

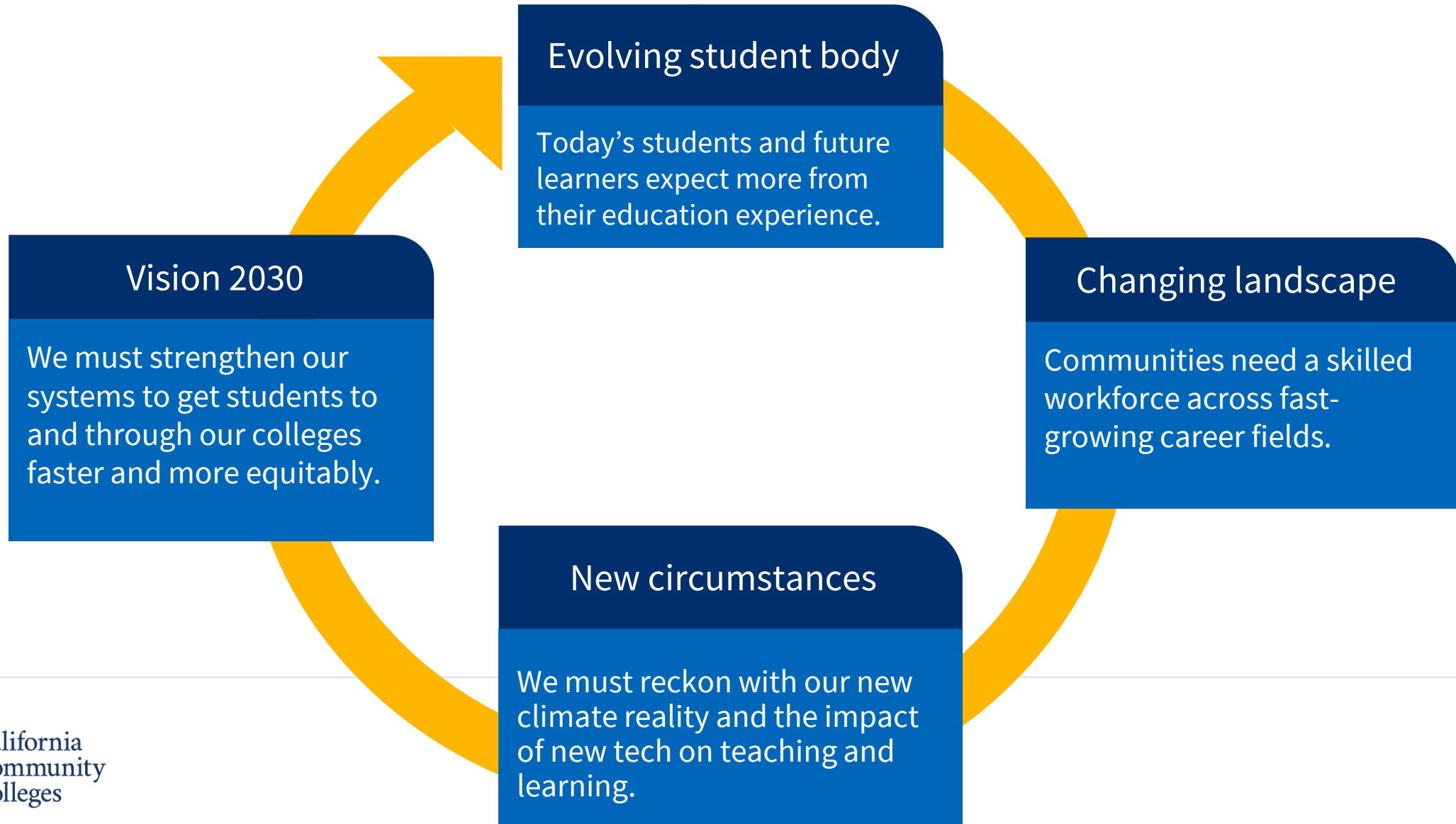
Wednesday, March 25, 2026

# Transfer Conference for Counselors



# Meeting the Needs of Today and the Opportunities of Tomorrow

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# Vision 2030 Framework

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## 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

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## 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

