



Transfer Workplan

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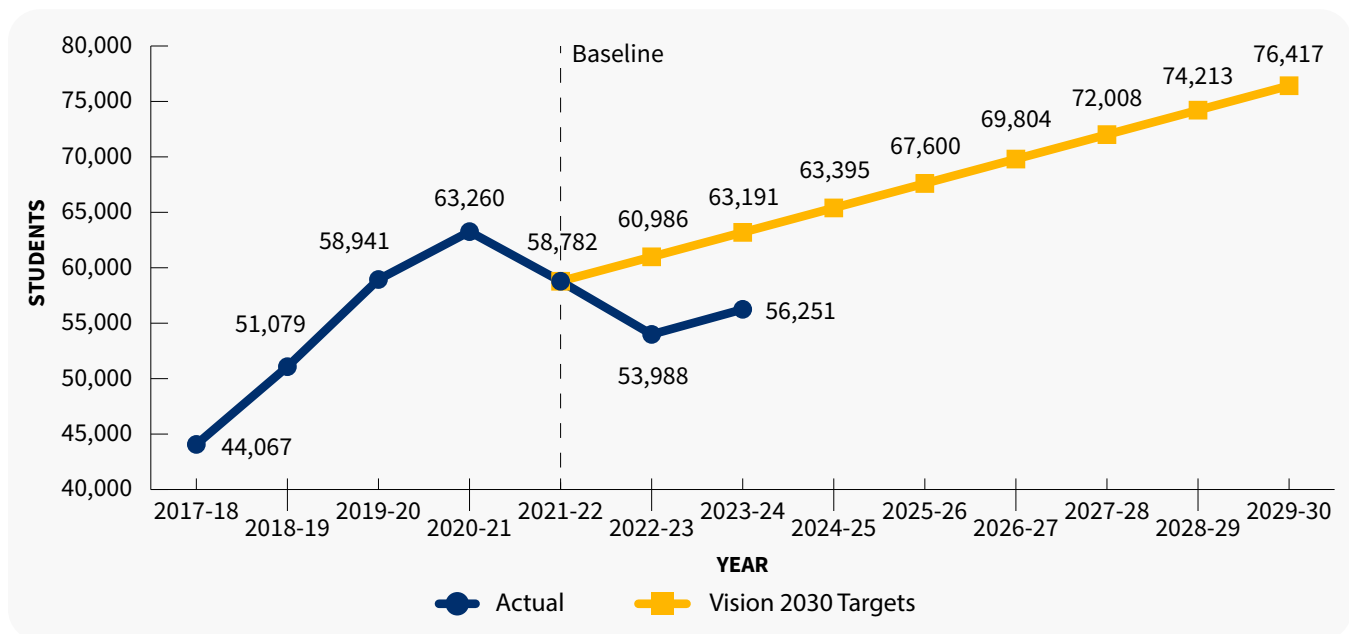
The California Community Colleges system plays a pivotal role in preparing students for transfer to four-year institutions and is now positioned to provide direct access to in-demand applied baccalaureate degree programs within a growing number of California community colleges. Our system's part in advancing students toward successful baccalaureate degree attainment is evidenced by recent data showing California community college transfer students graduate from California State University (CSU) institutions at higher rates than freshmen-starting CSU students and from University of California (UC) institutions at comparable rates to freshmen-starting UC students. **Equitable baccalaureate degree attainment, Strategic Direction 1 of Vision 2030**, continues to be critical for ensuring that all Californians have access to education and support that lead to economic self-sufficiency.

The Vision 2030: Transfer Workplan will drive the transfer-centered Baccalaureate Attainment outcomes 3a, 3b, and 3c in Vision 2030, as well as Actions 6a, 6b, and 6c under Strategic Direction 1: Equitable Baccalaureate Attainment.

