

Wednesday, March 27, 2024

Transfer Conference for Counselors



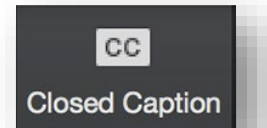
Welcome & Housekeeping

Tech Support

Technical support is available, please email conferences@foundationccc.org with any questions.

Closed Captioning

Click the Closed Caption (CC) tab to read live captions

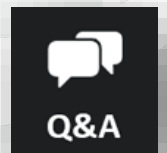


Audio/Visual

You will be muted with your camera off during the entire webinar. To ask a question please utilize the Q&A feature.

Q&A

Click the Q&A tab to enter questions for the presenters and read their responses. We will do our best to answer as many questions before the end of this session. Questions we are unable to answer will be addressed post-event in the coming weeks. Some questions will be answered live at the end of each session.





All of today's presentations will be recorded and accessible on the CCC Transfer Counselor [Website](#) under "*Transfer Counselor Conference*" tab.

Agenda

8:45 a.m.

Welcome & CCC Chancellor's Office Keynote

Rebecca Ruan-O'Shaughnessy, CCCCO

John Stankas, CCCCO

10:30 a.m.

Concurrent Session #1

- Using Canvas to Guide Students Towards the Transfer Finish Line
- Equity Issues Centering Around Grade Alleviation Practices and Policies
- CSU Transfer Success Pathway Program & Transfer Planner

11:45 a.m.

Lunch Break

Agenda

12:15 p.m.

Concurrent Session #2

- California Private College is Possible for Your Students
- Transfer Counselor Website 2.0: Looking Forward
- Empowering Student Success Through the Implementation Of A New Counseling Model

1:30 p.m.

Break

1:50 p.m.

Concurrent Session #3

- CCC to HBCU: Program Impact and Student Experience
- Counseling Through the GPA: Tools and Strategies for Transfer Plan Counseling

Agenda

3:05 p.m.

Break

3:25 p.m.

Closing Session



Welcome CCC Transfer Counselors!

Our Time Together This Morning...

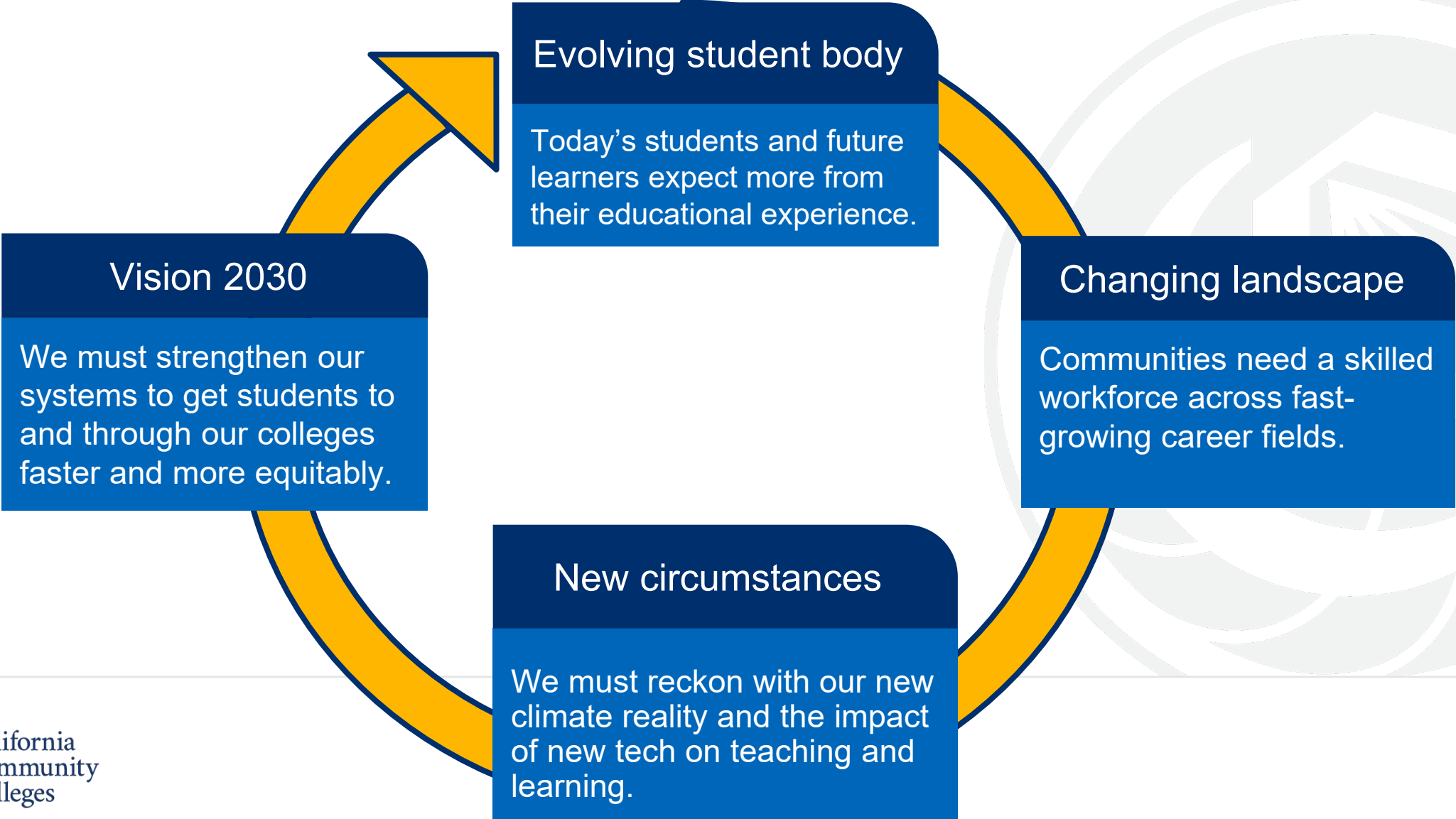
- Dr. John Stankas, Vice Chancellor, Educational Services and Support, Academic Affairs
- Rebecca Ruan-O'Shaughnessy, Vice Chancellor, Educational Services and Support, Student Services

VISION 2030

A Roadmap for California
Community Colleges

**Priorities, Implications,
and Support for
Curriculum &
Instruction**

Meeting the Needs of Today and the Opportunities of Tomorrow



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.

Building for the Future Based on Where We've Been

**Vision for Success
Goals
(2017-2022)**

**Governor's
Roadmap Goals
(2021-2027)**

**Vision 2030
(2023-2030)**

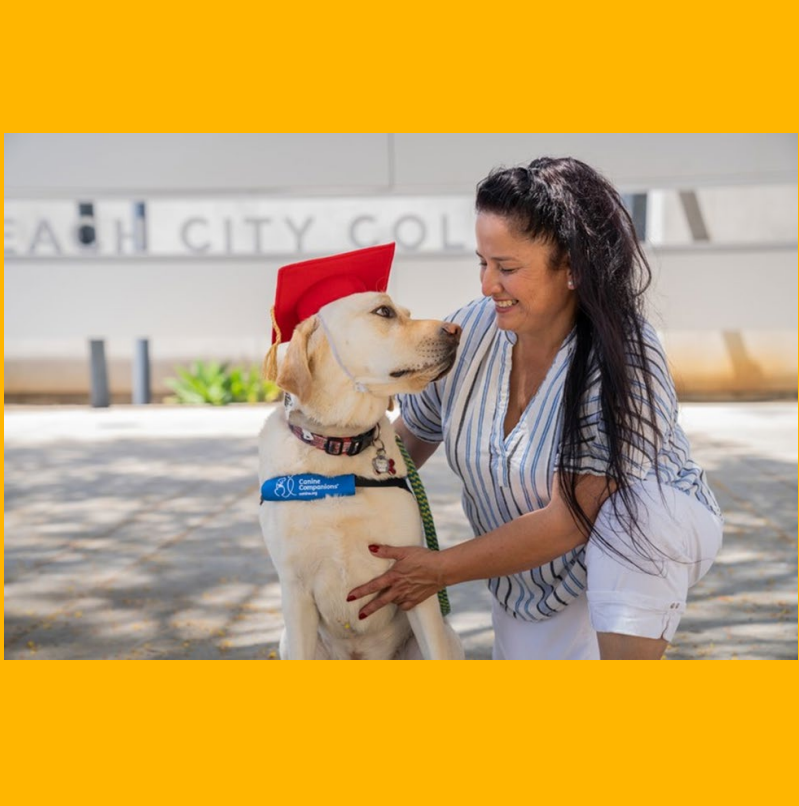
Leading With Equity

How Vision 2030 grows California Community Colleges' commitment to equity and academic success