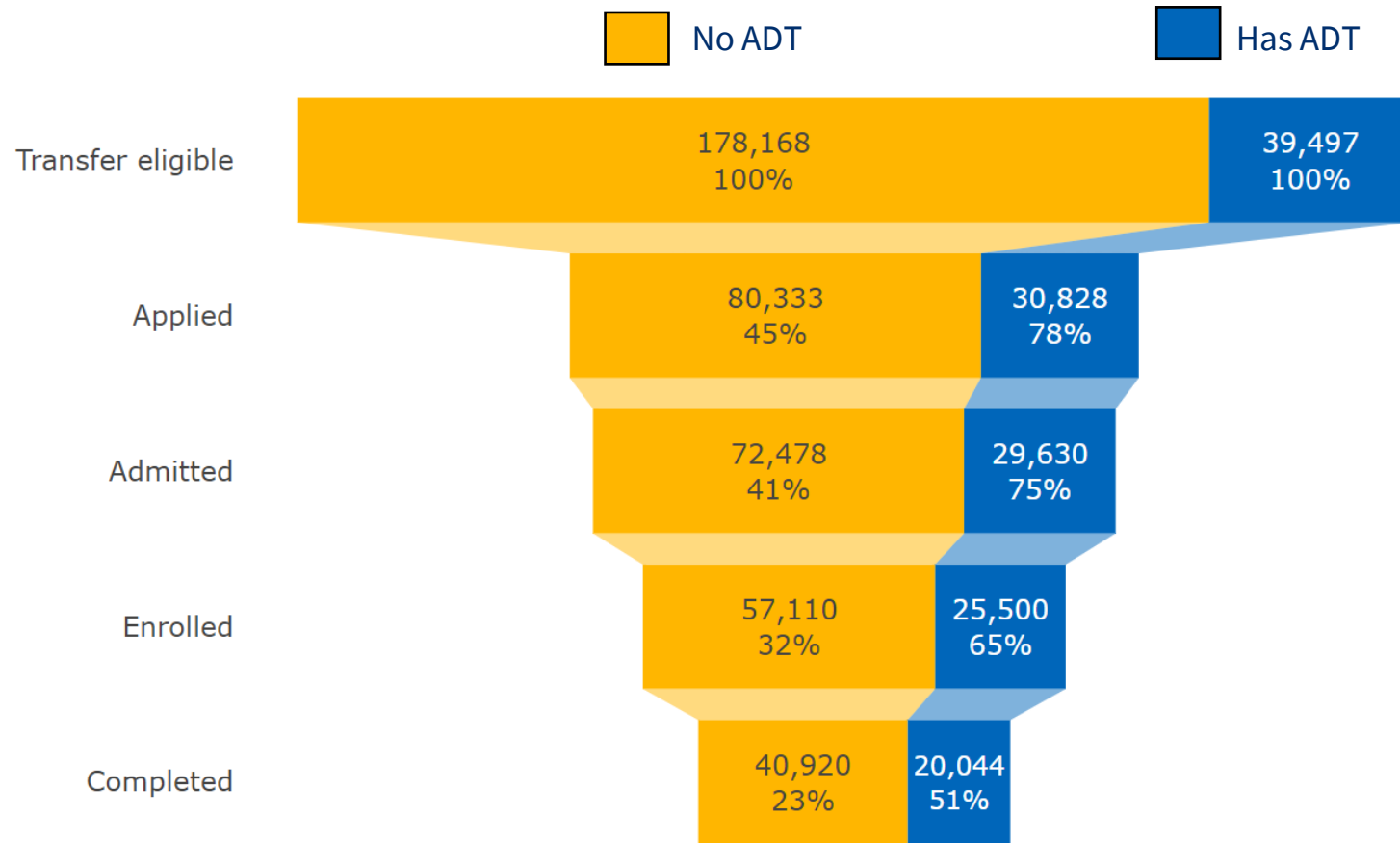
- Increase with equity the number of California Community Colleges students receiving state and federal aid for which they are eligible to better support their educational journey.
- Decrease the number of units in excess of 60 units for the Associate Degree for Transfer.

# Associate Degrees for Transfer

- AA-T and AS-T developed in response to SB 1440 (2010)
- Students who complete an ADT and transfer to a similar major at a CSU are guaranteed junior status and a pathway to finish their baccalaureate degrees in 60 semester/90 quarter units.
- Vision 2030 Strategic Direction: Equitable Baccalaureate Attainment

# Transfer Pipeline | CCC Students with ADT

## Enrollees in CCC in AY 2017-2018



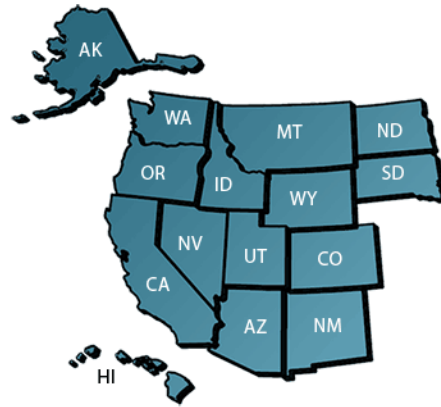
- ADT students are defined as those obtained ADT by AY 2017-18.

# ADTs - 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
- **Recommendation #13:** Calls for the Chancellor's Office to monitor and review CCC rationales for not offering or accepting ADTs
  - Memo released February 11, 2026 (ESS 26-13)
  - New statewide process to collect, review, and respond to college rationales for ADTs that are not offered.
  - Colleges should integrate ADT planning into broader equity and transfer strategies.

# Strong Partnerships

- CSU
- UC
- AICCU
- HBCU
- Online
- Out-of-state



# Rural-serving Colleges' Challenges

- College does not have the faculty, facilities, or student-enrollment to support offering all of the courses for a given ADT
- College cannot offer the STEM ADT within the 60-unit max
- College does not have staff capacity to create the ADT/degree program
- **No nearby campus** with "similar" baccalaureate degree to a given ADT
- Lower transfer rates - students have limited resources to attend a transfer institution

Picture from *Distance Matters: Geographic Barriers to Transfer* by RP Group



## UNIVERSITY DESERTS

University deserts are areas where there are limited four-year universities to which students can transfer. Based on their distance to the nearest California public university, community colleges were classified as university deserts if they were at least 25 miles away.

