CALIFORNIA COMMUNITY COLLEGES
BACHELOR'S DEGREE PROGRAMS

2025 Baccalaureate Degree Workshop

Tuesday, June 10, 2025

California Community Colleges

A11Y 6/24/25

CALIFORNIA COMMUNITY COLLEGES
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Wi-Fi Access

Network: SDCCD-Campus-Connect-Guest

Once selected you will be prompted to accept the SDCCD Acceptable Use Policy; click "Accept & Connect", and access will be granted to the network.

You will need to re-connect to the network every 4-hours.

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Academic Senates and California Community College Baccalaureate Degrees

Cheryl Aschenbach, ASCCC Past President

June 10, 2025

Benefits of CCC Baccalaureate Degrees

- STUDENTS!
- Address local workforce and economic needs
- High graduation rates
  - 67% of CCC BDP students earned a bachelor's degree within 2 years of starting upper division coursework; 78% completed in 3 years (Hoang 2022)
- Wage increases for CCC BDP graduates
  - 2020 graduates increased annual earnings by $18,400 on average (Hoang 2022)
- Provide accessible and affordable bachelor's degree programs
  - for students who are geographically bound
  - for historically underrepresented and marginalized populations who may not otherwise consider earning a bachelor's degree
  - 56% of CCC BDP graduates reported they would not have pursued a bachelor's degree if it hadn't been offered at their community colleges (Hoang 2022)

ASCCC Resistance, Support, & Advocacy for CCC Baccalaureate Degree Programs

- As a result of the position established by Resolution S10 06.01, ASCCC was opposed to SB 850 (Block, 2014)
- Remove opposition, urge removal of "pilot" status (F19 06.01)
- Support expansion of BDPs, especially in allied health fields (F19 06.02)
- Develop lower division GE pathway for BDPs (S22 09.03)
- Support revisions to BDP lower division GE requirements (F22 07.02)
- Add LL&SD requirement to BDP lower division GE (F22 09.02)
- Propose definitions for BDP duplication and non-duplication (F22 15.05)
- Support completion of BDP Application Cycle 2 (S23 06.06)
- Revisit BDP upper division GE and and MQ requirements (S23 07.06)

BDP=Baccalaureate Degree Program
GE=General Education

ASCCC & SB 850 (Block, 2014) Response

- SB 850 (Block, 2014) Baccalaureate Degree Pilot Program
- Many elements of BDP pilot development and implementation fell under CCR §53200(b) and (c): academic senates' academic and professional matters
  - ✓ Curriculum
  - ✓ Degree and certificate requirements
  - ✓ Educational program development
- Some elements of BDP implementation fell under Ed Code §87357
  - ✓ Faculty minimum qualifications
- ASCCC worked closely with the Chancellor's Office and pilot colleges to develop and make recommendations in areas under its purview

Local Academic Senate Areas for Engagement

- Curriculum
- Faculty Minimum Qualifications
- Accreditation
  - National/Regional (ACCJC): general education, academic standards, substantive change reports
  - Programmatic: curriculum, academic and professional standards, faculty minimum qualifications
- District Policy Development and Revision
- Articulation Officers - CCC to CCC articulation, general education approaches and considerations, input in shaping local and statewide policies and practices
- Curriculum Chairs - upper division training for local curriculum committees, review of BDP and upper division proposals

CCC Baccalaureate Degree Title 5 Regulations

- Developed by 5C with input from ASCCC and BDP practitioners
- Approved by Board of Governors in January 2025
- Awaiting chaptering by Secretary of State
- View pending regulations here
  - General education
  - Faculty minimum qualifications

CCC Baccalaureate Degree General Education

Total Units: 36

- Previous: IGETC or CSU GE Breadth
- Pending regulations:
  - 21 lower division (55061)
  - 9 upper division (55091)
  - 7 upper or lower (55091)

Upper Division

- 2+ disciplines outside major
- 1 with emphasis in written comm, oral comm, or computation

Continued BDP Efforts and Advocacy

In progress

- Navigating duplication with CSU
- Expanding into fields of high workforce demand (nursing, education)
- Meeting needs of regionals, place-bound students, and higher education deserts

Future

- Deploying appropriate funding model for BDPs
- General education transferability
- CCC to CCC articulation on ASSIST.org