- Vision 2030 sets bold goals for the system to pursue transformational change to ensure institutions truly work for and support all students across race, ethnicity, religion, class and gender.
- It builds on California Community Colleges' hard-won progress.
- It goes further by being explicit about what structural changes are needed to create equitable opportunities and support for students, focusing on students harmed by persistent systemic barriers linked to their racial and ethnic identities.

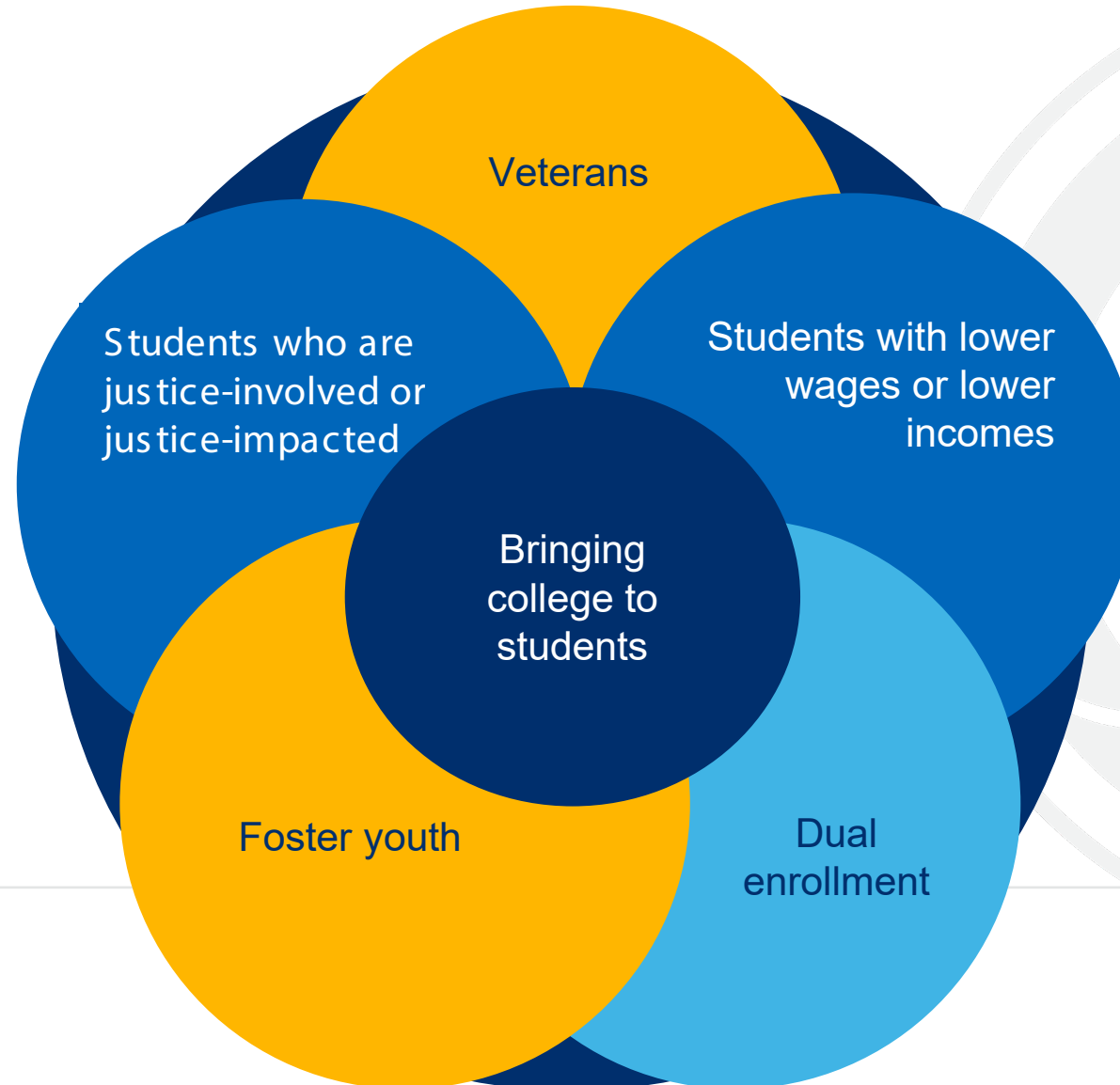
Vision 2030 Goals

- Vision 2030 goals and outcomes examine disaggregated data for students of color who are underrepresented in our system, students with low incomes and students with disabilities.
- Vision 2030 sets systemwide goals focused on providing accountability and feedback loops for our continuous improvement efforts.



**Ismenia Siaumau from
Long Beach City College**

New Pathways to Reach Future Learners



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 Colleges 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.

What We're Doing to Get There: Strategic Directions + Actions

Equitable Pathways to Baccalaureate Attainment

- California Community Colleges is committed to the governor's ambitious higher education goal of 70% postsecondary degree and certificate attainment among working-aged Californians by 2030.

Equitable Workforce and Economic Development

- Vision 2030 furthers the sector approach to workforce development through more partnerships between community colleges and industry to invest in hands-on training for career readiness.
- The priority sectors are health care, climate, STEM and technology, education and early education.

The Future of Teaching and Learning

- Generative artificial intelligence (AI) provides new opportunities and challenges for education.
- Use of tools such as ChatGPT has already become a part of students' studying, research and more.
- Guidance concerning AI must have oversight and a deep commitment to diversity, equity and inclusion.

Strategic Direction 1: Equitable Baccalaureate Attainment

Equitable Pathways
to Baccalaureate Attainment

Equitable Workforce
and Economic Development

The Future of
Teaching and Learning

Actions 1-6 will advance Strategic Direction 1 in particular but will also positively impact Strategic Directions 2 and 3.

1. All actions, policies and procedures will be enacted centering equity and inclusion and dismantling prejudice and racism.
2. Increase equitable access, success and support for: dual enrollment in degree pathway, justice-involved and justice-impacted Californians, foster youth, those with lower wages and incomes, and veterans.
3. Improve systems of access, including financial support and program mapping.
4. Increase the number of eligible students who apply for and receive federal, state and local financial aid grants, including the federal Pell Grant, the state Cal Grant and the California College Promise Grant, among others.
5. Increase flexible term structures, flexible schedules and credit for prior learning opportunities.
6. Increase credit mobility and transfer opportunities.

PATHWAYS TO EQUITABLE BACCALAUREATE DEGREE COMPLETION

Transformed Lives

Baccalaureate Degrees (CCC, UC, CSU, AICCU)

Associate Degree for Transfer

Experiential Work-based Learning

Competency-based Education

Credit for Prior Learning

Institutional Action

Equitable Placement

Singular Lower-Division GE Pathway

Dual Admission

Common Course Numbering

Dual Enrollment

-  CLARIFY THE PATH
-  ENTER THE PATH
-  STAY ON PATH
-  ENSURE LEARNING

Strategic Direction 2: Equitable Workforce and Economic Development

Equitable Pathways
to Baccalaureate Attainment

Equitable Workforce
and Economic Development

The Future of
Teaching and Learning

Actions 7-11 will advance Strategic Direction 2 in particular but will also positively impact Strategic Directions 1 and 3.

