **providing more robust and easy access to evidence-based resources and assistance.** Leaders appreciated the information provided, but they also reported wanting clear and consistent pathways to disseminate information containing evidence-based strategies and approaches, technical assistance, and professional development to ensure faculty are better able to effectively teach in online and hybrid course structures.

State policymakers should also **examine and reconsider funding and regulations in the context of the educational environment** — one in which more instruction is partly or entirely online. Regulations like the Fifty Percent Law are less appropriate in an educational context with greater online course delivery, and regulations requiring students to reapply to college after stopping out serve as unnecessary barriers to students seeking to return to college and complete their degrees.

Finally, policymakers must **ensure better coordination among the state's public higher education segments**, its K-12 sector, and the independent colleges and universities within the state. The college leaders we spoke to discussed considerable uncertainty over the near-term future, with implications for public health and the economy. Issues requiring flexibility and nimble action require collaboration and coordination from the public colleges and universities in the state. California, however, has no formal coordinating body to bring the relevant stakeholders together. Even absent a formal body, the state must look to ensure the systems and segments are working with one another to better support California's students, close racial/ethnic equity gaps in college enrollment and success, and ensure the state's economic success for the next generation of Californians.

Table 3: College Enrollment Data

College	Underrepresented Students					All Students				
	Fall 2019 Head-count	Fall 2021 Head-count	Change (#)	Change (%)	Rank	Fall 2019 Head-count	Fall 2021 Head-count	Change (#)	Change (%)	Rank
*Berkeley City	2,468	2,667	199	8.1%	1	6,066	5,892	-174	-2.9%	3
*Folsom Lake	2,292	2,446	154	6.7%	2	9,107	9,143	36	0.4%	1
City College of San Francisco	8,393	8,755	362	4.3%	3	25,196	24,791	-405	-1.6%	2
*San Diego Miramar	4,666	4,755	89	1.9%	4	14,195	13,209	-986	-6.9%	6
*Moorpark	5,526	5,366	-160	-2.9%	5	14,498	12,966	-1,532	-10.6%	18
*Clovis Community	4,001	3,881	-120	-3.0%	6	8,607	7,898	-709	-8.2%	11
*Cosumnes River	5,428	5,164	-264	-4.9%	7	14,640	14,087	-553	-3.8%	4
*College of the Sequoias	9,426	8,958	-468	-5.0%	8	13,471	12,435	-1,036	-7.7%	9
Santiago Canyon	9,651	9,143	-508	-5.3%	9	17,664	15,282	-2,382	-13.5%	29
*Barstow Community	1,912	1,799	-113	-5.9%	10	3,204	2,857	-347	-10.8%	20
*West Hills Coalinga	3,063	2,879	-184	-6.0%	11	4,324	3,954	-370	-8.6%	12
Copper Mountain	816	760	-56	-6.9%	12	1,852	1,505	-347	-18.7%	63
Saddleback	6,776	6,286	-490	-7.2%	13	27,777	22,970	-4,807	-17.3%	51
Butte	3,729	3,456	-273	-7.3%	14	11,773	10,108	-1,665	-14.1%	32
Ohlone	2,507	2,317	-190	-7.6%	15	9,075	8,626	-449	-4.9%	5
West Valley	2,593	2,380	-213	-8.2%	16	9,849	7,906	-1,943	-19.7%	69
De Anza	5,691	5,207	-484	-8.5%	17	18,880	17,091	-1,789	-9.5%	13
Palo Verde	2,382	2,158	-224	-9.4%	18	4,716	4,269	-447	-9.5%	14
Bakersfield	19,703	17,828	-1,875	-9.5%	19	26,997	24,874	-2,123	-7.9%	10
Irvine Valley	3,460	3,125	-335	-9.7%	20	15,817	13,191	-2,626	-16.6%	45
Mission	2,479	2,233	-246	-9.9%	21	8,560	6,488	-2,072	-24.2%	90
Foothill	5,396	4,858	-538	-10.0%	22	16,768	13,837	-2,931	-17.5%	53
Yuba	2,493	2,225	-268	-10.8%	23	6,233	5,317	-916	-14.7%	35
Riverside City	14,816	13,222	-1,594	-10.8%	24	21,951	18,176	-3,775	-17.2%	49

