

Wednesday, March 26, 2025

Transfer Conference for Counselors



Transfer Conference for Counselors

POWERED BY
California Community Colleges

California Community Colleges Chancellor's Office



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Dean

VISION 2030

A Roadmap for California Community Colleges

Taking care of our students, our communities, and our planet



Vision 2030

*A Roadmap for
California Community Colleges*

What is it?

A seven-year action plan that:

- Guides field practice.
- Removes systemic barriers.
- Opens doors for policy reform.

Vision 2030 Framework

Vision 2030 3 Goals

- ✓ Equity in Success
- ✓ Equity in Access
- ✓ Equity in Support

Vision 2030 6 Outcomes & Metrics



12 Actions within our
Three Strategic
Directions

How We Know We're Getting There: Goals & Metrics

Equity in Success

- Increase with equity the number of California Community College students:
 - Who complete a meaningful educational outcome.
 - Who attain a baccalaureate degree.
 - Who earn a living wage.

Equity in Access

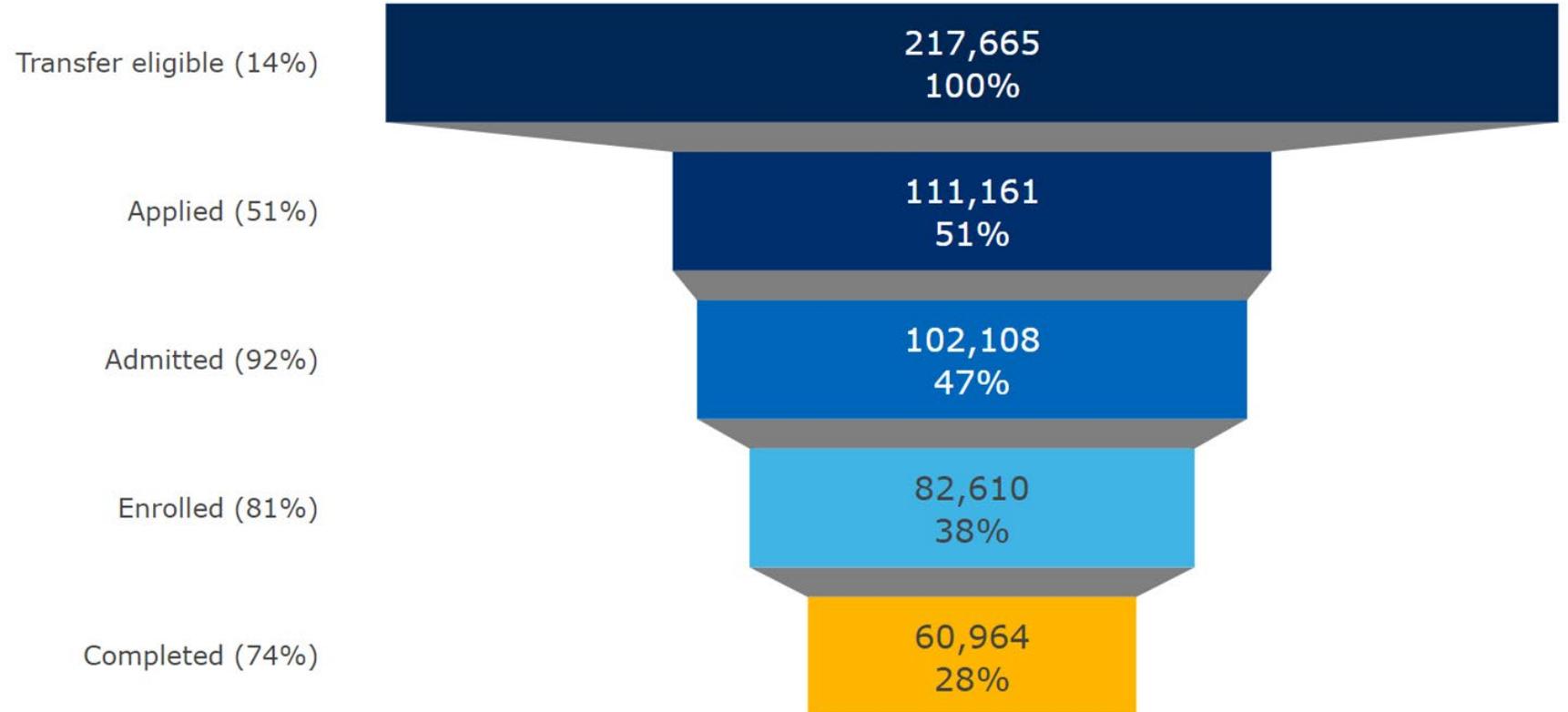
- Increase with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians.

Equity in Support

- Increase with equity the number of California Community Colleges students receiving state and federal aid for which they are eligible to better support their educational journey.
- Decrease the number of units in excess of 60 units for the Associate Degree for Transfer.