7. Increase educational access for prospective learners of low income to enhance their socioeconomic mobility by developing customized educational and training opportunities for them.
8. **Health care:** Expand access to health care pathway programs with particular attention to nursing, mental and behavioral health.
9. **Climate action:** Advance community college engagement with the four fields of climate practice — facilities, workforce and curriculum, community engagements and benefits, and resource development.
10. **STEM:** Expand success, access and support in science, technology, engineering and math disciplines for historically underrepresented students.
11. **Education:** Increase system capacity to decrease faculty shortages in key sectors including nursing, early childhood pathways and education.



Strategic Direction 3: The Future of Learning

Equitable Pathways
to Baccalaureate Attainment

Equitable Workforce
and Economic Development

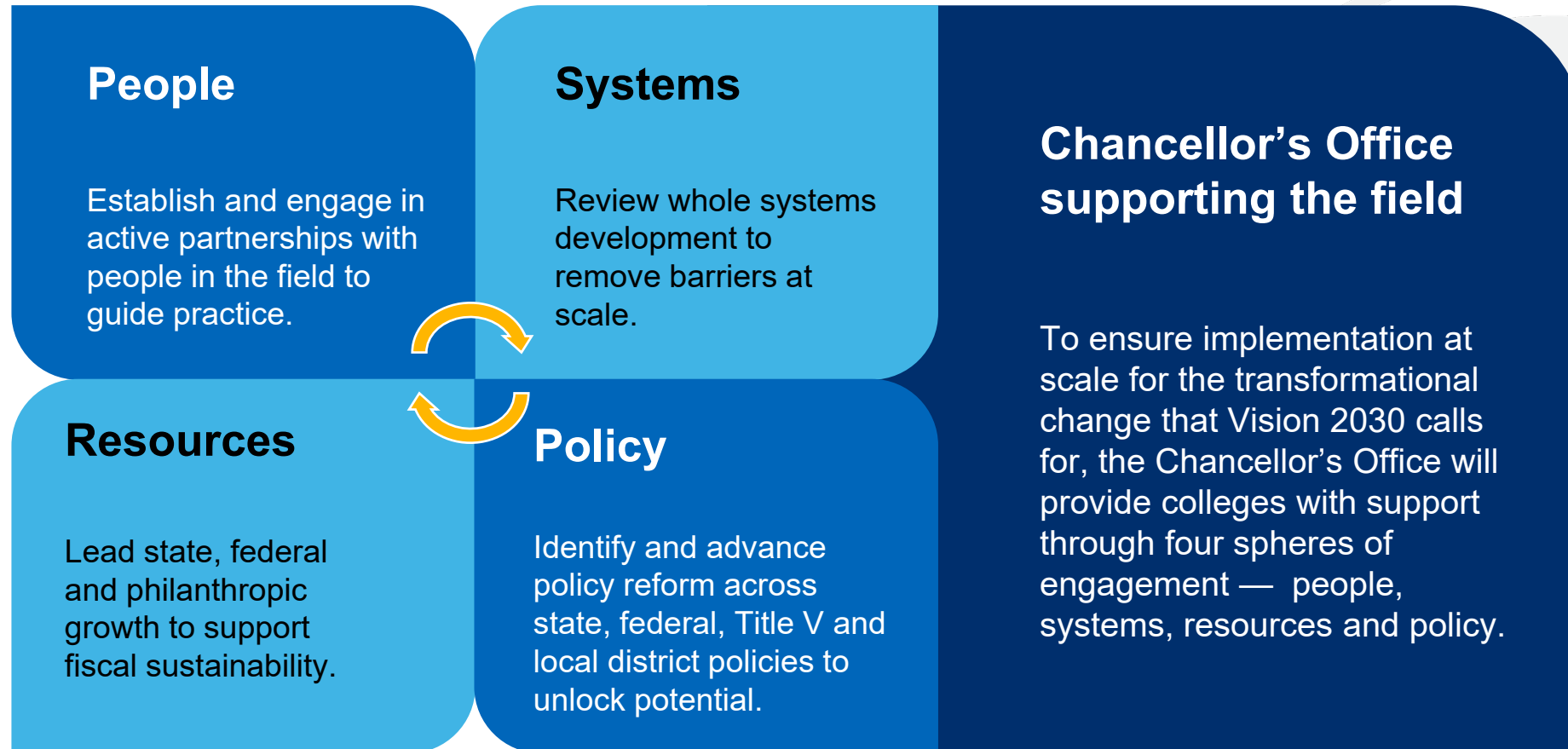
The Future of
Teaching and Learning

Action 12 will advance Strategic Direction 3, in particular, while also positively impacting Strategic Directions 1 and 2.

12. Actively engage with the impacts of generative AI on the future of teaching and learning:

- a. Improve the student experience with the use of generative AI as well as smart analytics applied to the “big data” systems (e.g., Student Information System, Learning Management System).
- b. Modernize system technology infrastructure to support online education delivery and faculty.
- c. Develop an analysis of the impact of generative AI technology and its potential implications for teaching and learning, and take the necessary action in policy reform, systems development and practices to advance success, access and support for our students.

How Will the Chancellor's Office Advance Our Work?



How Is ESLEI Advancing & Supporting this Work Related to Degree Attainment?

Policy Examples



Title 5 Associate's Degree §55060- §55064 (Completed Sept 2023)

- Updating competency requirements to focus on knowledge areas rather than specific disciplines with the goal of contextualizing how students may demonstrate competence in quantitative reasoning, written expression and reading within their field of study.
- Aligning with Cal GETC Pattern.
- Clarifying that Ethnic Studies courses are baccalaureate-level courses.

Title 5 COR §55002 DEIA Language (BOG First Read July 2024)

- Ensuring course outline of records demonstrate a culturally responsive approach that integrates principles of diversity, equity, inclusion, and anti-racism, in ways appropriate to the discipline and course content.
- Ensuring course outlines of record guarantee accessibility for every student, including students with disabilities.

How Is ESLEI Advancing & Supporting this Work Related to Degree Attainment?

Policy Examples



PCAH Updates

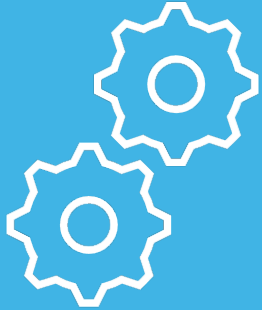
- Addition of CB27 Course Upper Division Status
- Addition of General Baccalaureate Degree Standards
- Addition of Ethnic Studies Requirement
- Addition of Modified CTE Associate's Degree Approval
- Apportionment and Noncredit Courses

Common Course Numbering Legislative Timeline Extension (Initiated Sept 2023)

Regulatory Changes for Dual Enrollment

How Is ESLEI Advancing & Supporting this Work Related to Degree Attainment?

Systems Examples



COCI Updates (Ongoing)

- Prioritizing Competency Based Education
- Improving Functionality

Common Course Numbering (Initiated 2023 - Ongoing)

- Assessing Technology Capabilities & Needs (COCI, ASSIST, C-ID, Local, & Beyond)
- Exploring Data-Assisted Solutions

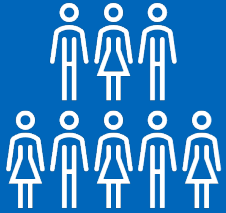
CalGETC Implementation

TMC Alignment with CalGETC pattern

CCC Baccalaureate Degree Process Improvements

How Is ESLEI Advancing & Supporting this Work Related to Degree Attainment?