ASCCC Advocacy & Resources

- Advocacy
  - ✓ Resolution 6.06 S23- In Support of Completing Cycle Two of the Baccalaureate Program Approval Process
  - ✓ Resolution 7.06 S23- Revisit Baccalaureate Degree Upper Division General Education and Minimum Qualifications Requirements
  - ✓ Resolution 113.01 S24- Support SB 895 (Roth, as of March 9, 2024) to Establish the Baccalaureate Degree in Nursing Pilot Program
  - ✓ Resolution 113.04 S24- Support AB 2093 (Santiago, as of March 6, 2024) to Extend College Promise to California Community College Baccalaureate Degree Students

- Local Academic Senate Visits
- Technical Visits- Curriculum
- Questions, comments, thoughts, ideas, concerns: info@asccc.org

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Questions?

Thank you!

ACCJC

Outcomes | Innovation | Improvement

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

Baccalaureates & Substantive Change!

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ACCJC Mission and Values

The ACCJC supports its member institutions to advance educational quality and student learning and achievement. This collaboration fosters institutional excellence and continuous improvement through innovation, self-analysis, peer review, and application of standards.

U.S. Dept. of Ed. Authorization to Approve Baccalaureate Degrees

ACCJC is authorized by the U.S. Department of Education to accredit institutions which have as a primary mission the granting of associate degrees, but which may also award certificates and other credentials, including bachelor's degrees, where the provision of such credentials is within the institution's mission.

The U.S. Department of Education's approval of this scope is the means by which institutions and their programs may qualify for federal student aid and federal aid to postsecondary institutions.

Substantive Changes – Federal Regulation

- Federal regulation (34 CFR §602.22), requires accrediting agencies to approve substantive changes before the agency includes the change in the scope of accreditation it previously granted to the institution.

- Types of change that apply to baccalaureates:
  - The addition of programs that represent a significant departure from the existing offerings or educational programs

Submission Process

Begin by submitting:

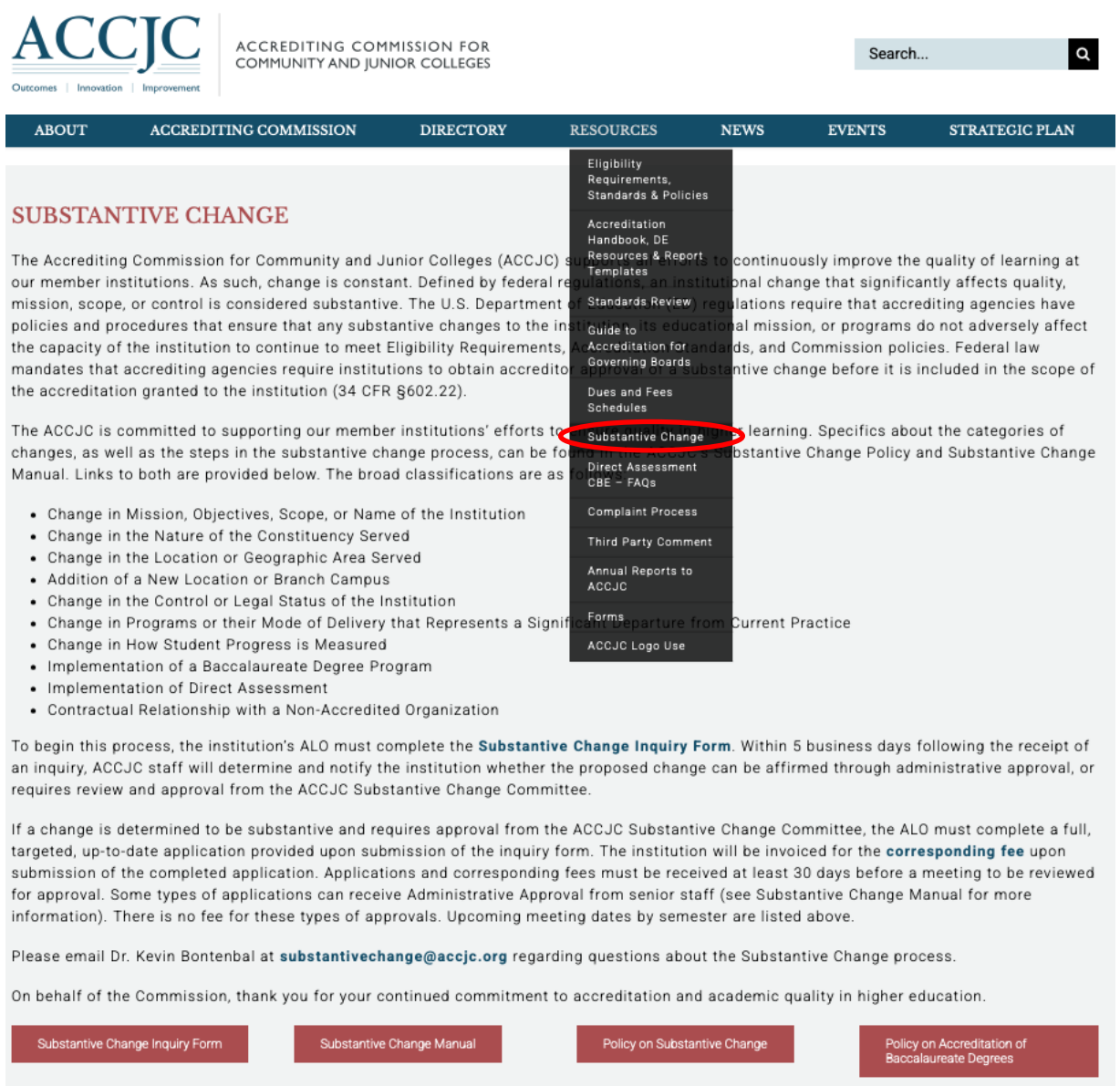
Substantive Change Inquiry Form

https://accjc.org/forms/substantive-change-inquiry-form/

Substantive Change Committee Meetings

Fall 2025	**Spring 2026**
August	February
September	March
October	April
November	May

https://accjc.org/substantive-change/



Steps in the Submission/Approval Process

1. **Institution's ALO** completes the **Substantive Change Inquiry Form** on the ACCJC website.
2. **ACCJC staff** reviews inquiry form to determine (a) if the proposed change qualifies as *substantive*, and (b) whether it can be affirmed through administrative approval or requires review and approval from the **ACCJC Substantive Change Committee**.
3. **ACCJC staff** sends **ALO** the appropriate application template and guides them through the process, as needed.
4. **After receiving application**, **ACCJC invoices** the college for the process, per the **ACCJC Fee Schedule** (on ACCJC website)
5. **Application** and **fee** must be received **at least 30 days** before a **Substantive Change Committee meeting** to be reviewed for approval.
6. **Substantive Change Committee** reviews, takes action, and **ACCJC staff** promptly notifies the institution of decision.

Application Prompts

Describe how the baccalaureate degree is consistent with the mission of the institution (*Standard 1.1*).

Include in your response the rationale and internal approval process for the proposed program *(e.g., Curriculum Committee, Academic Senate, Board of Trustees, students, advisory boards, community members, etc.).*

Describe how the baccalaureate degree will be integrated into the institution's regular review of relevant and meaningfully disaggregated data to evaluate its progress and inform plans for improvement and innovation (*Standard 1.3*).

Application Prompts

Describe how the baccalaureate degree reflects appropriate breadth, depth, and expected learning outcomes (*Standard 2.1 and 2.2*).

Does Baccalaureate Degree have a minimum of 120 credits? ☐Yes ☐No

Is Baccalaureate Degree more than 120 credits? ☐Yes ☐No
If yes, provide justification for additional credits.

Include in your response the student learning outcomes for baccalaureate degree.

Include program sheet for the college catalog.

Describe the upper-level general education requirements for the baccalaureate degree (*Standard 2.3*).

Application Prompts

Describe how courses in the baccalaureate degree will be scheduled to ensure completion in the expected period of time (*Standard 2.5*).

Describe how the institution designs and delivers equitable and effective services and programs *(e.g., counseling, advising, tutoring, library, etc.)* that support students in the baccalaureate degree (*Standard 2.7*).

Describe how the institution systematically reviews and assesses the baccalaureate degree to ensure quality and implement improvements and innovations in support of equitable student achievement (*Standard 2.9*).

Application Prompts

Describe how the institution employs qualified faculty, staff, administrators, and other personnel to support and sustain the baccalaureate degree (*Standard 3.1*).

Include faculty qualifications.

Application Prompts

Describe the institution's fiscal resources to support and sustain the baccalaureate degree (*Standard 3.4*).
Provide a budget showing evidence the institution has the capacity to start and maintain the proposed baccalaureate degree.