Transfer Pipeline | CCC to CSU and UC

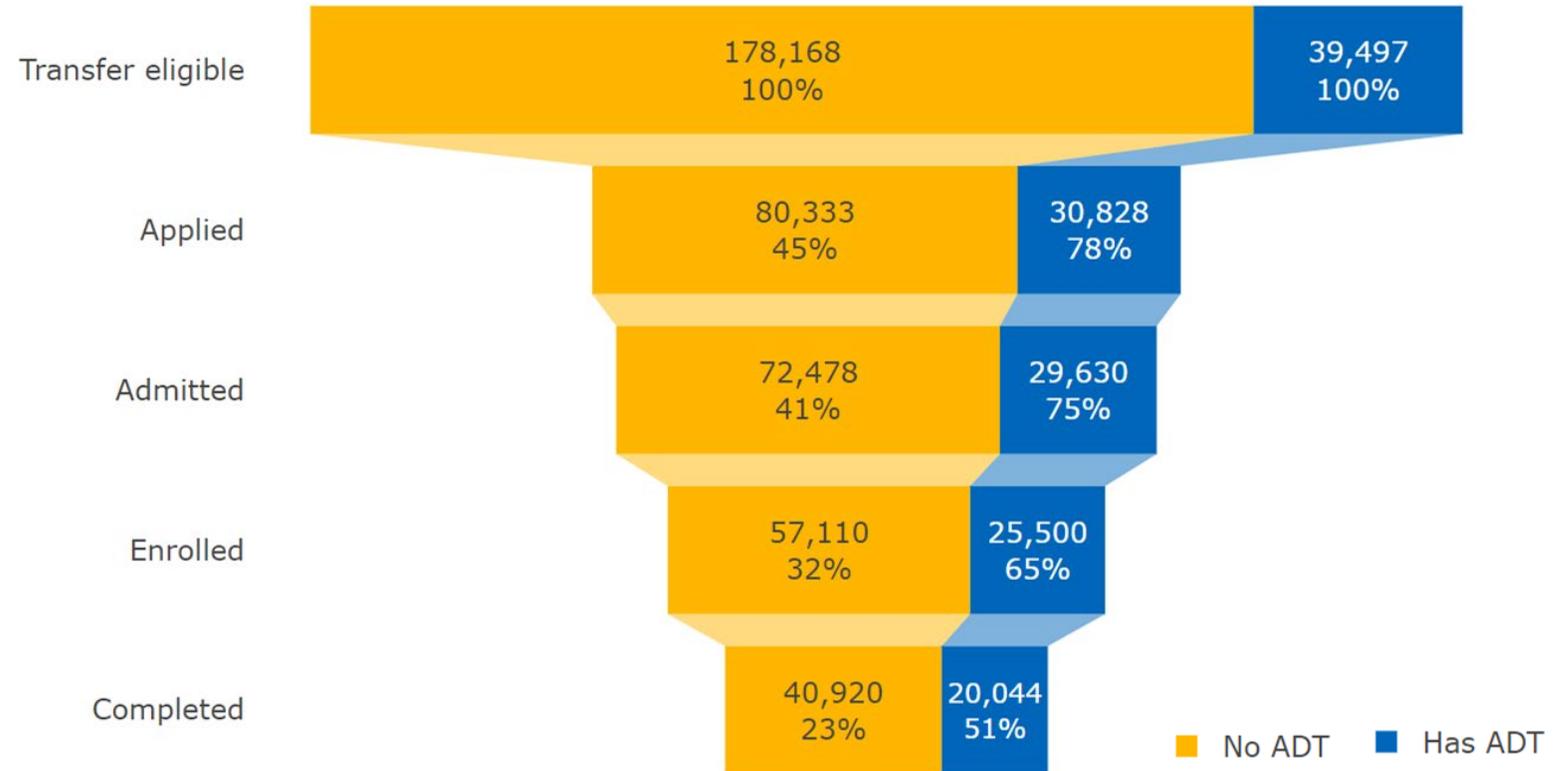
Enrollees in CCC in AY 2017-2018



- The denominator for % in parentheses on the left is the stage above; the denominator for % inside the pipeline figure are all the transfer-eligible students enrolled in CCC in AY2017-2018.
- The highest loss point of the UC+CSU transfer pipeline occurred at the application stage.
- We applied a fuzzy match between the COMIS and the UC data to identify students who applied to UC and their subsequent transfer outcomes among transfer-eligible students in CCC (methodological notes in next slide).

Transfer Pipeline | CCC Students with ADT

Enrollees in CCC in AY 2017-2018



- ADT students are defined as those obtained ADT by AY 2017-18.

Transfer Pipeline | Equity Outcomes

Race	CCC Enrollees (N)	Transfer-Eligible (N)	% of previous	Applied (N)	% of previous	Admitted (N)	% of previous	Enrolled (N)	% of previous	Completed (N)	% of previous
Hispanic	712,588	91,686	13%	48,630	<u>53%</u>	44,667	92%	36,126	81%	25,800	71%**
African American	107,171	8,285	8%**	3,954	48%**	3,519	89%**	2,688	76%**	1,700	63%**
Filipino	42,555	8,736	21%*	4,352	<u>50%</u>	3,955	91%	3,176	80%	2,371	75%
American Indian	7,787	624	8%**	273	44%**	250	92%	189	76%**	143	76%
Pacific Islander	7,197	820	11%**	377	46%**	336	89%**	260	77%**	179	69%**
Asian	163,348	34,279	21%*	17,769	<u>52%</u>	16,443	93%	13,636	83%	10,613	78%*
Two or more races	65,573	9,597	15%	4,890	<u>51%</u>	4,478	92%	3,573	80%	2,609	73%
White Non-Hispanic	429,661	58,771	14%	28,648	<u>49%</u>	26,399	92%	21,272	81%	16,215	76%
Unknown	57,803	4,867	8%	2,268	<u>47%</u>	2,061	91%	1,690	82%	1,334	79%*
Total	1,593,683	217,665	14%	111,161	<u>51%</u>	102,108	92%	82,610	81%	60,964	74%

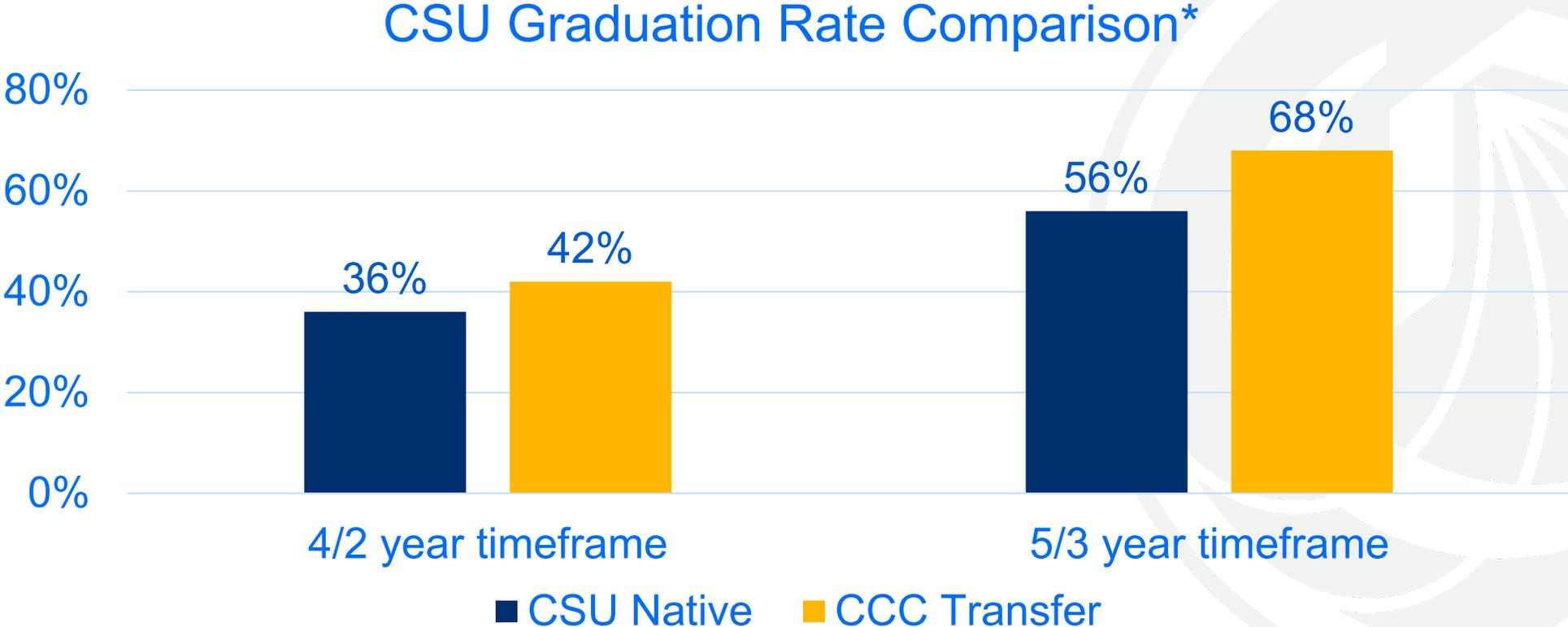
- Application rates, where the highest loss point occurred in the UC transfer pipeline, are marked in red and underlined.
- Transfer rates that are 3 pp higher than the average are highlighted in green and marked *, and rates that are 3 pp lower than the average are highlighted in yellow and marked **: Asian students had a higher rate to apply to UC and to progress through the pipeline once applied, while the rates were lower for African American, American Indian, and Pacific Islander students
- “% of previous” columns refer to the percentage of the stage on the left among students of the previous stage in the pipeline.