People Examples

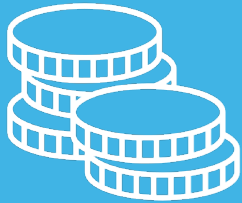


Transition from Common Course Numbering Task Force to Implementation Council & Workgroups (Early 2024)

Continued Partnership via 5C (Ongoing)

How Is ESLEI Advancing & Supporting this Work Related to Degree Attainment?

Resources Examples



Common Course Numbering (2024-Ongoing)

- Development of Distribution Model for Existing Funding
- Advocacy for Additional Funding (as needed e.g. for Intersegmental Partners in Implementation)

Competency Based Education (Ongoing)

- Potential Federal Funding for Scaling Promising Practices

Mapping Articulated Pathways

- Funding to support college implementation for credit for prior learning

Continue to partner with the ASCCC to provide support, guidance and resources

Important Milestones for AB 1111 and AB 928 at a Two-Year Glance

WINTER

SPRING

SUMMER

FALL

INITIATIVE KEY

Common Course
Numbering (AB 1111)†

Associate Degree for Transfer
Intersegmental Implementation
Committee (AB 928)*

CalGETC (AB 928) ††

Auto-ADT Enrollment (AB
928)**

2
0
2
4

2
0
2
5

Council & Workgroups
Formed and Commence
Regular Meeting
Schedule†

Introduce & Organize
New Legislated Items of
Focus*

Joint AB 928
Funding
Apportionment ††

for Implementation
Planning (Auto-ADT &
CalGETC)**

Local-Level Implementation
Process Initiated†

Overarching Considerations
and Reflections*

CalGETC Related Updates
to Student-Facing
Resources ††

Initial Course Cluster(s)
Identified & System-Level
Implementation Process
Initiated†

Investigations, Exemplars, &
Presentations to Develop
Draft Recommendations*

Assist Review Cycle Decisions (IGETC)
Implementation Planning and Programming ††

Continued Implementation Planning
and Programming Throughout 2024**

Sustainability
Plan Developed†

Final 2025 Committee Report
Committee Due Date December 2025*

ASSIST CalGETC Decisions;
Continued Implementation Planning
and Programming Throughout 2025 ††

Joint AB 928 Funding Report ††

Requirement (Auto-ADT & CalGETC)**

Deliberations on Draft
Recommendations and
Report Development*

Initiative Commences August 1, 2024**

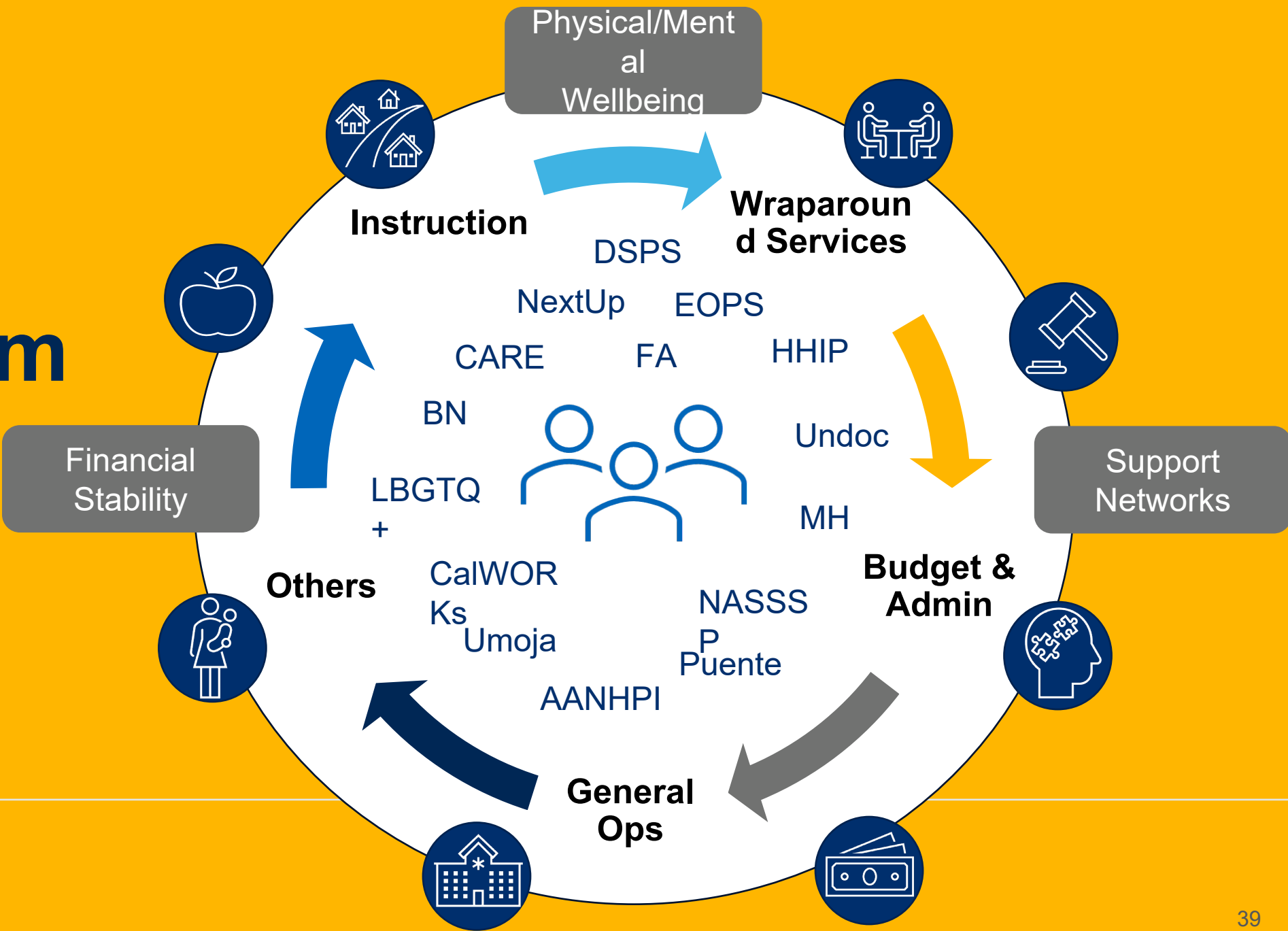
Finalize 2024
Report*

First CalGETC Submission
Due in December 2024 ††

First Course Cluster(s)
Student-Facing†

CalGETC Mandate
Begins in Fall 2025 ††

Student-centered Support Ecosystem



Common Course Numbering

- **Phase I Proof of Concept**
- **Expectation: Student enrollments Fall 2025**
- **Initial Course Cluster Selected (6)**
 - **College Composition**
 - **Argumentative Writing and Critical Thinking**
 - **Public Speaking**
 - **Introduction to Statistics**
 - **Introduction to American Government and Politics**
 - **Introductory Psychology**

***Community college enrollment for these 6 courses
was 1,064,895 in academic year 2022-23***

More About Cal-GETC...