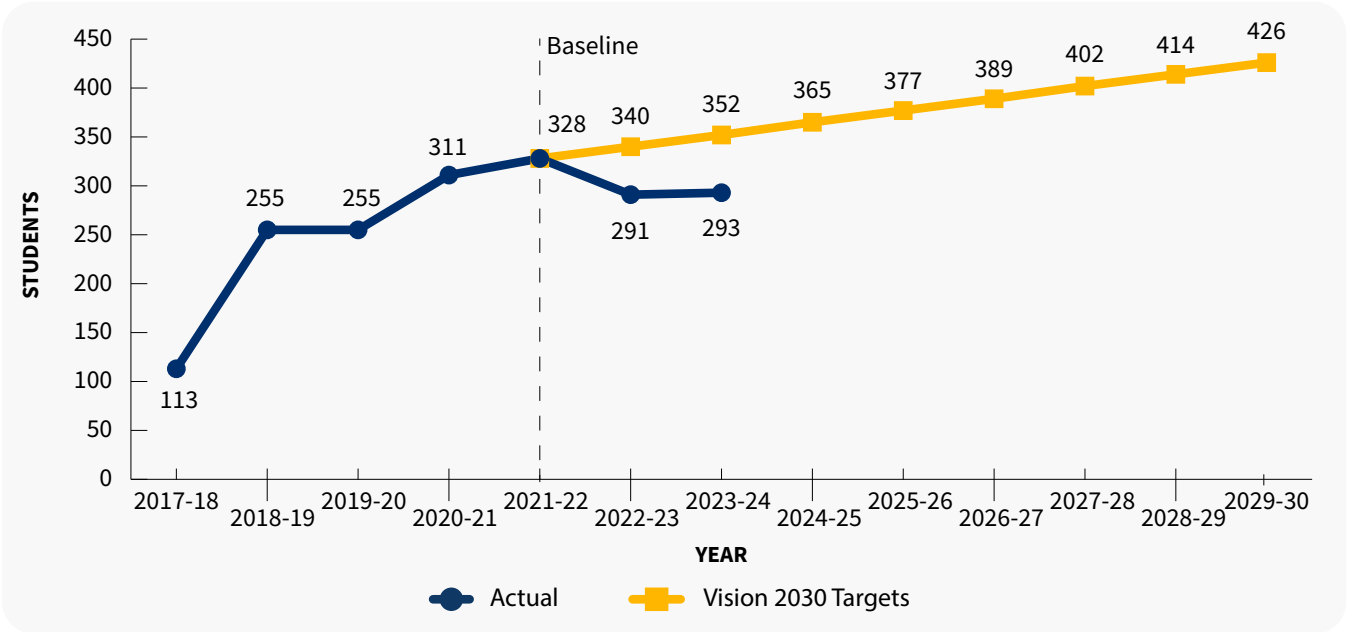
Outcome 3: Baccalaureate Attainment

Increase with equity, the number of California community college students attaining a baccalaureate degree.

Outcome 3a: Increase with equity, the number of California community college students who earn an associate degree for transfer (ADT).

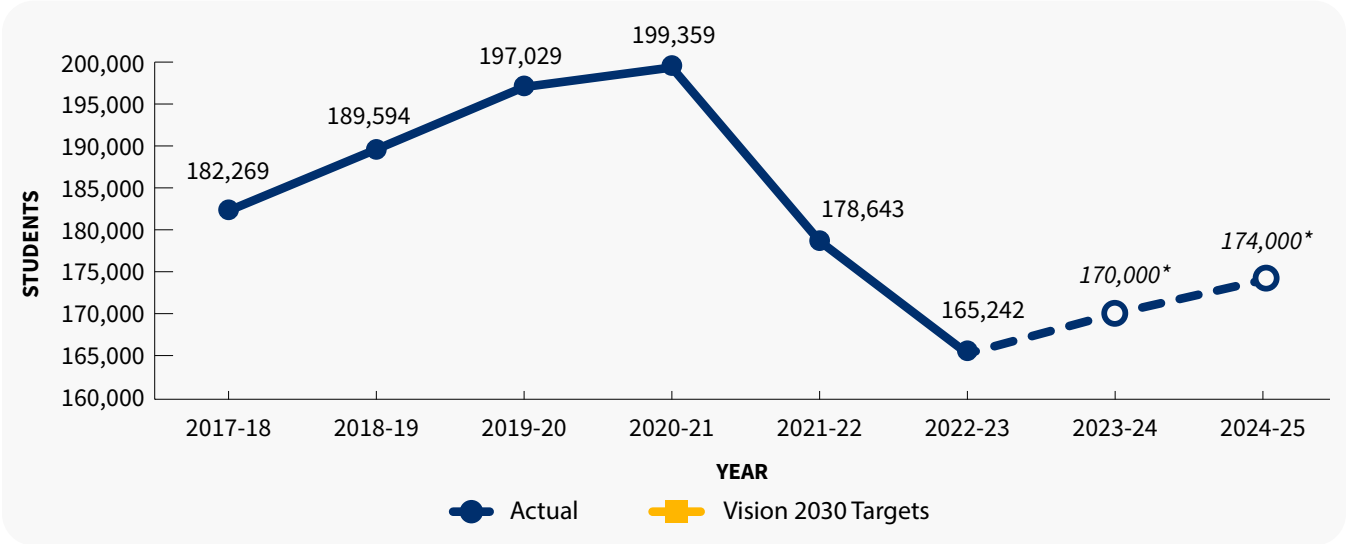


Outcome 3b: Increase with equity the number of California community college students who earn a California community college baccalaureate degree.