Application Prompts

Describe the institution's physical resources including, if applicable, equipment and supplies, to support and sustain the baccalaureate degree (*Standard 3.8*).

Describe the institution's technology resources to support and sustain the baccalaureate degree (*Standard 3.9*).

Describe how the institution's decision-making structures support innovation and equitable student outcomes for the baccalaureate degree (*Standard 4.3*).

Application Prompts

Describe any external approval process for the baccalaureate degree *(state/federal approvals, etc.)*.
Include documentation, if appropriate, of state/regional authorization with application, or within one year of ACCJC approval.

Ongoing Monitoring

- No Follow-up Substantive Change Site Visit after approval
- No separate narrative specific to Baccalaureate Degree in ISER or Team Report
  - Address where appropriate in response to Standards
- Report on Institution-Set Standards for Baccalaureate Degree in Annual Report

Remaining Questions or Comments

Thank You!

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BREAK

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Community College Bachelor Degree Programs (CCBA/BDP)

California Student Aid Commission

California Community Colleges

Agenda

- Community College Bachelor Degree Programs (BDP) Overview & Payment Scenarios
- E2 Transfer Entitlement and AB 840 Verification
- E3 Community College Entitlement
- Middle Class Scholarship 2.0
- Audits

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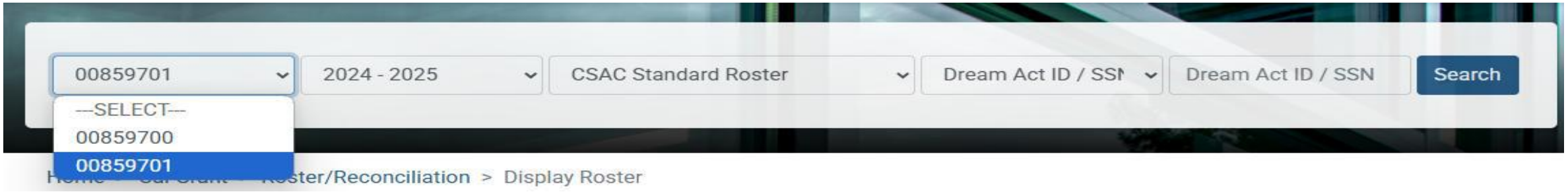
Checklist

* Refer to Quick-Start Guide for tips on submitting these forms:

- Submit the following forms to csacipa@csac.ca.gov. CSAC will build a separate WebGrants CCBA/BDP roster (Ex: 001234-**01**):
  - College Cost Estimate (CCE)
  - WebGrants Access Request (if AO and SA are different than - 00 roster)
  - Institutional Contacts Form
  - Electronic Funds Transfer (EFT) form
- Pay E3s on CCC traditional roster before moving them to the - 01 roster
- After paying E3, move students from the - 00 roster to the - 01 roster
  - Report school changes by batch, or individually, on the roster