### \* TIER 1

←.....  
No public university within 80 miles

- 7 Colleges
- 87-211 miles from a university
- Total Students: 18,322
- 6 Rural
- 1 Town



### TIER 2

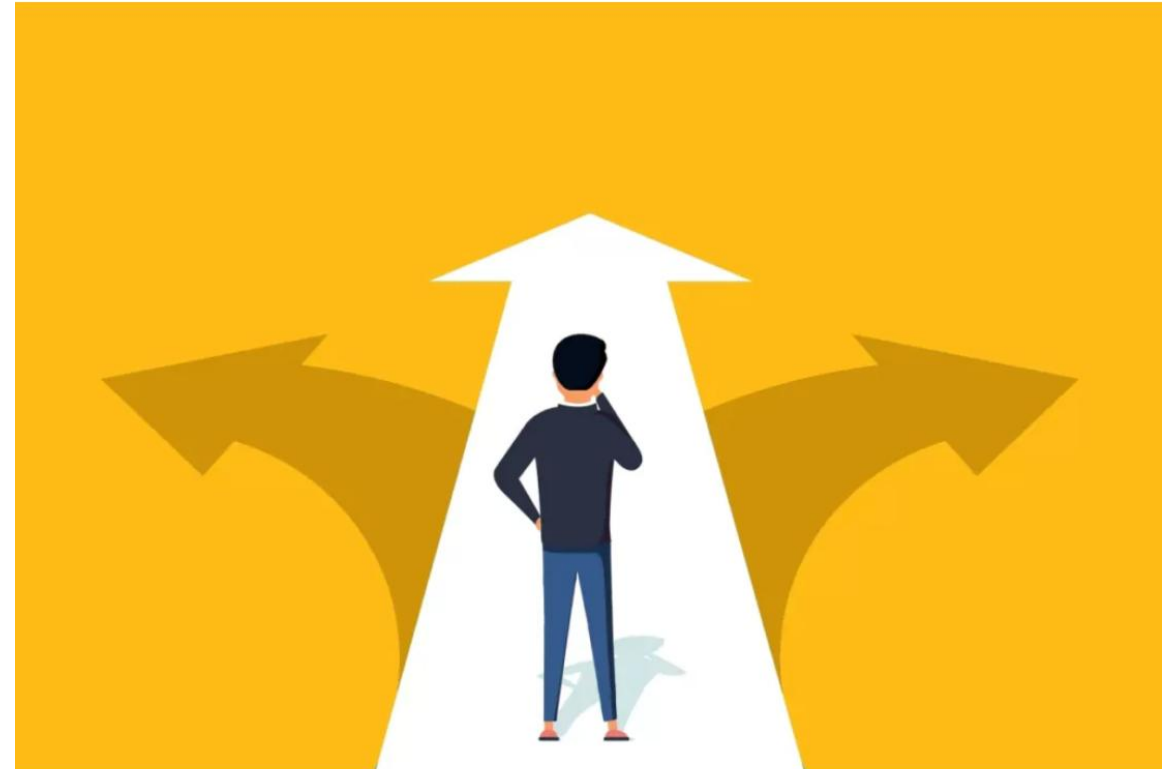
←.....  
No public university within 25 miles

- 22 Colleges
- 27-78 miles from a university
- Total Students: 139,150
- 8 Suburb
- 6 City
- 4 Town
- 4 Rural



# Rural College Transfer Collaborative – Purpose

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



There is one clear path with an Associate Degree for Transfer

# Rural College Transfer Collaborative – Overview

8 Colleges in North/Far North Region committed:

- Serve rural communities
- Have limited capacity to offer full spectrum of ADTs and in-demand degrees

## Build

- **A Rural College Transfer Collaborative:** Establish course-sharing agreements through MOUs.

## Expand

- **ADT Access:** Increase availability of ADTs in rural communities.

## Leverage

- **Virtual Platforms:** Use California Virtual Campus for online course access.

## Develop

- **Curriculum in High-Demand Fields:** Develop transfer pathways in healthcare, STEM, education, and agriculture.

## Strengthen

- **Strategic Transfer Partnerships:** Streamline articulation with four-year institutions.

## Enhance

- **Tailored Support Systems:** Include Program Pathways Mapper, cohort models, and virtual counseling.

## Foster

- **Community Engagement:** Collaborate with employers, K-12, and community organizations to strengthen pathways.

# Dual Admission / Transfer Success Pathway

- Transfer pathway for first-time freshman applicants (Ed Code 66744.2, 66744.1)
- Increase access to the CSU and UC systems for underrepresented students
- UC Dual Admission
  - Three-year pilot program (2023 - 2026). Program status beyond June 2026 TBD
- CSU Transfer Success Pathway
  - Ongoing transfer program
  - Memo forthcoming
  - CSU will provide marketing materials to CCCs to support required promotional efforts

# Common Course Numbering (CCN)

- Phase III template release delayed.
  - Colleges will be expected to have Phase III CCN-aligned courses student-facing no earlier than by fall 2028.
  - Colleges are expected to continue alignment and prepare to have Phase IIA and Phase IIB aligned courses student-facing and in their catalogs by Fall 2026 and Fall 2027 respectively.
- Transfer and Articulation Update – Proposed legislation ([AB2236, Berman](#))
  - TOP2CIP for ADTs and CCN (Collaborated with ASCCC to assign CIPs)
  - Used existing CIPs and made efforts to align and maintain CTE/Non-CTE structures
  - Will be published soon
- Identifying the future CCN Courses (post Fall 2027) via
  - CCN Scope and Sequencing workgroup (using AI and intersegmental AOs input)
  - Template review process under discussion, but expect templates to be reviewed every 5-7 years