Bay Area and LA Region Students Most Likely to Pass Through Transfer Pipeline



	CCC Enrollees (N)	Transfer-Eligible (N)	% of previous	DI	Applied (N)	% of previous	DI	Admitted (N)	% of previous	DI	Enrolled (N)	% of previous	DI	Completed (N)	% of previous	DI
Bay Area	339,138	49,505	15%	Higher	25,082	51%	Similar	23,591	94%	Higher	19,275	82%	Higher	14,627	76%	Higher
Central Valley	157,567	17,224	11%	Lower	8,606	50%	Lower	7,847	91%	Lower	6,398	82%	Similar	4,392	69%	Lower
Inland Empire	131,476	15,134	12%	Lower	7,881	52%	Similar	6,889	87%	Lower	5,482	80%	Lower	3,913	71%	Lower
LA	538,741	77,025	14%	Higher	41,228	54%	Higher	37,895	92%	Similar	30,978	82%	Higher	22,752	73%	Similar
Northern	157,844	19,682	12%	Lower	9,305	47%	Lower	8,861	95%	Higher	7,173	81%	Similar	5,228	73%	Similar
San Diego	153,185	19,851	13%	Lower	9,288	47%	Lower	7,967	86%	Lower	6,205	78%	Lower	4,687	76%	Higher
South Central	115,732	19,244	17%	Higher	9,771	51%	Similar	9,058	93%	Higher	7,099	78%	Lower	5,365	76%	Higher
Total	1,593,683	217,665	14%		111,161	51%		102,108	92%		82,610	81%		60,964	74%	

CCC Transfer Students Graduate at a Higher Rate than CSU Native Students



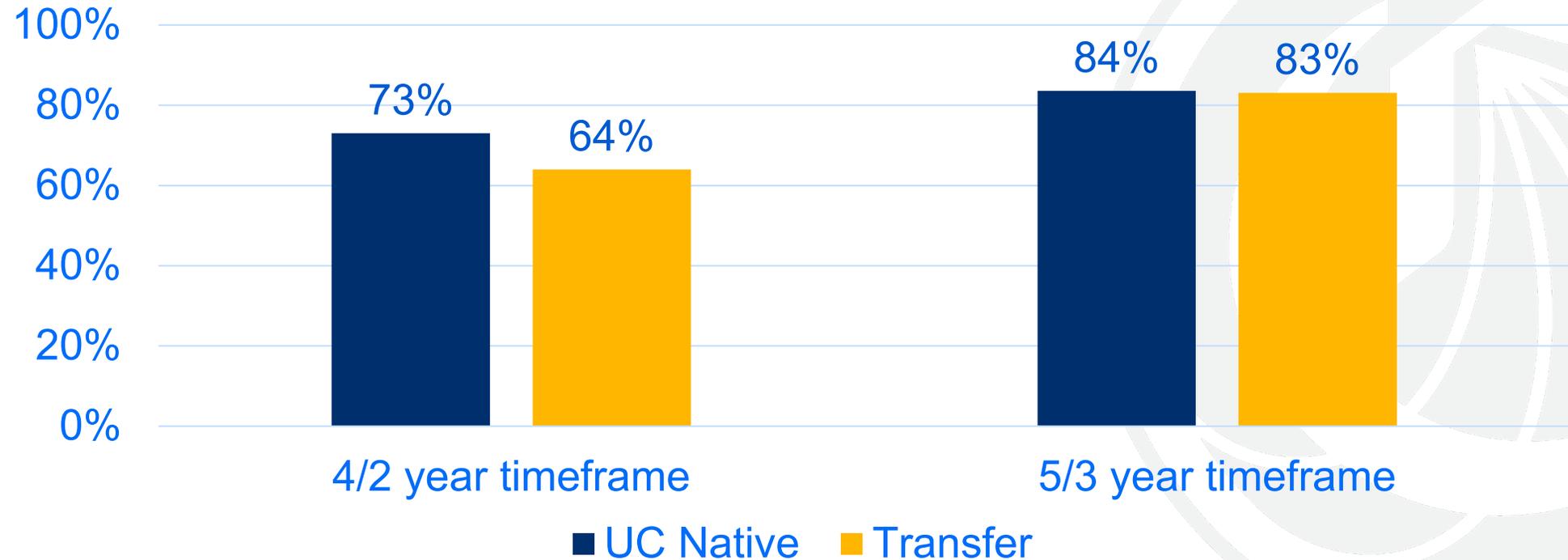
*Comparing the 2-year graduation rate of Fall 21 CCC transfer students vs 4-year graduation rate of Fall 19 CSU native students

*Comparing the 3-year graduation rate of Fall 20 CCC transfer students vs 5-year graduation rate of Fall 18 CSU native students

CCC Transfer Students Graduate at a Comparable Rate

as UC Native Students

UC Graduation Rate Comparison*



*Note: UC does not have graduation data specific to CCC transfers; it only tracks overall transfer data. Among all UC transfer students, approximately 92% come from CCCs.