*Selected colleges

College	Underrepresented Students					All Students				
	Fall 2019 Head-count	Fall 2021 Head-count	Change (#)	Change (%)	Rank	Fall 2019 Head-count	Fall 2021 Head-count	Change (#)	Change (%)	Rank
Diablo Valley	6,406	5,716	-690	-10.8%	25	20,015	17,528	-2,487	-12.4%	25
Allan Hancock	9,372	8,353	-1,019	-10.9%	26	14,592	12,193	-2,399	-16.4%	44
Cypress	8,222	7,320	-902	-11.0%	27	15,938	13,942	-1,996	-12.5%	27
San Diego Mesa	9,433	8,368	-1,065	-11.3%	28	20,780	18,203	-2,577	-12.4%	24
San Mateo	2,788	2,461	-327	-11.7%	29	8,405	7,062	-1,343	-16.0%	39
Solano Community	4,317	3,797	-520	-12.0%	30	9,541	8,298	-1,243	-13.0%	28
Cerro Coso Community	2,836	2,488	-348	-12.3%	31	5,702	4,931	-771	-13.5%	30
Monterey Peninsula	3,989	3,493	-496	-12.4%	32	8,630	7,271	-1,359	-15.7%	38
San Joaquin Delta	10,580	9,208	-1,372	-13.0%	33	18,871	16,898	-1,973	-10.5%	17
Cuyamaca	3,611	3,123	-488	-13.5%	34	8,790	7,895	-895	-10.2%	16
Skyline	3,161	2,730	-431	-13.6%	35	9,052	7,964	-1,088	-12.0%	22
College of Alameda	2,731	2,350	-381	-14.0%	36	6,080	5,204	-876	-14.4%	34
Long Beach City	18,157	15,577	-2,580	-14.2%	37	25,857	22,707	-3,150	-12.2%	23
Imperial Valley	8,299	7,114	-1,185	-14.3%	38	9,108	7,969	-1,139	-12.5%	26
Lake Tahoe Community	1,100	938	-162	-14.7%	39	3,083	2,338	-745	-24.2%	89
Santa Monica	13,997	11,928	-2,069	-14.8%	40	31,473	25,679	-5,794	-18.4%	59
Santa Barbara City	5,909	4,999	-910	-15.4%	41	14,874	13,827	-1,047	-7.0%	7
Fresno City	16,200	13,702	-2,498	-15.4%	42	25,507	20,993	-4,514	-17.7%	54
Woodland Community	1,990	1,683	-307	-15.4%	43	3,865	3,317	-548	-14.2%	33
Merced	7,814	6,586	-1,228	-15.7%	44	13,064	10,067	-2,997	-22.9%	82
Ventura	8,416	7,064	-1,352	-16.1%	45	12,986	11,018	-1,968	-15.2%	36
Napa Valley	2,815	2,360	-455	-16.2%	46	5,937	4,689	-1,248	-21.0%	76
Merritt	4,046	3,391	-655	-16.2%	47	7,281	6,570	-711	-9.8%	15
Victor Valley	9,227	7,695	-1,532	-16.6%	48	13,523	10,821	-2,702	-20.0%	72
Mt. San Jacinto	9,366	7,759	-1,607	-17.2%	49	17,413	15,451	-1,962	-11.3%	21
Oxnard	5,871	4,849	-1,022	-17.4%	50	7,614	6,544	-1,070	-14.1%	31
Evergreen Valley	4,490	3,708	-782	-17.4%	51	9,853	8,245	-1,608	-16.3%	42