Outcome 3c: Increase with equity the number of California community college students who transfer to the California State University (CSU), University of California (UC), or non-profit private/independent/out-of-state four-year institutions.

Benchmark: Continue to work with other segments to mutually agree on these increases.



Note: We expect the final number of transfers to show an overall increase in 2024-25. The 2023-24 estimate is a midpoint between 2022-23 actuals and the 2024-25 estimate. Final numbers will likely vary from these estimates.¹

¹ Note: Transfer data in the California Community Colleges [DataVista](#) platform lag to ensure a transfer student was not still enrolled at a community college.

Transfers to UC and CSU comprise about 90% of all CCC transfers.
UC system dashboards indicate that transfers from CCC declined 2% from fall 2022 to fall 2023 but increased 5% from fall 2023 to fall 2024. CSU system dashboards show that transfer from CCC declined 4% from fall 2022 to fall 2023 but increased by 0.3% from fall 2023 to fall 2024. Information about independent and out of state university transfers are not yet available for the full 2023-24 year.

The following are specific activities in the Vision 2030: Transfer Workplan to achieve the outcomes established by the California Community Colleges Board of Governors in Vision 2030.

ACTIVITY 1: RURAL COLLEGE TRANSFER COLLABORATIVE

Launch the Rural College Transfer Collaborative demonstration project with North/Far North colleges that serve rural populations in May 2025. The project will expand access for rural, place-bound, and underserved populations to Associate Degree for Transfer (ADT) opportunities in science, technology, engineering, and math (STEM) and other high-demand fields. Key elements of the project include building a collaborative of rural-serving colleges to share course offerings, utilizing the California Virtual Campus or other platform for course delivery, integrating expanded use of Program Pathways Mapper, creating transfer partnership agreements with regional four-year institutions, and enhancing tailored student support services for students taking courses at a single California community college or across multiple California community colleges. Here are the 10 rural colleges invited to participate: Butte College, College of the Redwoods, College of the Siskiyous, Feather River College, Lassen Community College, Lake Tahoe Community College, Mendocino College, Shasta College, Woodland Community College, and Yuba College.

Outcome: This activity, which is also a Demonstration Project, intentionally drives outcomes 3a and 3c, and has potential to drive outcome 3b.

ACTIVITY 2: INLAND EMPIRE EQUITABLE DUAL ENROLLMENT IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) AND CAREER TECHNICAL EDUCATION (CTE)

Facilitate the design and deployment of dual enrollment pathways with transferable/articulated STEM and CTE courses, integrated with outreach and supports. Building from the Vision 2030 ninth grade strategy of dual enrollment and evidence-based practices found in UMOJA, MESA, and Rising Scholars programs, this initiative seeks to increase collaboration in addressing systemic barriers to baccalaureate degree pathway entry for disproportionately impacted African American/Black and justice impacted youth and has potential to impact more than 260,000 high school students in Riverside and San Bernadino counties, of which approximately 7% are African American/Black. Inland Empire California community colleges, K-12 schools, four-year institutions, and community-based organizations will be the initial collective for design and evaluation, with an intent to scale best policy and practices statewide.

Outcome: This activity intentionally drives outcomes 3a, 3b, and 3c.

ACTIVITY 3: CALIFORNIA COMMUNITY COLLEGE BACCALAUREATE DEGREE PROGRAM

Advance California community college baccalaureate degrees by increasing the number of programs offered statewide from 51 to 200 and the number of community colleges offering baccalaureate degrees from 42 to at least 58 by 2030. This in turn would increase the capacity to serve students seeking California community college baccalaureate degrees to nearly 4000 students and meet local labor market demands. To maximize the annual limit of 30 additional California Community Colleges baccalaureate degree programs per year, the Chancellor's Office will conduct a strategic outreach and offer collaborative support to colleges that previously applied but did not meet the approval thresholds, as well as to those that did not apply – targeting rural regions to build capacity where student access to baccalaureate programs is extremely limited. This effort will include using labor-market index data to understand what programs are needed and where they are needed. The Chancellor's Office continues to streamline the application processes and update regulations with provisions for California community college baccalaureate degrees. Further guidance and support from the Chancellor's Office will be included in the next edition of the Program and Course Approval Handbook and in a revision of the required reporting through the Chancellor's Office management information system.

Outcome: This activity intentionally drives outcome 3b.