*Comparing the 2-year graduation rate of 2021 transfer students vs 4-year graduation rate of 2019 UC native students

*Comparing the 3-year graduation rate of 2020 transfer students vs 5-year graduation rate of 2018 UC native students

Vision 2030
Equitable
Baccalaureate
Attainment:
Focused Supports
and Student
Populations

Equitably increase access, success and support for students, including **foster youth, veteran, dual enrollment, and justice-involved and justice-impacted students.**

Improve systems of access, including **educational planning and financial support.**

Increase the number of eligible students who **apply for and receive financial aid grants.**

Programs we proudly support and serve.

AMERICAN INDIAN AND ALASKA NATIVE STUDENT SUCCESS

LGBTQ+



California Community Colleges

Rising Scholars Network

Asian American, Native Hawaiian, and Pacific Islander STUDENT ACHIEVEMENT PROGRAM



Student Equity



EOPS • CARE • NextUp



CALIFORNIA COMMUNITY COLLEGES FOSTER & KINSHIP CARE EDUCATION PROGRAM



California Community Colleges

Supporting Foster Youth

In 2023-24, the **NextUp Program** served **11,495** students systemwide

- Two possible reasons: program's age eligibility requirement has decreased from 16 to 13 years of age and the program's expansion from 46 to 115 community colleges offering services statewide

Foster Youth College Access Demonstration Project

- Butte, Chabot, Los Angeles Pierce, Mt. San Antonio, Rio Hondo, Riverside City colleges
- Project will support colleges in serving high school foster youth and improve outcomes by strengthening the high school to college pipeline
 - Utilize a case management model to lower barriers to college enrollment and promote student success
 - Support the enrollment and completion of dual enrollment classes
 - Assist with college and financial aid application process and planning
 - Support with relevant social safety net program applications

Students with Disabilities

DSPS

- In 2023-2024, DSPS served 116,089 students, which is almost 10,000 more than the previous year. The number of DSPS students being served is continuing to increase post-Covid.
- The updated DSPS Allocation Funding Formula is currently in Year 2 of its 5-year implementation plan to phase-in the new funding formula.

Universal Design for Learning Task Force

- Began Fall of 2024, intended to make curriculum and learning in the classroom and in service delivery more accessible and to ensure all students experience community college as a place where they belong.
- We are currently waiting release of the UDL recommendations. Our next step, as a Task Force, is to determine how best to implement these recommendations.

Veterans & Military Affiliated Students

- 2022-23, Veterans Resource Centers supported **48,617** veterans, active duty, reservists and National Guard and **36,652** military dependents.
- Memo #ESLEI 24-38 issued July 2024; Change to data source for VRC funding. Beginning 2026-27 fiscal year, MIS data will be used.
- **Veterans Symposium 2025 - Mapping the Journey: A Roadmap for Veteran Success in Higher Education** will be held **June 23-24 in San Diego, CA**. An intersegmental conference: faculty, staff and partners.
- Webinar: **Warriors Dilemma – Veterans and Mental Health**, May 2nd 10:00-11:30; Presenter Dylan Bender, MA LMFT, Irvine Valley College Director of Veterans Services Center. Registration to follow on CSSO list.

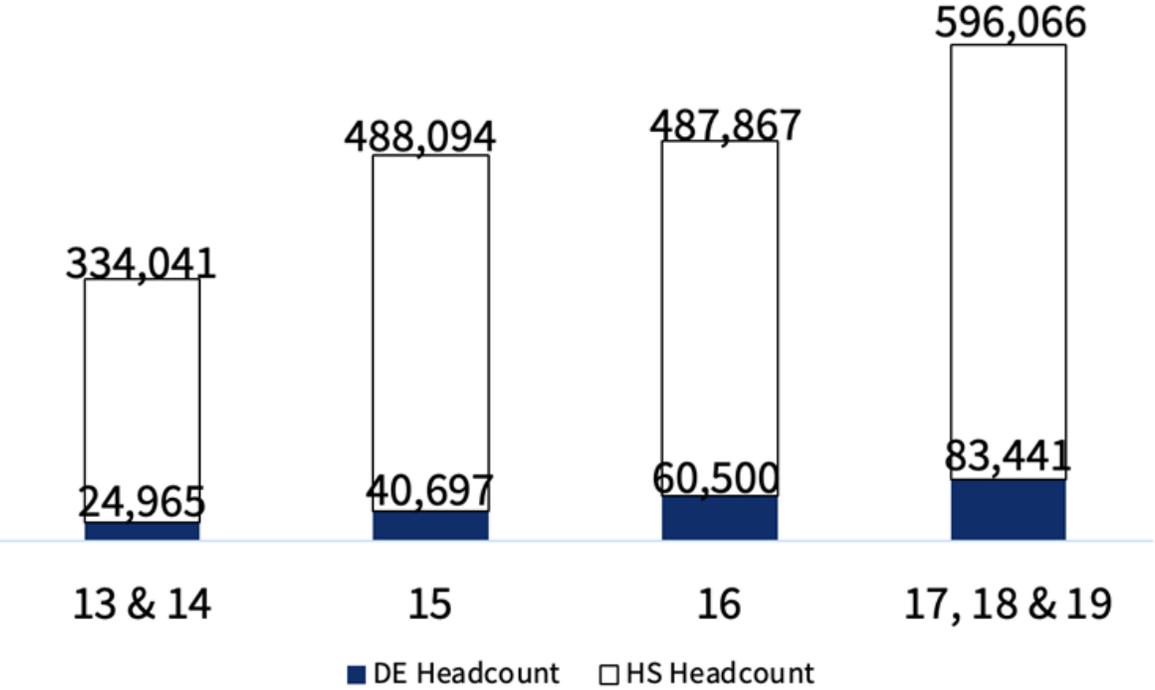
Veterans Mental Health Demonstration Project