- **ICAS Cal-GETC Standards 2.0 Update**
- **Cal-GETC Work Team and Consultative Work Group Next Steps**
 - **3rd Party Directed Memorandum March Release**
 - **Additional Guidance Planned Late August**
 - **Informational Webinar Planned September**
- **ADT Updates**
 - **Certification Form Due June 1, 2025 (1 per college, for all affected ADTs)**
 - **ADT Updates Beyond Cal-GETC Must Use Normal COCI Process**

Local Degrees

- **Local Degree Requirements**
 - **Ethnic Studies Implementation**
 - **General Education Pattern**

Demonstration Projects and Programs

- **Mapping Articulated Pathways**
- **Rising Scholars**
- **Dual Enrollment x Umoja**
- **MESA**



Vision 2030

A Roadmap for California Community Colleges

Goals for our Current Students and Future Learners

Equity in Success

Equity in Access

Equity in Support

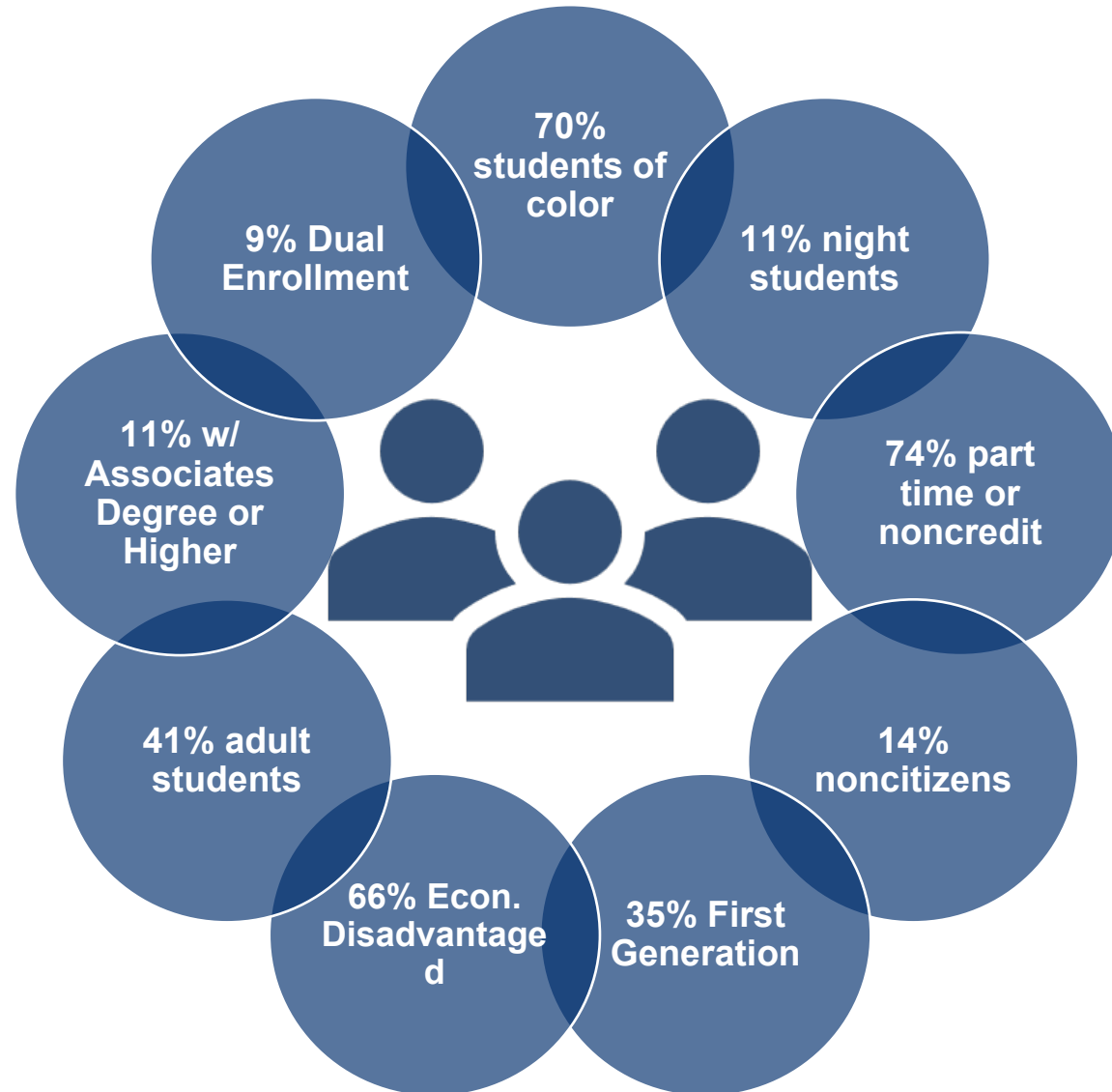
Strategic Directions

Ensure the academic and career success of all Californians who are current and prospective California community college students.

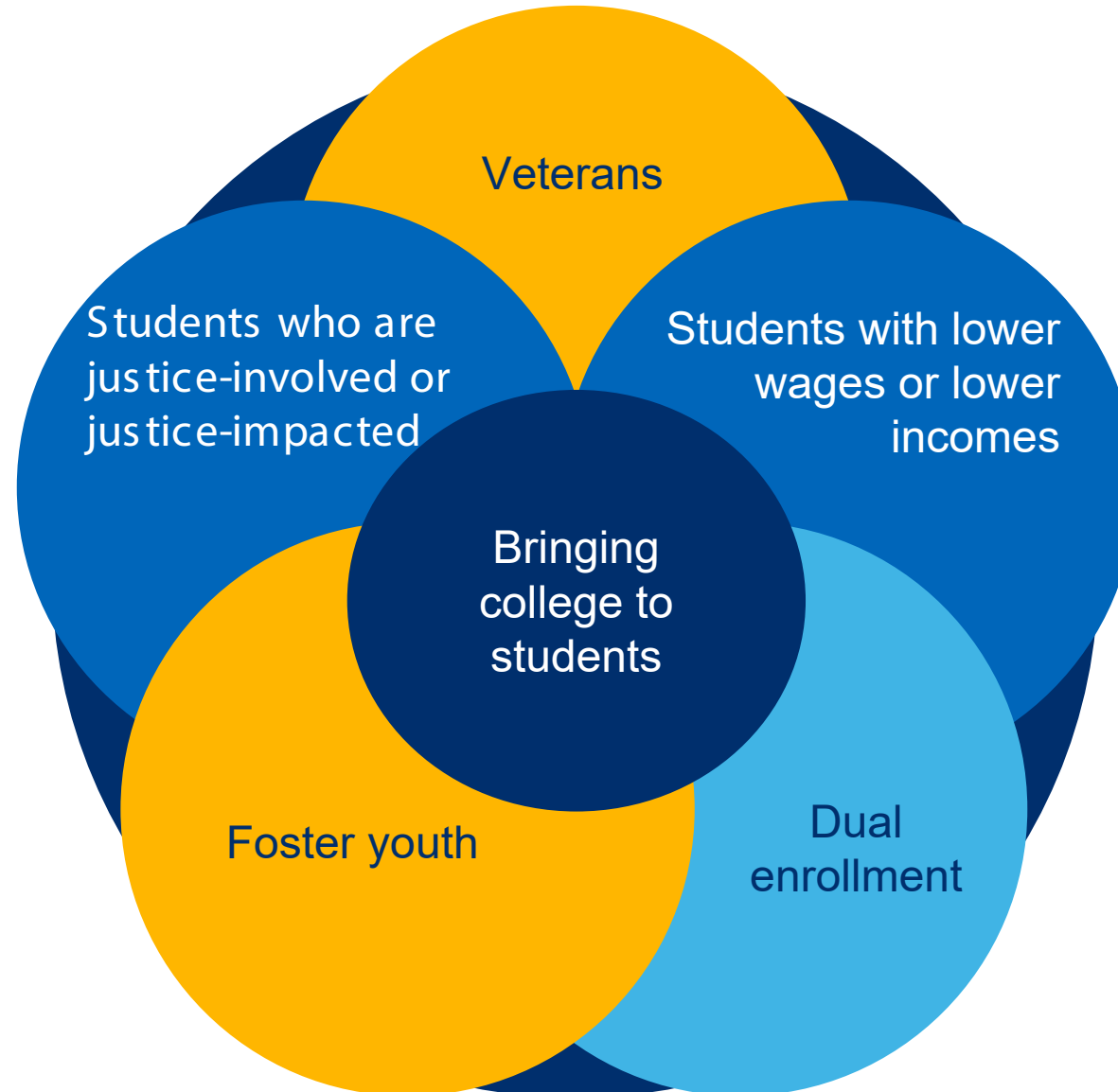
Broaden the opportunities for all Californians to participate in higher education by starting or continuing their higher education at a California Community College.