Accessing Your BDP Roster

Home > School Info > Search

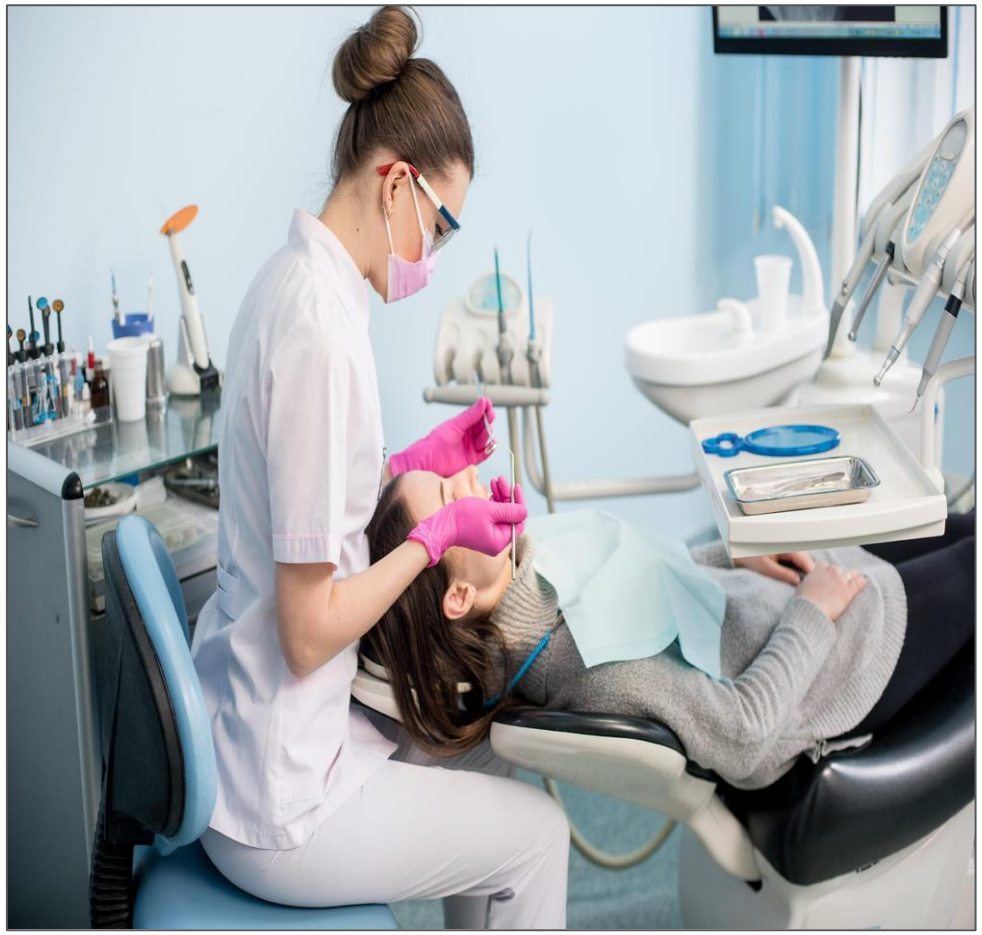


From [CA Education Code [78040 – 78043]]

(e) A district shall maintain separate records for students who are enrolled in courses classified in the upper division and lower division of a baccalaureate degree program.

A student shall be reported as a community college student for enrollment in a lower division course and as a baccalaureate degree program student for enrollment in an upper division course.

Program Costs



$10,560 for a Bachelor Degree from a CCC

- CSU: $22,968
- UC: $49,176

CCBA Program: 120 total units

- All 120 units are charged a per-unit enrollment fee of $46.00 (120 x $46) = $5,520
- 60 Upper Division courses are charged an additional $84 per unit fee (60 x $84) = $5,040

The California College Promise Grant (CCPG) covers Enrollment fees ($46) but not upper division units ($84).

Tuition & Fees

Tuition & Fees (T/F):
Cal Grant pays T/F on a **per-unit** basis for **upper division** courses only.

Reporting Enrollment Level: Report Enrollment Level (FT, TT, HT) based on total # of upper AND lower-division units. May require MANUAL entry of award amount.

To be eligible for a T/F payment: Students must be enrolled at least half-time (HT) in total upper and lower division courses.

Maximum Annual T/F Award: $3,024			
	# Upper Division Units	Semester $84 Fee Per Unit	Quarter $56 Fee Per Unit
	1	$84	$56
	2	$168	$112
	3	$252	$168
	4	$336	$224
	5	$420	$280
HT 6-8 units	6	$504	$336
	7	$588	$392
	8	$672	$448
TT 9-11 units	9	$756	$504
	10	$840	$560
	11	$924	$616
FT 12+ units	12	$1,008	$672
	13	$1,092	$728
	14	$1,176	$784
	15	$1,260	$840
	16	$1,344	$896
	17	$1,428	$952
	18	$1,512	$1,008