10 Colleges selected: Cabrillo, Citrus, ELAC, Fullerton, LAVC, Lemoore, Riverside, San Diego, Shasta, and Ventura.

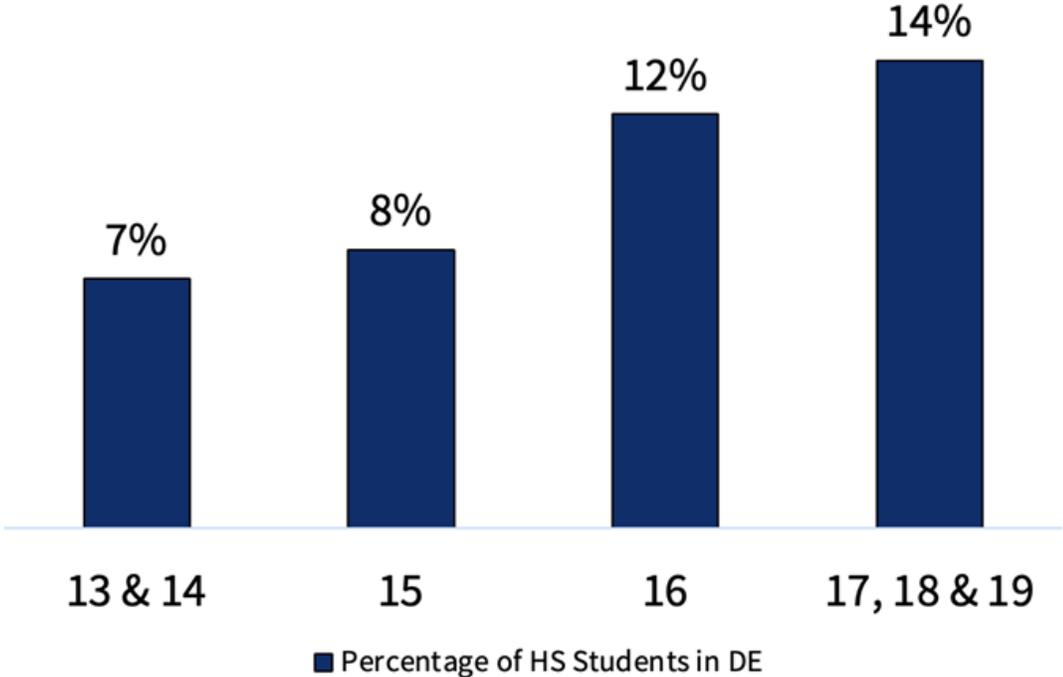
- Access to mental health and wellness supports
- Campuswide professional development on unique needs of student veterans
- Peer engagement

Dual Enrollment Opportunity Is Strong

California Dual Enrollment Participation
by Student Age | 2022-2023



Percent of High School Students
Participating in Dual Enrollment by Age |
2022-2023



Dual Enrollment

college course-taking by students who are simultaneously enrolled in high school or adult education programs

Non-College and Career Access Pathways (Non-CCAP)

Education Code 48800-48802
(Scholastic Advancement)

Education Code 52620-52621
(Adult Learners)

College and Career Access Pathways (CCAP)

Education Code 76004
(Historically Underrepresented)

**Middle College High School (MCHS)
Early College High School (ECHS)**

Education Code 11300-11302
(MCHS on college campus & ECHS on high school campus)

VISION 2030

A Roadmap for California
Community Colleges

Equitable Dual Enrollment Expansion:

“The 9th Grade to Baccalaureate
Degree Completion Strategy”

9th Grade – 12 credits in 4 years

- Every incoming ninth grader enrolls in a college course
- Develops a college education plan to include at least 12 college credits (e.g., student development course)

10th through 12th grade expansion

- 12 college credits in 3 years
- 12 college credits in 2 years
- 12 college credits in 1 year

VISION 2030

A Roadmap for California
Community Colleges

Equitable Dual Enrollment Expansion:

Justice Impacted Youth



California
Community
Colleges

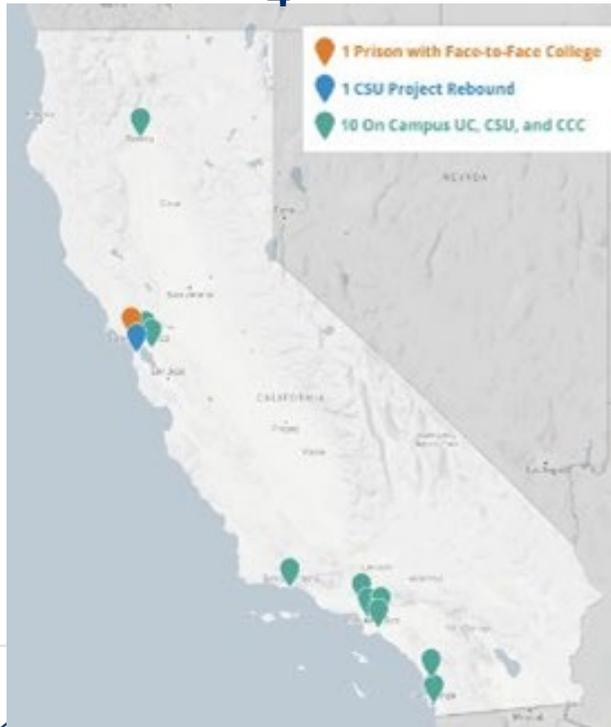
Rising Scholars
Network

Expand the number of juvenile justice-involved students participating and succeeding in community colleges

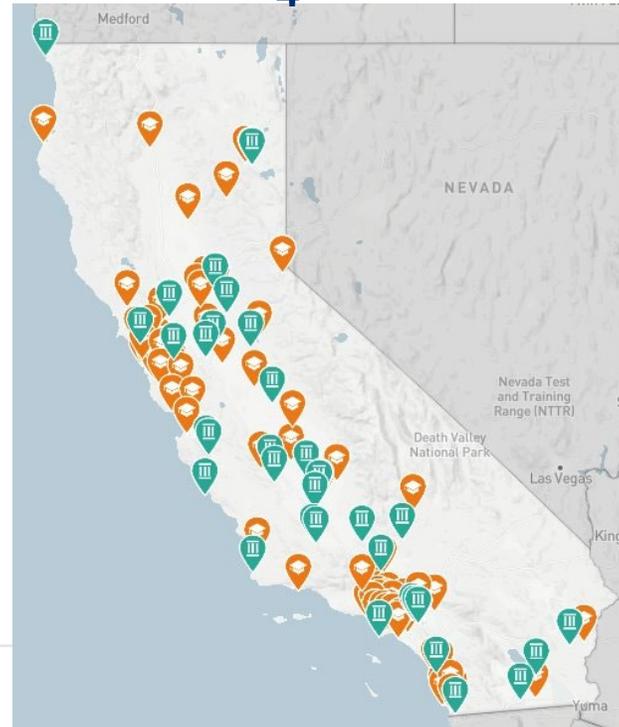
- Justice impacted students should be integrated into all dual enrollment expansion work
- 44 community colleges awarded 5-year grants to support justice involved students
- \$15 million on-going funding
- Must offer dual enrollment to justice impacted youth, which includes students who are detained, in an alternative placement, and in the community
- Provide comprehensive educational and career pathways
- Provide wrap around services and transition support services
- Dedicated staff, space and formal partnerships