Partner with other systems, agencies, institutions and community-based organizations to provide students the academic, financial and social supports necessary to thrive by taking education opportunities and the accompanying support to Californians

Our Student Populations

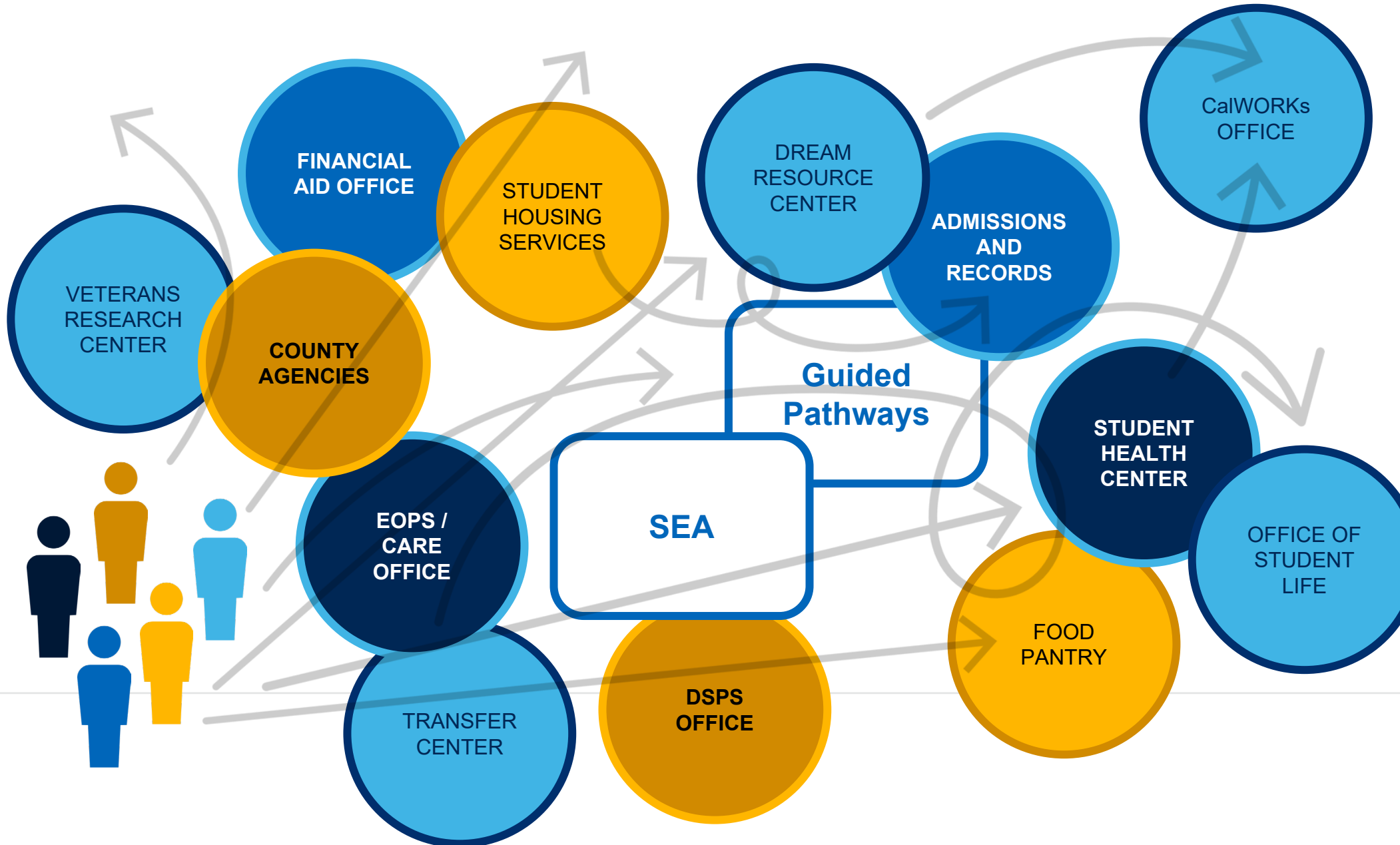


New Pathways to Reach Future Learners

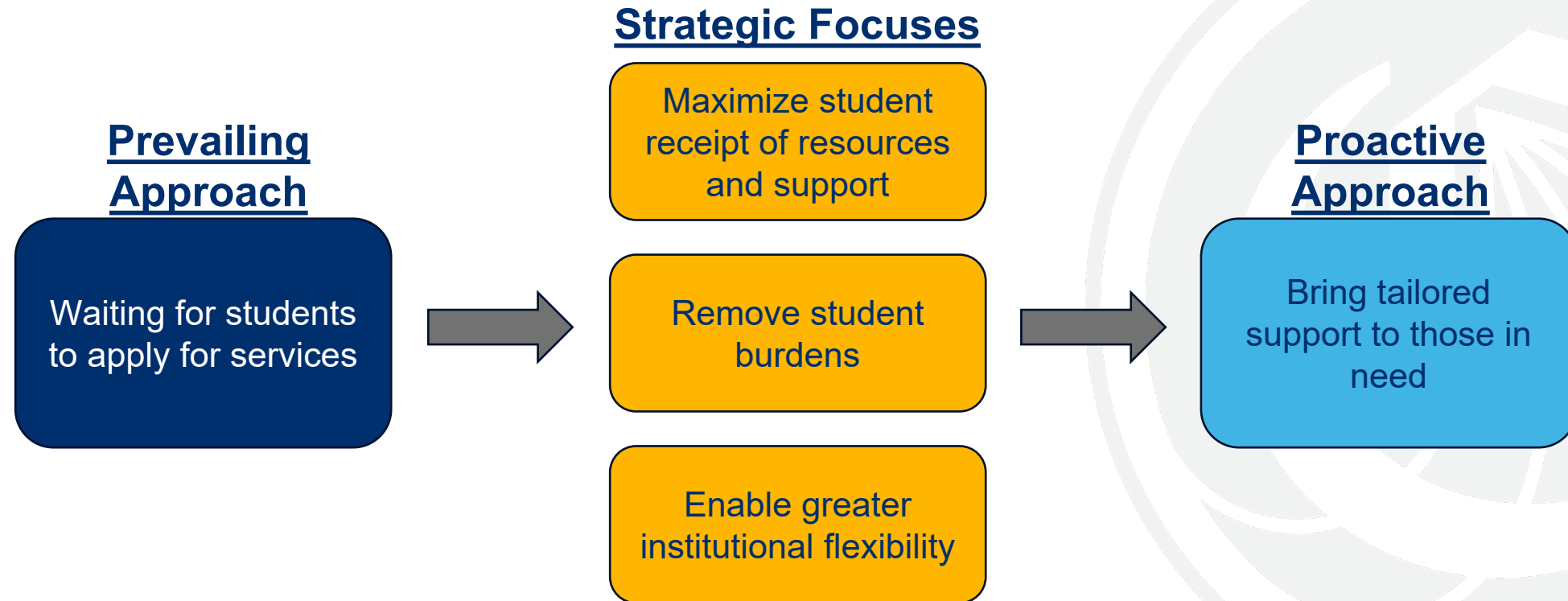


The “Messy” Reality of Student Experience

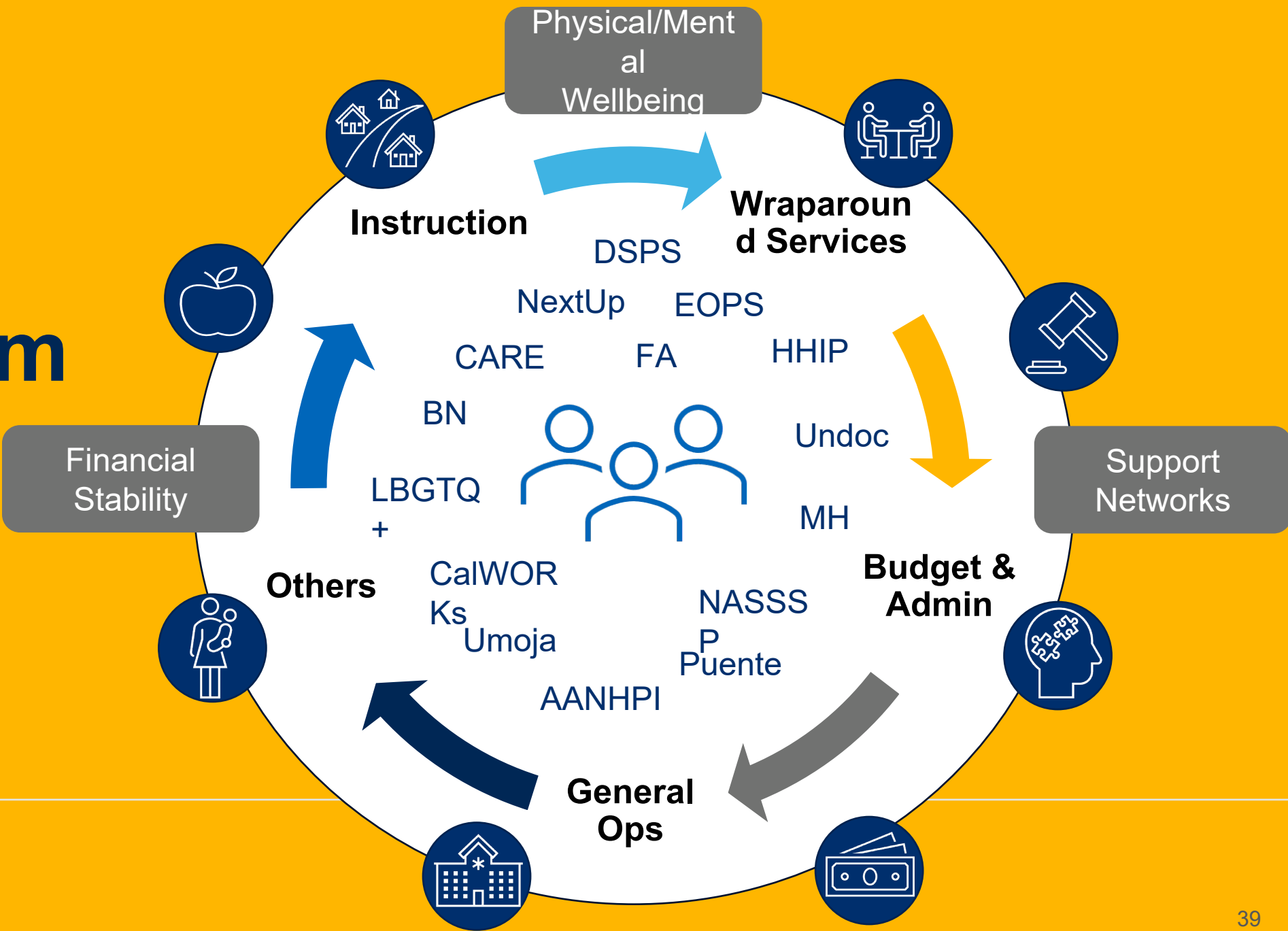
Intake Forms
Eligibility Requirements
Applications
Verifications
Available Services



Equity in Support: Shifting the Paradigm



Student-centered Support Ecosystem



Veterans Mental Health Demonstration Project

- Broaden VET NET Ally training
- Develop action plans towards veteran-centered redesign of student experience

Veteran-centered Redesign



- Implement proactive enrollment strategies
- Mature holistic support on campus
- Improve transfer outcomes

Peer-to-peer Model



- Enhance institutional partnership capacity
- Expand accessibility to services
- Curate regional resource profiles

External Partnership



*Almost 90% of veterans enrolled at a CSU transferred from a CCC.

Strategies to Maximize Impact of Support for Transfer Students



Increase FAFSA uptake and maximize student receipt of direct aid



Remove student burdens related to accessing resources and support



Deepen transfer-focused support in high-touch intervention programs



Ensure continuity of support by institutionalizing partnerships across segments



Optimize data sharing to tailor support and ensure impact

The Better FAFSA – Application Changes

Streamlined FAFSA Form and Process

- Far fewer questions
- Updated need analysis formula
- Direct data exchange with the IRS, with consent
- Expanded access to Pell Grants
- Additional flexibility to independence determination
- Requirement for StudentAid.gov account