# CCN Student Communication, Education Plans, and Transcripts

- What is your college doing to educate students?
  - [Icangotocollege.com](http://icangotocollege.com) includes CCN information and the [project website](#) has branding and social media materials for colleges to use.
- Technology has been an ongoing issue for the colleges.
- Student-facing information must reflect identical CCN elements.
- Help us educate students and our campuses!
  - Review student education plans and transcripts for CCN taxonomy accuracy.
  - Is the student-facing information accurate and in alignment with the intended taxonomy? See the [Taxonomy FAQ](#).
  - CCCs received funding for CCN implementation – your work matters.

# CIP is the Classification of Instructional Programs

*There is no credit CIP code for 'Guidance Programs'*

➤ *4 CIP codes identified for Guidance Courses*

- **First-Year Experience course:** *CIP 30.0000* (Multi-Interdisciplinary Studies)
- **Academic Guidance/Ed Planning course:** *CIP 24.0102* (Liberal Arts & Sciences)
- **Career Guidance course:** *CIP 13.1102* (College Student Counseling & Personnel Services)
- **Study Skills/Other Guidance course:** *CIP 13.1199* (Student Counseling & Personnel Services, Other)

# Burden Free Access to Instructional Materials

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Our “why” is to advance Vision 2030 by implementing title 5 §54221 (*Burden-Free Access to Instructional Materials*) and eliminating textbook and materials costs across entire programs.

This ensures every student—regardless of income—has **day-one access** to required materials and can fully participate and engage in their learning.

The focus: remove unnecessary financial barriers so students can stay on track to complete their goals—closing equity gaps and improving outcomes at scale across the system.

# Statewide OER Platform



# Student Services Education Planning

- Timely and comprehensive education plans are essential foundations for student success
- Education planning is an institutional duty, not just a student-driven activity
- Changes address inequities in completion and transfer by clarifying education plan delivery, timing, and methods
- The Title 5 regulations effective February 13, 2026

# UPDATES TO TITLE 5 SECTIONS 55524, 55530, AND 55531

## **Clarified Student Education Plans**

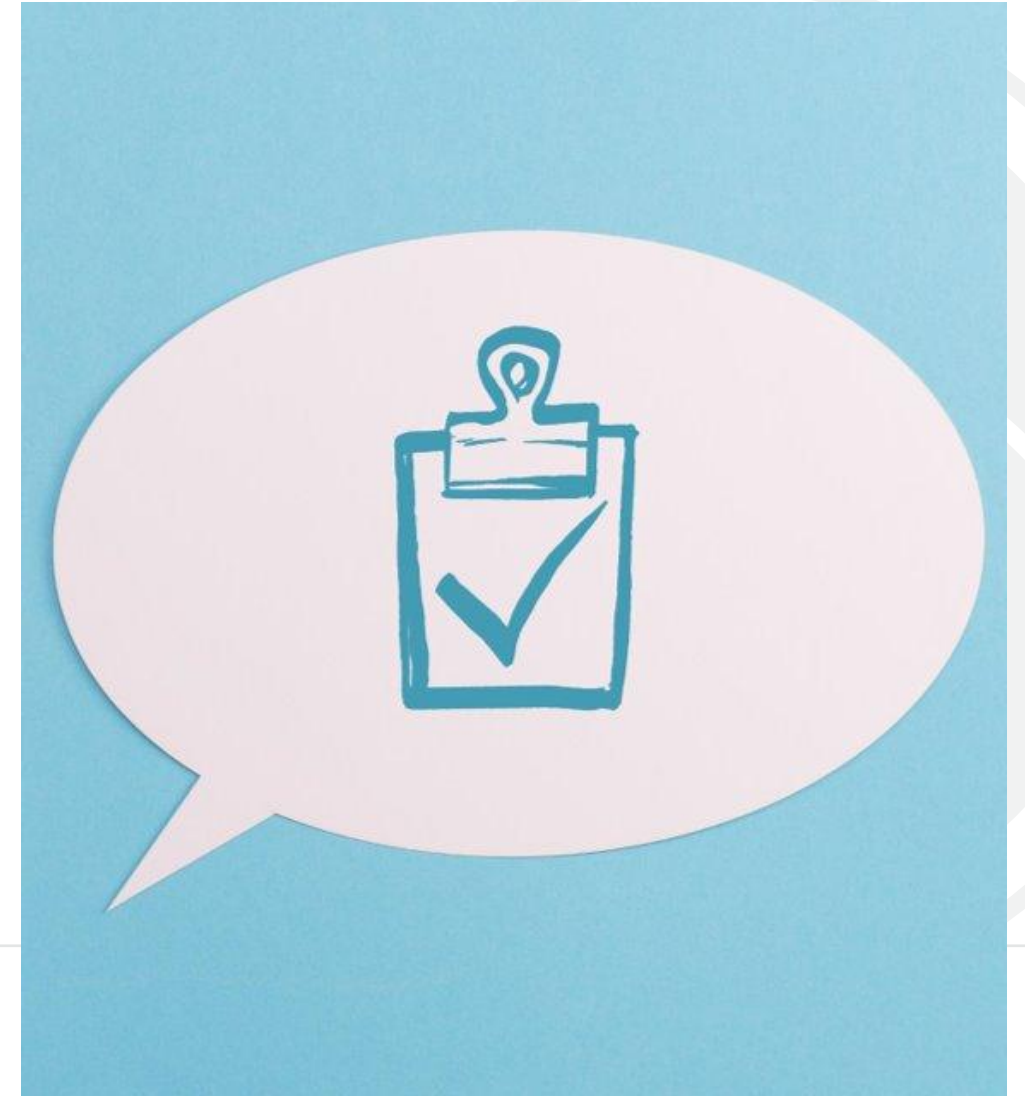
Section 55524 requires colleges to help students identify educational goals early and distinguishes abbreviated from comprehensive plans.