Rapid Student-Centered, Vision Aligned Expansion

201
4



202
4



SPRING 2024

93 Rising Scholars Programs

80 Funded and 13 Affiliates

- 84 colleges offer On-Campus Programs
- 24 colleges provide pathways in 30 CDCR Prisons
- 32 colleges provide pathways in County Jails
- 51 colleges partner with Youth Facilities
(44 of these receive juvenile justice funding)
- 9 colleges provide pathways in Federal Prisons
- 9 colleges provide pathways in Fire Camps

**19,887 Students and 45,927
Enrollments**

Rising Scholars

Program Expansion Goals

Expand and enhance the Juvenile Justice Dual Enrollment program

Reach more students and improve educational outcomes

Steps to implement expansion include faculty recruitment and training

Strategic Goals

Goal 1

Increase enrollment
Enhance curriculum
Improve support services

Goal 2

**Ongoing assessment and
adaptation to meet needs
of justice-impacted youth**

Goal 3

**Collaboration to provide
holistic support and
resources**



Counselor Led Listening Session

Our Focus:

Lead and Collaborate:

- Share expertise and challenges
- Co-develop best practices
- Drive student-centered solutions

Expand Student Access

- Streamline educational planning
- Improve transcript processing
- Strengthen transfer & reentry support

Advance and Advocate

- Advance Advising tools
- Use data to drive impact
- Inform policy and remove barriers

Please email Rising Scholars at risingscholars@cccoco.edu, for information on the next meeting

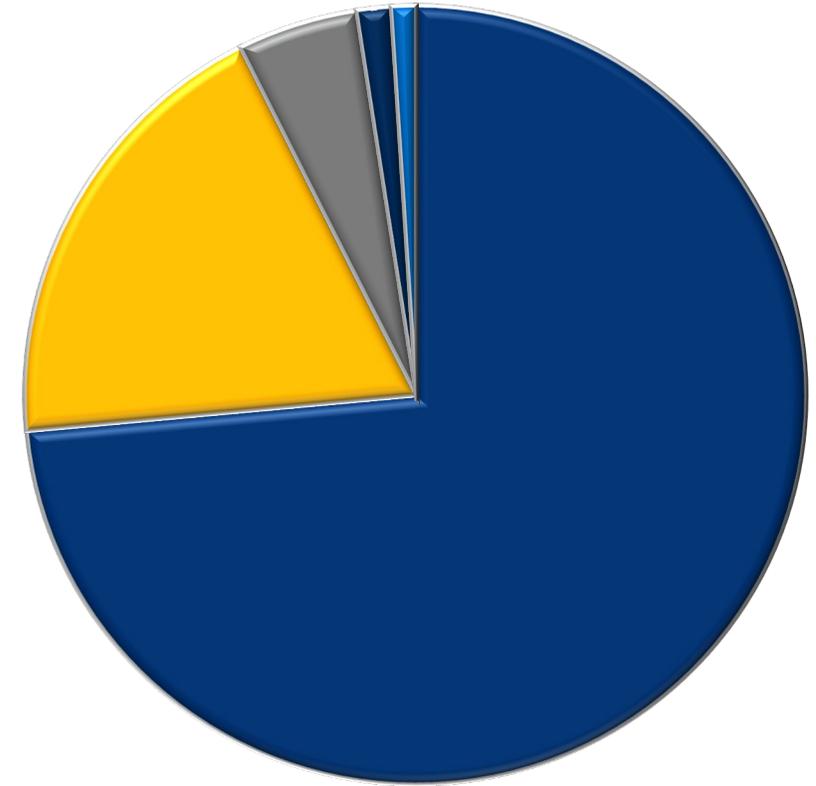
Comprehensive Educational Planning

System focus on ensuring all non-exempt students receive Comprehensive Educational Plans (CEPs) in their first academic year.

- **New MIS data element definition** for CEPs: at least 2 terms in length and must include *all* courses and requirements needed to achieve the students declared course of study
- **2025-2028 Student Equity Plan**: track CEPs by student population in first academic year; must plan to address disproportionate impact. Colleges must also list strategies to ensure all students receive CEP in first academic year.
- **Proposed regulatory changes** to ensure CEPs for non-exempt students in the first academic year "to the maximum extent possible."

Total Aid Disbursed, 2023-24

Aid Type	Amount
Grants	\$2,619,712,594
Fee Waiver	\$679,824,241
Loans	\$176,200,614
Scholarships	\$51,090,230
Work Study	\$35,940,015



Maximizing Aid for Students

- Supporting students complete the FAFSA/CADAA is best way counselors can help students maximize their financial aid award
 - Colleges can participate in [Cash for College](#) workshops or hold their own events, in partnership with student services programs (e.g. Dream Resource Centers, Veterans Resources Centers)
- Work with financial aid offices when students need cost of attendance adjustments, e.g. for childcare expenses, and to support satisfactory academic progress
- Connect students to Basic Needs Centers and inform students when they may be eligible for public benefits programs, e.g. CalFresh

Maximizing Aid for Students

- Counselors should be aware of recent and forthcoming policy changes for financial aid and basic needs services
 - Students completing the CADAA can now complete the AB540 Affidavit (non-resident tuition exemption) as part of the application. Colleges can access students' affidavit through CSAC's WebGrants portal.
 - AB1885 - Beginning 2025-26, students with disabilities who are enrolled in 9+ units per semester (or quarter equivalent) may qualify for the Student Success Completion Grant (SSCG) as full time, as part of an Academic Accommodation Plan
 - AB2458 – By 2026-27, colleges will be required to standardize cost of attendance adjustment for student parents, including for childcare, housing, and transportation expenses. A Chancellor's Office memo is forthcoming by July 2025.