All financial aid directors should be subscribed to both the **Federal Student Aid and CSAC listservs** for the best resources and up-to-date information.

CSAC Workshops



The Better FAFSA FAQ



Technical Issues. There have been several technical issues with The Better FAFSA application roll out. The California Student Aid Commission (CSAC) is working to correct these issues and provide support to students. Webinar schedules and support resources are available on the CSAC website.

The Better FAFSA – Application Changes

For students who have a contributor(s) without a Social Security number (SSN), technical updates have been made to enable students to successfully submit the form.

Please review the **GENERAL-24-19** update for more information.

Please scan the QR Code or search “General-24-19” to view the **Update on Technical Fix to the 2024-25 FAFSA Form for Individuals Without a Social Security Number (SSN)** on the US Department of Education site.



<https://fsapartners.ed.gov/knowledge-center/library/electronic-announcements/2024-03-12/update-technical-fix-2024-25-fafsa-form-individuals-without-social-security-number-ssn>

The Better FAFSA – Updated Deadlines & General Information

The FAFSA typically opens on Oct. 1. Due to updates made to the form this date was pushed to **December for the 2024-2025 application.**

For students that want to transfer, the deadline for Cal Grant has been extended from March 2, 2024, to **May 2, 2024, for this year.**

- Federal student aid began transmitting FAFSAs to CSAC and colleges mid-March.
- The Cal Grant deadline for students attending CCC remains the same, September 2.
- CSU and UC and both extended their intent-to-register dates to at least May 15.
- Cal Grant Reform: waiting for May Revised Budget. The CO remains in support of full implementation for the 2024-25 academic year