## **Mandatory Participation Requirements**

Sections 55530 and 55531 make placement, counseling, and education planning mandatory for first-time non-exempt students to ensure engagement.

## **Accountability and Institutional Duties**

Institutions must provide opportunities for comprehensive planning and enforce participation with registration holds for non-compliance.



# Key Takeaways- Ed Planning

- **Redesigning Student Intake Processes**
  - Colleges should embed education planning in intake, orientation, and first-term touchpoints for proactive student support.
- **Shifting Plan Responsibility to Institutions**
  - Institutions take primary responsibility for creating and maintaining education plans in alignment with Guided Pathways.
- **Cross-Functional Leadership and Collaboration**
  - Effective implementation requires leadership and collaboration among student services, instruction, and technology teams.
- **Capacity-Building as Student Success Strategy**
  - Viewing capacity-building as both compliance and a transformational opportunity enhances education delivery and student outcomes.

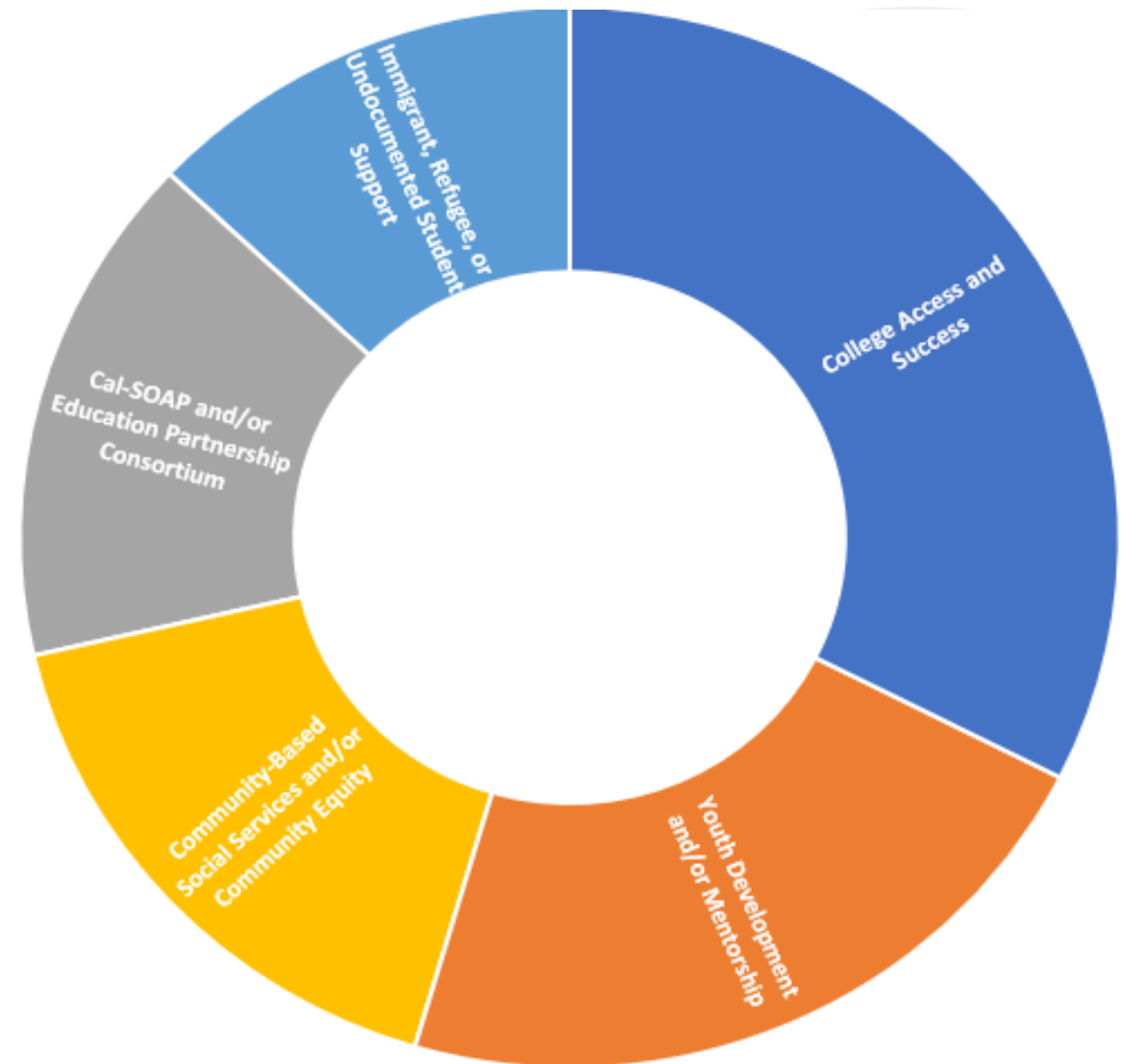


# Community Based Organizations Financial Aid Outreach Grants

- **\$5.1 million** one –time grant funding for community-based organizations (CBOs) to support **financial aid outreach and application assistance** with an emphasis on **regional and rural coverage**.
- CBOs must have previously participated in the **federal FAFSA Student Support Strategy Initiative**.
- Grantees will work within their service areas in partnership with colleges to conduct FAFSA/CADAA outreach **through October 2027**