ACTIVITY 4: PROGRAM PATHWAYS MAPPER

Implement Program Pathways Mapper (PPM) systemwide to provide more students with access to program pathways and transfer planning information. This model of technology embodies the principles of guided pathways combined with intentional faculty-centric collaborations and is effective in meeting the goals outlined in the [Governor's Roadmap](#), such as providing a systemwide approach to mapping intersegmental curricular pathways, streamlining transfer, and reducing excess units. The initial phase of PPM implementation yielded a use rate of 79% across all Central Valley California Community Colleges, California State University, and University of California institutions in the Central Valley Transfer Pathways demonstration project, which is higher than the overall statewide adoption rate of 57%. To date, more than 150 individual curriculum pathway maps have been published to connect UC Merced with California community colleges. Implementation at 94% all Central Valley Transfer Pathways demonstration project colleges is expected in 2025-26. At the same time, the statewide effort aims to leverage processes and documentation developed in the Central Valley to support scaling PPM adoption across the state, with no-cost access to the platform being provided to all California community colleges.

Outcome: This activity intentionally drives outcomes 3a and 3c, and has potential to drive outcome 3b.

ACTIVITY 5: AUTO-MATRICULATION OF ASSOCIATE DEGREE FOR TRANSFER COMPLETERS

Pilot the automatic matriculation of Associate Degree for Transfer (ADT) completers to the California State University (CSU) through the establishment of near-real-time data-sharing capability between the California Community Colleges' Common Cloud Data Platform and CSU system platform. As a next phase of the Vision 2030's Central Valley Transfer Pathways demonstration project, this initiative provides proactive and focused data flow allowing CSU to identify and support potential transfer students, reducing the risk of stop-outs, and aligning resources for a smoother transfer transition. This pilot will begin with the California community colleges that are part of the [Common Cloud Data Platform Demonstration Project](#) with a cohort of six districts for a total of 11 colleges varying in size, ERP platform use, single- and multi-college districts, rural and urban colleges to validate the initiative's impact, scalability, and expansion potential. Invitations for that initial cohort have been sent to Coast Community College District, Kern Community College District, Foothill-DeAnza Community College District, Siskiyou Joint Community College District, Santa Clarita Community College District, and Cerritos Community College District.

Outcome: This activity intentionally drives outcomes 3a and 3c.

CONCLUSION

The California Community Colleges system plays a critical role in advancing baccalaureate degree attainment through its transfer and baccalaureate degree pathways. Through focus on equitable strategies and the strategic directions outlined in Vision 2030, we aim to increase the number of students who successfully transfer and complete their degrees, particularly addressing disparities among underrepresented groups. With targeted activities in the transfer workplan and a commitment to improving outcomes across various stages of the transfer process, we are positioned to ensure greater access, support, and success for all students in their pursuit of higher education.

Resources informing the Vision 2030: Transfer Workplan

- Increasing Baccalaureate Degrees Awarded in California: 2025-2030: California Community Colleges Chancellor's Office Report: [link to follow](#)

- Distance Matters: Exploring Geographic Barriers to Transfer for California Community College Students
https://rpgroup.org/Portals/0/Documents/Projects/Exploring_Geographic_Isolation_Barrier_Equitable_Transfer_Outcomes/DistanceMatters_ExploringGeographicBarriers_November2024.pdf
- Potential of California's Community College Baccalaureate for Closing Racial Equity Gaps:
<https://civilrightsproject.ucla.edu/research/college-access/underrepresented-students/the-potential-of-californias-community-college-baccalaureate-for-closing-racial-equity-gaps/CCB-CRP-FINAL-REPORT-033023-modified-post-release.pdf>
- College Completion in California:
<https://www.ppic.org/publication/college-completion-in-california/>

APPENDIX

Outcome 3a:

YEAR	STUDENTS	
	Actual	Vision 2030 Targets
2017-18	44,067	-
2018-19	51,079	-
2019-20	58,941	-
2020-21	63,260	-
2021-22	58,782	58,782
2022-23	53,988	60,986
2023-24	56,251	63,191
2024-25	-	63,395
2025-26	-	67,600
2026-27	-	69,804
2027-28	-	72,008
2028-29	-	74,213
2029-30	-	76,417

Bold = Baseline

Outcome 3b:

YEAR	STUDENTS	
	Actual	Vision 2030 Targets
2017-18	113	-
2018-19	255	-
2019-20	255	-
2020-21	311	-
2021-22	328	328
2022-23	291	340
2023-24	293	352
2024-25	-	365
2025-26	-	377
2026-27	-	389
2027-28	-	402
2028-29	-	414
2029-30	-	426

Bold = Baseline**Outcome 3c:**

YEAR	STUDENTS	
	Actual	Vision 2030 Targets
2017-18	182,269	-
2018-19	189,594	-
2019-20	197,029	-
2020-21	199,359	-
2021-22	178,643	-
2022-23	165,242	-
2023-24	-	<i>170,000*</i>
2024-25	-	<i>174,000*</i>
2025-26	-	-
2026-27	-	-
2027-28	-	-
2028-29	-	-
2029-30	-	-