College	Underrepresented Students					All Students				
	Fall 2019 Head-count	Fall 2021 Head-count	Change (#)	Change (%)	Rank	Fall 2019 Head-count	Fall 2021 Head-count	Change (#)	Change (%)	Rank
	3,023	2,492	-531	-17.6%	52	9,098	7,323	-1,775	-19.5%	68
West Hills Lemoore	3,220	2,649	-571	-17.7%	53	4,732	3,818	-914	-19.3%	67
Fullerton	13,526	11,123	-2,403	-17.8%	54	23,015	18,742	-4,273	-18.6%	62
Los Angeles Valley	10,025	8,243	-1,782	-17.8%	55	18,251	14,801	-3,450	-18.9%	65
San Diego City	8,812	7,233	-1,579	-17.9%	56	14,130	13,086	-1,044	-7.4%	8
Cerritos	18,438	15,115	-3,323	-18.0%	57	24,881	20,344	-4,537	-18.2%	57
Orange Coast	7,465	6,119	-1,346	-18.0%	58	20,530	17,238	-3,292	-16.0%	40
Los Medanos	5,416	4,435	-981	-18.1%	59	9,615	8,000	-1,615	-16.8%	47
Cabrillo	5,635	4,604	-1,031	-18.3%	60	11,687	9,485	-2,202	-18.8%	64
San Jose City	4,927	4,025	-902	-18.3%	61	9,291	7,775	-1,516	-16.3%	41
Chabot	6,963	5,656	-1,307	-18.8%	62	13,822	11,454	-2,368	-17.1%	48
Los Angeles Pierce	10,227	8,286	-1,941	-19.0%	63	20,975	17,174	-3,801	-18.1%	56
College of the Desert	10,483	8,486	-1,997	-19.0%	64	13,500	10,998	-2,502	-18.5%	60
Golden West	4,684	3,791	-893	-19.1%	65	13,047	10,695	-2,352	-18.0%	55
Porterville	3,679	2,975	-704	-19.1%	66	4,569	3,729	-840	-18.4%	58
American River	11,398	9,216	-2,182	-19.1%	67	31,652	26,372	-5,280	-16.7%	46
Sacramento City	9,211	7,437	-1,774	-19.3%	68	21,238	18,950	-2,288	-10.8%	19
Antelope Valley	10,290	8,271	-2,019	-19.6%	69	14,376	11,396	-2,980	-20.7%	75
Chaffey	17,071	13,670	-3,401	-19.9%	70	23,570	19,470	-4,100	-17.4%	52
Columbia	687	549	-138	-20.1%	71	3,020	2,189	-831	-27.5%	101
Santa Rosa Junior	9,897	7,907	-1,990	-20.1%	72	26,542	20,011	-6,531	-24.6%	91
Laney	4,715	3,762	-953	-20.2%	73	10,942	8,485	-2,457	-22.5%	79
Rio Hondo	16,821	13,399	-3,422	-20.3%	74	21,306	16,370	-4,936	-23.2%	86
College of the Canyons	11,304	8,989	-2,315	-20.5%	75	20,612	16,634	-3,978	-19.3%	66
Cuesta	4,642	3,691	-951	-20.5%	76	12,774	10,567	-2,207	-17.3%	50
Crafton Hills	3,660	2,904	-756	-20.7%	77	6,839	5,304	-1,535	-22.4%	78
Southwestern	15,495	12,285	-3,210	-20.7%	78	21,043	16,770	-4,273	-20.3%	73
Mt San Antonio	23,644	18,683	-4,961	-21.0%	79	40,037	30,077	-9,960	-24.9%	93