# Organization Type of Applicants

Type	Count
College Access and Success	25
Youth Development and/or Mentorship	17
Cal-SOAP and/or Education Partnership Consortium	12
Community-Based Social Services and/or Community Equity	13
Immigrant, Refugee, or Undocumented Student Support	10



# Timeline & Next Steps

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**Finalize Grantee Selection**  
*(March 2026)*

**Financial Aid Outreach Programming**  
*(Spring 2026 – October 2027)*

**Outcome Data and Report to Legislature**  
*(by March 2028)*



# Academic Probation Regulation Updates

In November 2025, the Board of Governors approved amendments to: **Title 5 Sections 55031–55034** with conforming updates across multiple sections.

These amendments revise terminology and standards related to:

- Academic standing
- Probation
- Dismissal
- Student support interventions

The revisions aim to:

- Replace deficit-based terminology
- Reduce stigma associated with academic standing
- Reinforce access to counseling and support services
- Align language across Title 5 provisions
- The intent is to frame academic challenges as **opportunities for improvement and student success.**

**Regulation changes will be effective April 17, 2026. The Chancellor's Office will provide a memo with guidance for implementation.**

# Key Terminology Changes

The regulations replace punitive language with supportive terminology.

## Previous Terms:

- Academic Probation
- Progress Probation
- Academic Dismissal
- Progress Dismissal



## New Terms:

- Academic Notice
- Progress Notice
- Academic Pause
- Progress Pause

# PIQs for Transfer Students: An AI Thinking Partner for the Writing Process

Alicia Cardenas

West Valley College, TRIO Counselor

AI Fellow, California Community Colleges Chancellor's Office

AI Student Supports and Services

Regional Focus: Bay Area Community College Consortium (BACCC)

# Why This Tool Exists

- PIQs ask students to move beyond listing activities and instead provide detailed examples and meaningful reflection
- Many students work on applications during evenings or weekends when college services are unavailable
- A structured thinking partner that helps students develop and refine their ideas
- This tool bridges the gap when students are writing on their own but still need guidance.
- Who can it support: A student athlete balancing training, coursework, and competition or a single parent managing school, work, and family responsibilities

# Pilot Implementation

- Initial pilot completed at West Valley College (Nov–Dec 2025)
- Transfer students used the chatbot during PIQ drafting
- Counseling faculty and Transfer Director tested scenarios
- Early feedback confirmed effectiveness as structured reflection support

# What This Tool Is – and is NOT

## **What It Is:**

- A personalized writing coach and guided thinking partner
- Guides students through brainstorming, organizing, drafting, and refining PIQs
- Provides targeted feedback to improve clarity, reflection, and alignment with PIQs

## **What It Is Not:**

- Does not write PIQ responses for students
- Students are responsible for their own words and final submission