**“Our time
is now.”**

- Chancellor Christian

**THANK
YOU!**
Questions?

Dr. John Stankas jstankas@cccco.edu

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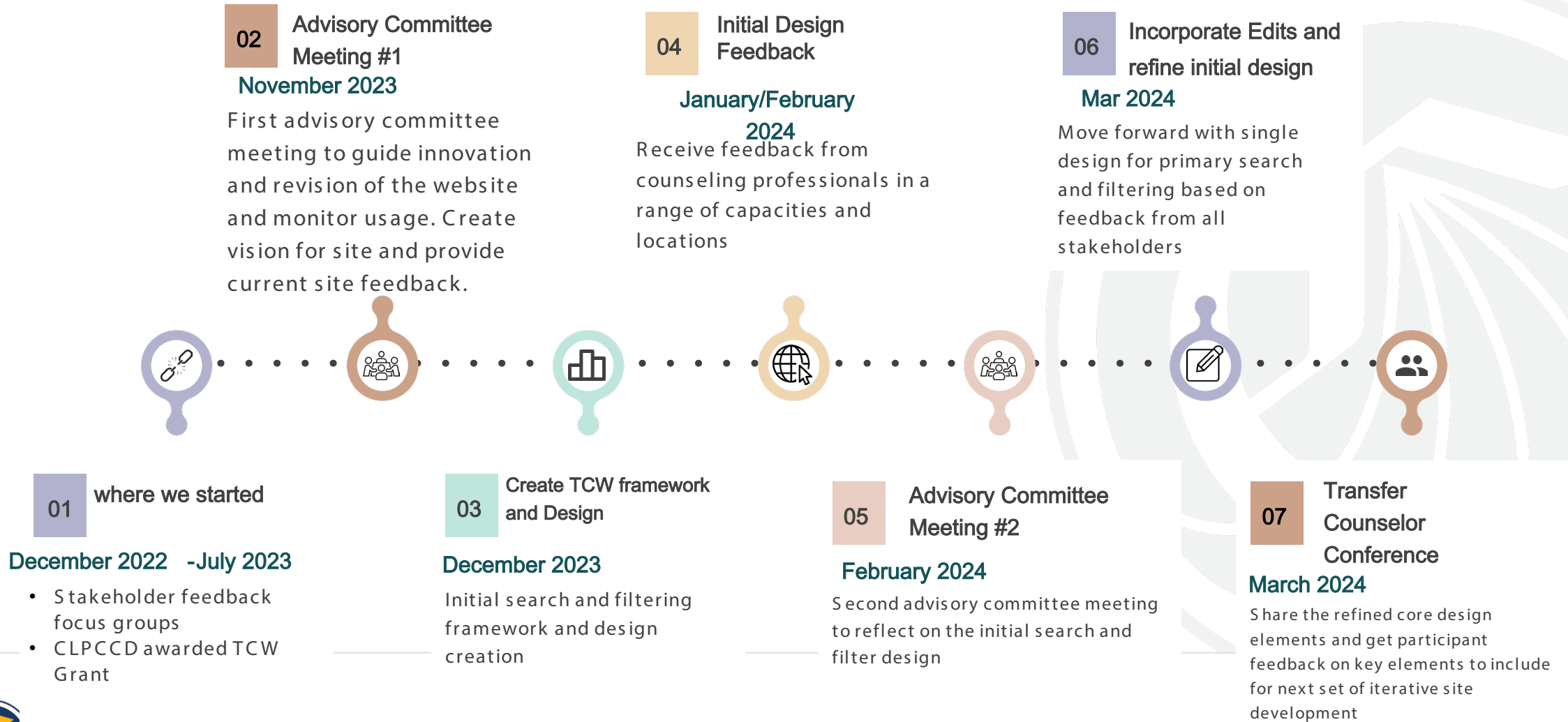
General Inquiries Transfer@cccco.edu

Welcome to the 2024

Transfer Conference for Counselors!



Transfer Counselor Website Timeline



TCW Advisory Committee

Laura Amescua

Manager, Policy Implementation and
Admissions Evaluation,
University of CA Office of the President

Lezra Chenportillo, M.Ed

First Gen Counselor, San Jose City College

Theresa Fleischer-Rowland, Ed.D.

Vice Chancellor, Educational Services and Student
Success,
CLPCCD

April Grommo, Ed.D.

Assistant Vice Chancellor for Strategic Enrollment
Management at CSU, Office of the Chancellor

Kyle Johnson

Student, Political Science – Public Service Major,
UC Davis

Brittany Lundeen

Transfer Center Co-director and Counselor, Cerritos
College

Mariana Macamay

Transfer Center Coordinator, Crafton Hills College

Sean Madden

Community College Program Assistant, Educational
Services and Support Division, CCCCO

Amy Merkel

Transfer Center Director and Counselor, Santa Rosa
Junior College

Danyelle Okamoto

Director of Membership Services and Strategic
Initiatives,
AICCU

David Reed

Director of Educational Support Systems, CLPCCD

Michael Schwarz

Counselor/Coordinator, Las Positas College

Dr. Helen Young

Asst. Project Director at CCCCO & El Camino
College

TCW Internal Committee

Lezra Chenportillo

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Frances Fon

Counselor/ Instructor,
Transfer Center, Chabot
College

David Reed

Director of Educational
Support Systems, Chabot
Las
Positas Community College
District

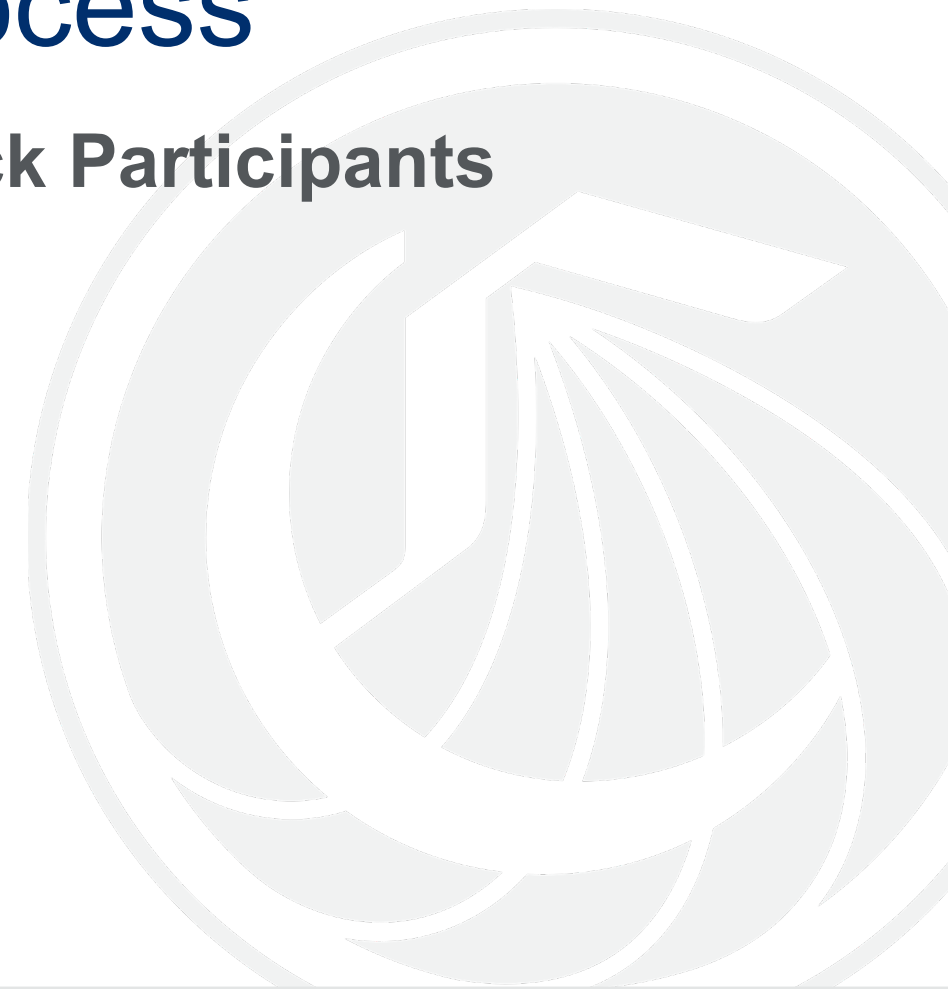
Michael Schwarz

Counselor/Instructor
Las Positas College

TCW Feedback Process

Dec. 2022 – Feb 2023 Counselor Feedback Participants

- CSU focus group
- Transfer Center Directors
- Chabot College Counseling Team
- Articulation officers
- CTE and Special Programs Counselors
- Career Ladders (CLP)
- Career Center Coordinators
- UC Directors & Admission Counselors



Equity-Advancing Resource Hub to Support *Today's* CCC Transfer Students

- Provide time-saving tools for Counselors working with students
- Improve overall site navigation
- Increase overall use of the site and listserv to build community
- Align content with Vision 2030 Goals
 - Increase credit mobility and transfer opportunities within the California Community Colleges

Equity-Advancing Resource Hub to Support *Today's* CCC Transfer Students

- Enhance the capacity of cross-system exchange amongst CCCs, CSU, UC, and private colleges and universities (Vision 2030)
- Promote transfer equity and increase equitable outcomes in transfer by organizing information based on the student journeys and unique needs of our most marginalized student populations
- Tools & Technology: Introduce innovative tools that allow counselors to align support based on the student journey (enhanced search and filtering functions, faster access to data and supporting documentation)