College	Underrepresented Students					All Students				
	Fall 2019 Head-count	Fall 2021 Head-count	Change (#)	Change (%)	Rank	Fall 2019 Head-count	Fall 2021 Head-count	Change (#)	Change (%)	Rank
College of Marin	2,668	2,107	-561	-21.0%	80	6,571	5,015	-1,556	-23.7%	87
Hartnell	9,051	7,147	-1,904	-21.0%	81	13,251	10,217	-3,034	-22.9%	81
Cañada	2,764	2,166	-598	-21.6%	82	5,951	4,976	-975	-16.4%	43
Glendale Community	4,986	3,895	-1,091	-21.9%	83	17,569	14,062	-3,507	-20.0%	71
Contra Costa	4,551	3,553	-998	-21.9%	84	7,393	5,920	-1,473	-19.9%	70
Norco College	7,334	5,684	-1,650	-22.5%	85	11,831	8,846	-2,985	-25.2%	96
Moreno Valley	7,785	6,013	-1,772	-22.8%	86	10,720	7,753	-2,967	-27.7%	102
Modesto Junior	10,957	8,404	-2,553	-23.3%	87	19,028	14,916	-4,112	-21.6%	77
Los Angeles Mission	9,516	7,268	-2,248	-23.6%	88	11,671	9,284	-2,387	-20.5%	74
El Camino	13,854	10,559	-3,295	-23.8%	89	24,366	19,849	-4,517	-18.5%	61
Los Angeles Harbor	6,505	4,950	-1,555	-23.9%	90	9,289	7,169	-2,120	-22.8%	80
East Los Angeles	28,879	21,935	-6,944	-24.0%	91	40,086	30,889	-9,197	-22.9%	83
Citrus	9,222	6,990	-2,232	-24.2%	92	13,588	10,368	-3,220	-23.7%	88
Compton	4,965	3,752	-1,213	-24.4%	93	5,898	4,360	-1,538	-26.1%	99
Sierra	5,778	4,353	-1,425	-24.7%	94	19,151	16,188	-2,963	-15.5%	37
Grossmont	7,515	5,576	-1,939	-25.8%	95	17,197	13,232	-3,965	-23.1%	84
Shasta	2,257	1,663	-594	-26.3%	96	9,956	7,459	-2,497	-25.1%	95
Pasadena City	15,702	11,528	-4,174	-26.6%	97	29,966	22,542	-7,424	-24.8%	92
Taft	3,377	2,442	-935	-27.7%	98	5,144	3,549	-1,595	-31.0%	108
Mendocino	2,110	1,514	-596	-28.2%	99	4,428	3,404	-1,024	-23.1%	85
College of the Redwoods	1,635	1,168	-467	-28.6%	100	5,379	3,999	-1,380	-25.7%	97
San Bernardino Valley	12,117	8,509	-3,608	-29.8%	101	15,066	10,645	-4,421	-29.3%	106
Gavilan	4,305	3,000	-1,305	-30.3%	102	6,800	4,845	-1,955	-28.8%	105
MiraCosta	6,896	4,789	-2,107	-30.6%	103	15,804	11,403	-4,401	-27.8%	103
Los Angeles Trade Technical	12,694	8,789	-3,905	-30.8%	104	15,018	10,579	-4,439	-29.6%	107
West Los Angeles	9,737	6,723	-3,014	-31.0%	105	13,941	10,049	-3,892	-27.9%	104

College	Underrepresented Students					All Students				
	Fall 2019 Head-count	Fall 2021 Head-count	Change (#)	Change (%)	Rank	Fall 2019 Head-count	Fall 2021 Head-count	Change (#)	Change (%)	Rank
Los Angeles City	12,494	8,577	-3,917	-31.4%	106	19,340	14,172	-5,168	-26.7%	100
Santa Ana	23,699	16,153	-7,546	-31.8%	107	37,281	27,994	-9,287	-24.9%	94
Palomar	13,347	8,845	-4,502	-33.7%	108	26,049	17,821	-8,228	-31.6%	109
Feather River	906	594	-312	-34.4%	109	1,874	1,386	-488	-26.0%	98
Los Angeles Southwest	7,052	4,516	-2,536	-36.0%	110	7,870	5,296	-2,574	-32.7%	110
Reedley	8,638	5,034	-3,604	-41.7%	111	11,682	6,565	-5,117	-43.8%	113
Coastline Community	4,724	2,735	-1,989	-42.1%	112	12,326	7,757	-4,569	-37.1%	112
Lassen Community	1,303	741	-562	-43.1%	113	2,568	1,625	-943	-36.7%	111
College of the Siskiyous	1,615	773	-842	-52.1%	114	3,371	1,875	-1,496	-44.4%	114

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ENDNOTES

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