# Writing Stages Used in the Tool

Stage 1: Brainstorming - Identify meaningful experiences

Stage 2: Structuring - Organize ideas into a clear narrative

Stage 3: Drafting - Refine grammar, clarity, and track word count

Stage 4: Refining - Strengthen impact and purpose

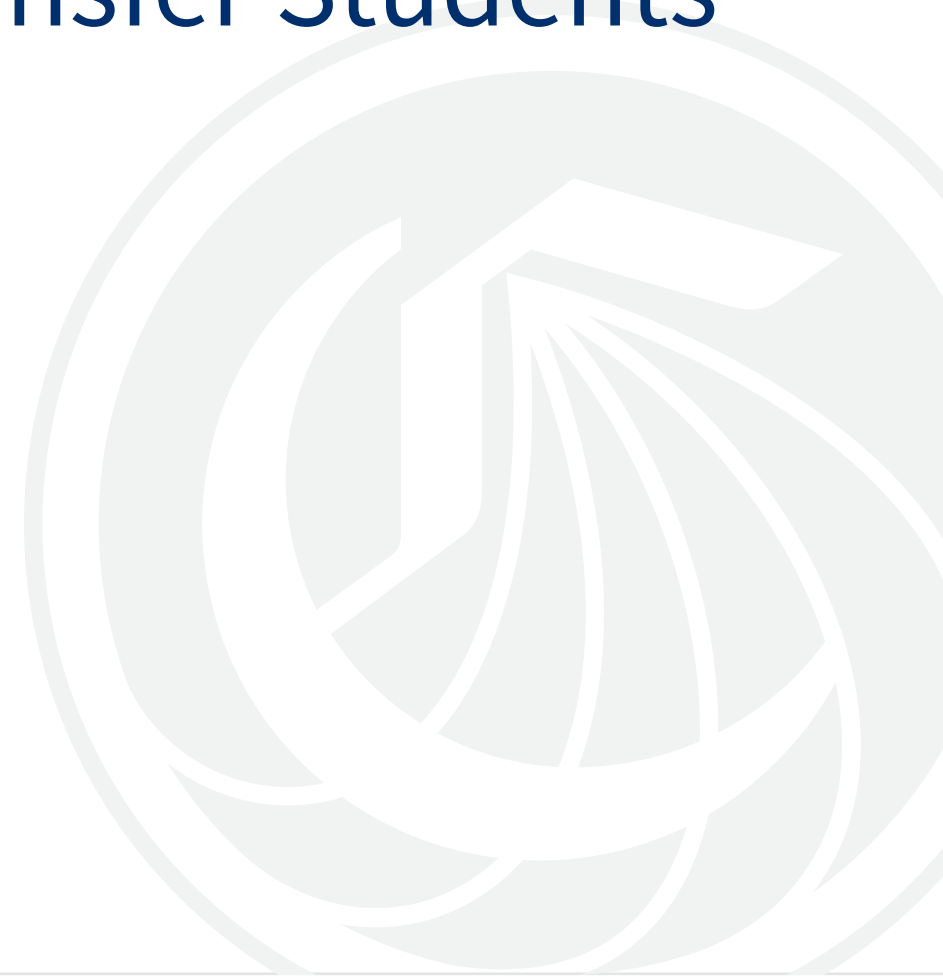
## **How Students Use The Tool?**

- Encourages active engagement at every stage
- Get targeted feedback on specific PIQ prompts
- Tracks progress across all stages of the writing process
- Start at any stage of the writing process (flexible entry points)



# Why This Tool Matters for Transfer Students

- Why It Works
- How It Was Built With Purpose
- How Students Experience It
- Why This Matters





- **Human-Centered approach** — Include humans in the design and testing process to achieve successful outcomes and ensure students, faculty, administrators and staff have equitable access to tools, training and solutions that minimize bias and improve outcomes.
- **Universal Support** — Provide students, faculty, administrators and staff the option to opt out, where appropriate. Provide reliable access to a human qualified to quickly address and remedy problems.
- **Managed Privacy Controls** — Give students, faculty, administrators and staff agency over how their personal data is collected and used. Set parameters that shield from abusive data practices via built-in protections and ensure only necessary student data is collected for the sole purpose of increasing access and support.
- **Algorithmic Discrimination Protections** — Ensure algorithms and systems are designed in an equitable way and free of discrimination. Take appropriate and swift action to remedy tools found to be discriminatory.
- **Notice and Explanation** — Provide sufficient notification to students, faculty, administrators and staff about the use of an automated system, how it impacts them and how it contributes to outcomes.
- **Safety and Security** — Protect students, faculty, administrators and staff from unsafe or ineffective systems.

# Human-Centered AI in Practice

This chatbot was intentionally designed using California Community Colleges Chancellor's Office Human-Centered AI guidance and aligns with Vision 2030.

- Ethical and transparent AI use
- Student agency and ownership
- AI as a reflective learning partner
- Capacity-extending student services
- Ongoing student feedback and evaluation
- Equitable access to writing and learning support



Can you write my UC PIQ response about leadership for me.

I appreciate you asking, but I can't write your response for you—and here's why that's actually good news for your application:

**UC admissions readers are trained to spot authentic student voices.** They read thousands of essays and can tell when something doesn't sound genuine. Your unique perspective, your specific experiences, and your voice are what will make your response stand out.

**What I *can* do to help you:**

- Ask targeted questions to help you identify your strongest leadership story
- Guide you in organizing your ideas effectively
- Review your drafts and suggest specific improvements
- Help you add concrete details and deepen your reflection
- Polish grammar and tighten your writing
- Ensure you're hitting what UC readers look for



If you have a draft to share, upload a PDF file : EOP questions.pdf

Hello! Thanks for sharing your draft with me. I can see you've been working on EOP (Educational Opportunity Program) questions, which are different from the UC Personal Insight Questions—but I'm here to help with **UC PIQs specifically** for transfer applicants.

Let me clarify what we're working on:

## What You've Shared vs. What We Need

**Your current draft:** EOP supplemental questions (5 questions about economic background, motivation, academic history, activities, and additional info)

**What UC requires:** Personal Insight Questions

- **1 required question** about your major preparation
- **3 additional questions** you choose from 7 prompts (350 words each)



after I do this: **Pick 2-3 of these questions that you remember clearly and answer them in a sentence or two**, will you then do what you said?

**Yes, absolutely!**

Once you answer 2-3 of those questions in your own words, I will:

1. **Help you organize** all these details into a clear structure
2. **Show you how to shape** your experiences into a compelling narrative
3. **Guide you on what to emphasize** and what order to put things in
4. **Help you write** your draft by coaching you through it section by section

**To be clear about what I will and won't do:**

✓ I **will** help you turn your ideas into well-organized sentences ✓ I **will** suggest stronger phrasing while keeping your voice ✓ I **will** show you how to connect your experiences to your goals

✗ I **won't** write the full response for you from scratch ✗ I **won't** generate AI content and hand it to you

Think of it like this: You're giving me the ingredients (your real experiences), and I'll help you cook them into a great essay—but you're still the chef.