**Vision 2030
Equitable
Baccalaureate
Attainment and
Transfer Goals**

Equitably increase the number of **students prepared for transfer.**

Equitably expand **CCC baccalaureate degree programs and credit mobility for CCC transfer students** within our system and at CSUs, UCs, and AICCUs.

Equitably increase the number of transfer eligible students **entering (applied, admitted, enrolled) baccalaureate degree programs.**

Transfer Audit

- State audit of the three systems of public higher education (CCC, CSU, UC) to assess systems' efforts on improving the rate of community college transfer to CSU and UC
- Report published in September 2024
- Audit highlights the role of education planning and transfer services
- Recommendations provided for all systems and the Legislature to streamline the transfer process to increase access to bachelor's degrees
- <https://www.auditor.ca.gov/reports/2023-123/>

Auto ADT & Cal-GETC

- Place transfer intending students on an ADT (if one exists in their self determined major) and provide comprehensive education planning (Auto ADT, EDC 66749.8)
- Singular lower division GE pathway (Cal-GETC, EDC 66749.8)
- Streamline the transfer process to increase the number of community college students who transfer to a four-year college or university and close racial equity gaps in transfer outcomes
- Reduce excess credit accumulation and eliminate repetition of courses
- Funding provided to colleges to implement provisions

Emerging Demonstration Project

Rural College Transfer Collaborative

Purpose

- Expand access to Associate Degrees for Transfer (ADTs) and other transfer pathways in STEM and high-demand fields.
- Strengthen transfer pathways for rural and underserved students.
- Foster seamless transitions and increase transfer rates to four-year institutions.
- Bridge equity gaps in degree attainment for rural and place-bound students.

Progress

- Shared with Consultation Council in December 2024
- Included in demonstration project update to the Board of Governors in January 2025
- Funding requested in fall 2025
- Workgroup began meeting in February 2025

Next Steps

- Secure funding
- Establish contract with CVC for course sharing
- Share with Board of Governors in May 2025
- LAUNCH!

Matriculation of ADT Completers

Pilot automatic matriculation of Associated Degree for Transfer (ADT) completers to the California State University (CSU) campuses:

- Next phase of Central Valley Transfer Pathways demonstration project
- Utilize CCC Common Cloud Student Data Platform
- Establish near-real-time data sharing with CSU systems
- Allows CSU to notify and support potential ADT transfer students
 - Reduce risk of stop-outs
 - Aligns resources for smooth transfer

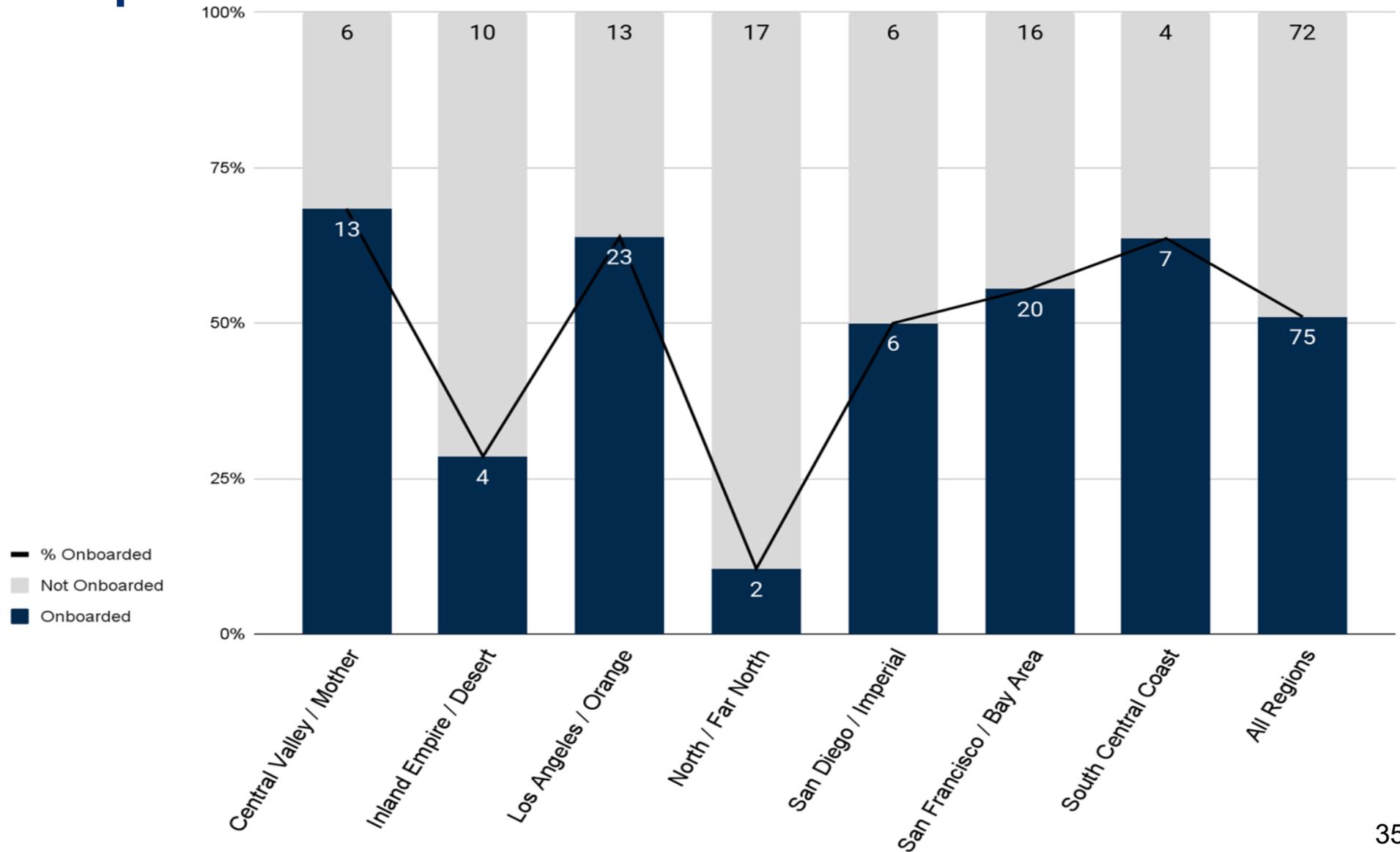
Program Pathways Mapper



Implement Program Pathways Mapper Systemwide:

- Embodies principles of Guided Pathways
- Requires faculty collaboration
- Over 50% of public higher education institutions in California are currently using PPM
- 312 intersegmental transfer pathways currently published and available to the public
- \$60,000 grant funding available to support implementation and institutionalization of PPM
 - Email ppm-support@foundationccc.org for more information

Regional Variation in Program Pathways Mapper Adoption

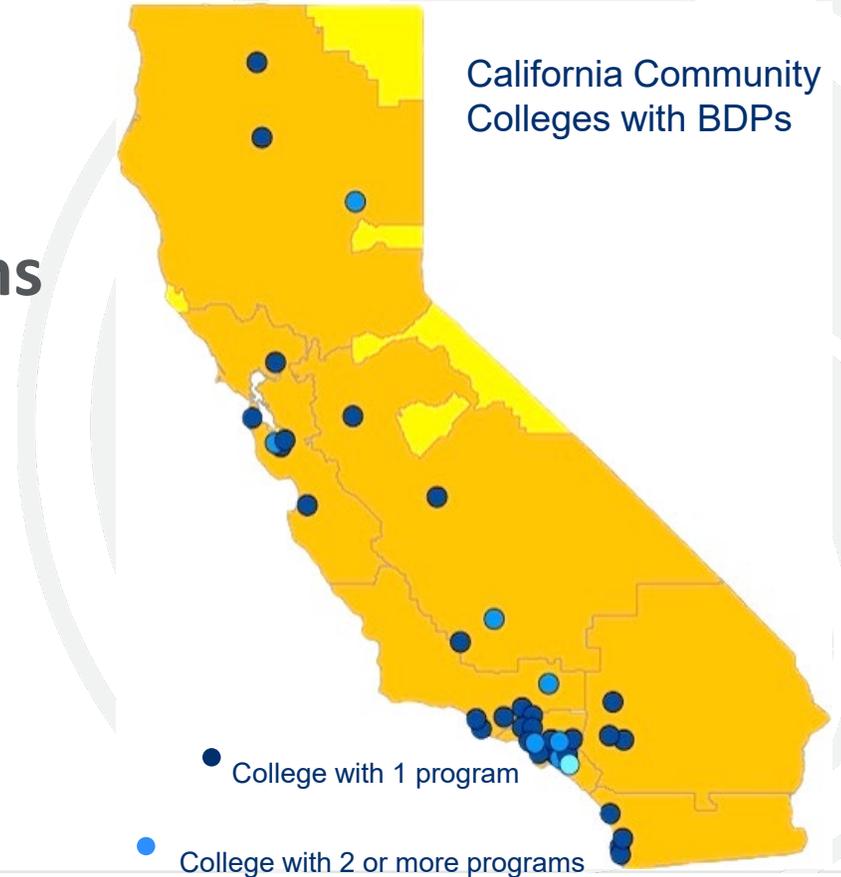


Common Course Numbering

- Student facing common course numbering system in place for general education and transfer courses by July 1, 2027 (EDC §66725)
- Expand credit mobility, transferability, and articulation within California's higher education system
- Improved transfer transparency with a student-facing common course numbering system
- Collaboration of intersegmental discipline faculty and system offices is necessary to achieve intended student impacts
- **[Save the date: CCN Webinar, April 14, 12pm](#)**

CCC Bacalaureate Degree Programs

- **Program Expansion Goals**
Increase CCC baccalaureate degree program offerings statewide to **200 approved programs by 2030**.
- Currently, 47 fully approved programs at 38 campuses
- Address regional disparities, meet industry demands, and create more pathways to economic mobility.



Dual Admission / Transfer Success Pathway

- Transfer pathway for first-time freshman applicants (Ed Code 66744.2, 66744.1)
- Increase access to the UC and the CSU
- UC Dual Admission
 - Three-year pilot program (2023 - 2026)
- CSU Transfer Success Pathway
 - Ongoing transfer program
- <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/dual-admission>

Equitable Dual Enrollment in STEM & CTE

Design and offer pathways leading to baccalaureate degree attainment featuring critical equity strategies including -

- Dual enrollment opportunities for traditionally marginalized populations
- Culturally inclusive curriculum and supports in high-demand career fields
- Credit mobility along the pathway from high school to CCC/4YR to career



Resources

- Vision Resource Center
 - <https://visionresourcecenter.cccco.edu/>
- MAP/CPL Counselor Workgroup: First Friday of every month
 - <https://rccd-edu.zoom.us/j/86069003145>
- Undocumented Student Support
 - <https://www.cccco.edu/Students/Support-Services/Special-population/Undocumented-Students/Resource-Center/resources-supporting-undocumented-student-mental-health/Protecting-Student-Data-for-Vulnerable-Populations>

AttendeeHub

The screenshot shows the AttendeeHub interface for the 2025 Transfer Conference for Counselors. The header includes the California Community Colleges logo and navigation links for Home, Schedule, and Community. The main content area is titled "Welcome Cameron" and features an "Event schedule" section with a list of upcoming sessions. Each session includes a time slot, duration, title, and a button to either "Remove" or "Add" the session. The sessions listed are:

- 8:45 AM - 10:10 AM PT (1h 25m): Welcome and Keynote (Remove)
- 10:30 AM - 11:45 AM PT (1h 15m): Elevating Black Student Success: The BAASE Program at Clovis Community College (Remove). This session is marked as a "Recommended session".
- 10:30 AM - 11:45 AM PT (1h 15m): Transfer Counseling Essentials: A Guide for New Community College Counselors (Add). This session is marked as a "Recommended session".
- 10:30 AM - 11:45 AM PT (1h 15m): What's New in Financial Aid for Transfer Students? An Intersegmental Panel Discussion (Add). This session is marked as a "Recommended session".

On the right side, the "Event Details" section displays the event title "2025 Transfer Conference for Counselors", the dates "March 26 at 8:00 AM - March 26, 2025 at 5:00 PM", and a link to "Visit event website". Below this, the "Your Information" section shows the user's name "Cameron Cowperthwaite", their email "CCowperthwaite@foundationccc.org", and a link to "View your registration".

Throughout the day, please continue to revisit the portal to access each of the sessions you're interested in.



Transfer Conference for Counselors

POWERED BY
California Community Colleges

The Power of Community

We are Growing!

Over 1,000 Registrations for 2025

Get involved!

Join the TRANSFER-COUNSELORS email listserv (scroll to bottom of page):

<https://ccctransfer.org/>

New and Improved!

Check out our new Transfer Counselor Website:

<https://ccctransfer.org/>



California
Community
Colleges

Transfer
Counselor Website

Transfer Conference for Counselors