# What's Next

- [PIQ Playlab Bot App](#)
- [PIQ FAQ/Resource Guide](#)



PIQ AI CHATBOT

# Universal Design for Learning (UDL) Task Force Updates

- The UDL Task Force is intended to make curriculum and learning in the classroom and in service delivery more accessible to community college students and to ensure that all students experience community college as a place where they belong.
- UDL Task Force has partnered with CAST, a nonprofit education research and development organization that created the Universal Design for Learning framework and UDL Guidelines, now used the world over to make learning more inclusive.
- On April 9<sup>th</sup>, the Task Force is meeting to review and discuss the UDL Task Force Recommendations, which were created in 2024 with the Task Force.
  - We will determine next steps forward with the Task Force and CAST during this meeting, as well.

# Overview of AB 2821

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## **Purpose:**

To ensure equal access to services and education for students with disabilities across the California Community Colleges.

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## **Requirement:**

AB 2821 establishes a statewide framework for disability access and compliance training.

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Under AB 2821, the Chancellor's Office is required to create a Disability Access and Compliance Training Program by January 2026. Beginning with the 2026–27 academic year, community college districts must incorporate this training into existing personnel training and provide it to employees during onboarding.

# AB 2821 Implementation

## Training Availability:

- Chancellor's Office training modules were released in January 2026 and can be found linked in the [AB 2821 Memo](#).
- Local districts should ensure the local portion of the training is ready for implementation by the deadline.

## Implementation:

- Begins in 2026-2027 academic year

## Inclusion:

- All new hires and existing staff are required to complete this training.

# Chancellor's Office Collaboration with National University

The Chancellor's Office is finalizing a Memorandum of Understanding (MOU) with National University to support the pipeline of learning disability specialists.

This partnership will create another pathway for California Community Colleges employees to meet minimum qualifications for Learning Disability Specialists.

The anticipated start date is June 2026 and the courses may be started at any time.

There will be a 25% tuition discount for California Community Colleges employees.

A one pager with more information will be distributed once the MOU is final.

# Veterans Services Updates

## Professional Development Webinar Series

- 3/23 – Women Veterans
- 5/1 – Veterans Counseling
- August & November TBD

## VRC Funding Advocacy

- VRCs & student veterans are advocating for an increase of \$14.2 million in VRC funding
- Email [veterans@cccco.edu](mailto:veterans@cccco.edu) to learn how to support advocacy efforts



# CALIFORNIA COMMUNITY COLLEGES



# VETERANS SUMMIT

**June 15th - 17th 2026**

- 6/15 - Pre-conference Social
- 6/16 - Day 1
- 6/17 - Day 2

**Grand Hyatt Indian Wells**

Indian Wells, CA

Email: [veterans@cccoco.edu](mailto:veterans@cccoco.edu)



# Supporting Veteran Transfer

- CCC's from Region 8 are collaborating with regional Universities
- Campus Tours with Veterans Resource Centers
- To get involved, Email: [Dmarquez@mtsac.edu](mailto:Dmarquez@mtsac.edu)

Scan & Register



MILITARY CONNECTED  
Transfer Tours

SEP 13	11-2pm	<b>Chapman University</b> Campus Contact: Steve Leader Email: Leader@chapman.edu
SEP 20	11-2pm	<b>Vanguard University</b> Campus Contact: Chris Carroll Email: Christopher.Carroll@Vanguard.edu
SEP 27	11-2pm	<b>University of La Verne</b> Campus Contact: Jesse Martinez Email: jmartinez@laverne.edu
OCT 4	11-2pm	<b>Whittier College</b> Campus Contact: Mariacristina Navaja Email: mnavaja@whittier.edu
OCT 11	11-2pm	<b>Cal State Fullerton</b> Campus Contact: Ray Garcia Email: raygarcia@fullerton.edu
OCT 18	11-2pm	<b>UC Riverside</b> Campus Contact: Tami Thacker Email: tamarat@ucr.edu
OCT 25	11-2pm	<b>Cal State Long Beach</b> Campus Contact: Dr. Michael Fernandez Email: michael.fernandez@csulb.edu
NOV 1	11-2pm	<b>UC Los Angeles</b> Campus Contact: Kiran Mistry Email: Kmistry@saonet.ucla.edu
NOV 8		<b>USC</b> Time Pending
NOV 15	9-12pm	<b>UC Irvine</b> Campus Contact: Dani Molina Email: Dani.molina@uci.edu
DEC 6		<b>Cal Poly Pomona</b> Time Pending

Region VIII Community Colleges have agreed to collaborate in touring UC, CSU, and private universities. Our hope is that this collaborative effort will make campus tours efficient for all parties involved.



MILITARY CONNECTED  
University Transfer Tours  
2025

Date	Time	Campus
February 28	11 am - 2 pm	Cal State Fullerton
March 14	11 am - 2 pm	Cal State San Bernardino
March 28	TBD	USC
April 11	11 am - 2 pm	UC Riverside
April 25	11 am - 2 pm	Whittier College
May 9	9 am - 12 pm	UC Irvine

Scan & Register



Transportation will be provided and will meet at the Veterans Success Center at least one hour before the tour time.



# California Community Colleges

Thank you!

Questions? Transfer @CCCCO.edu

[www.cccco.edu](http://www.cccco.edu)