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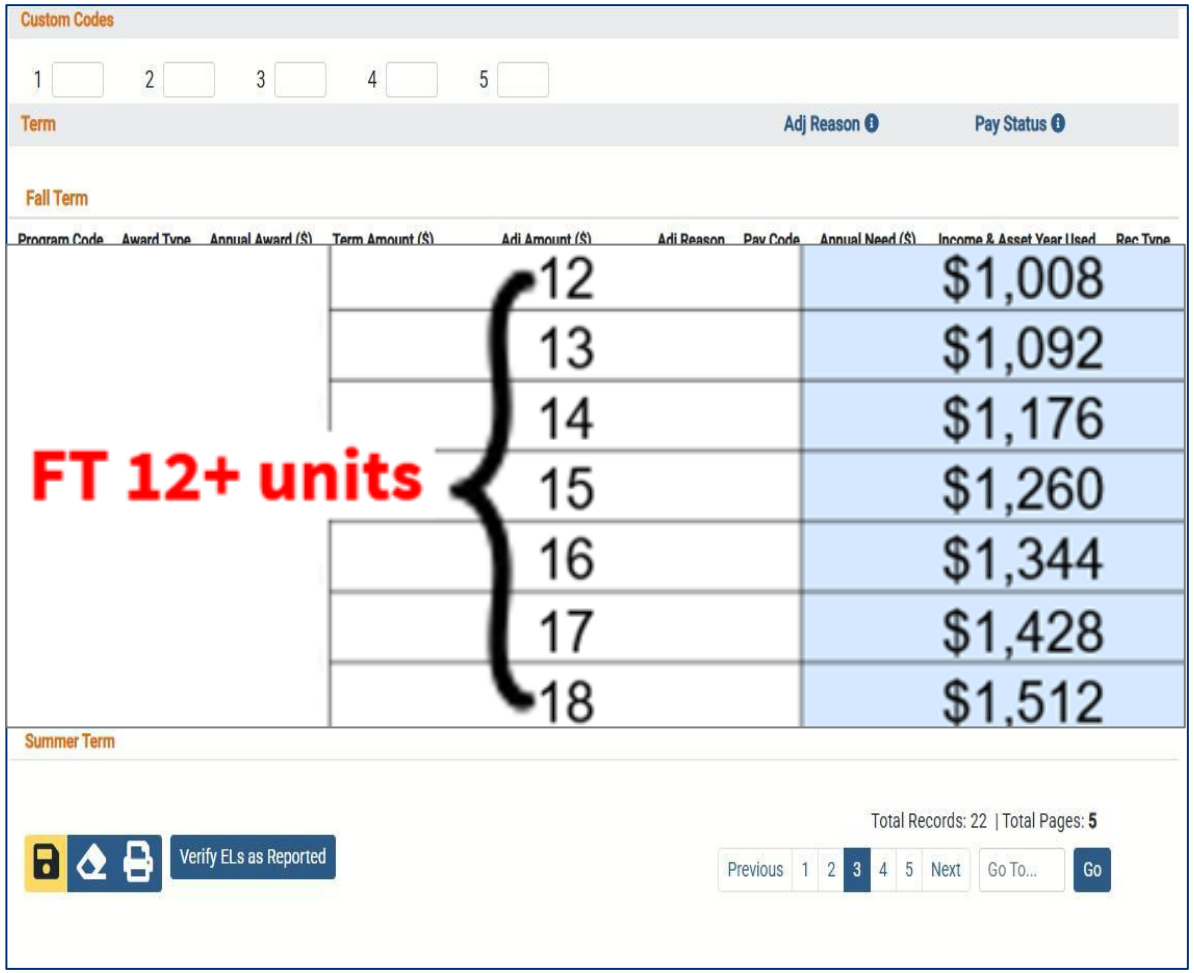
Report the same enrollment level for T/F and Access

Tuition & Fees- Manual Entry



Example: Student at a semester school is enrolled FT for Fall & Spring terms.

WebGrants will automatically calculate the MAXIMUM award amount for FT enrollment level at $1,512. **Override pre-populated award amount with correct amount, based on number of upper-division units.**

- Fall Term: Enrolled in 12 upper division units + 1 lower. Override $1,512 with $1,008
- Spring Term: Enrolled in 15 upper division units + 3 lower. Override $1,512 with $1,260

Access Award

Maximum Annual Access Award $1,648						
Semester				Quarter		
# Units	Enrollment	Award Amount	% Eligibility Used	# Units	Award Amount	% Eligibility Used
0-5	LH	$0	0.00%	0-7.5	$0	0.00%
6-8	HT	$412	25.00%	9-12	$275	16.67%
9-11	TT	$618	37.50%	13.5-16.5	$412	25.00%
12+	FT	$824	50.00%	18+	$549	33.33%

Access:

Report payment amount and enrollment level based on total number of **upper and lower** division units. To be eligible for payment, students must be enrolled at least half-time cumulatively, between upper and lower division units.

Eligibility Used:

Enrollment level (FT, TT, HT) reported determines % of eligibility used.

Access is increased to a maximum of $6,000 for Students with Dependents & Foster Youth Access

Roster Watch Items

Award amounts displayed on rosters may be inaccurate and will need to be manually adjusted if:

- Using PD, FT, TT, HT enrollment codes to report T/F. Codes do not calculate correct per-unit award amounts for CCBA campuses

Max Cal Grant payment for students with sufficient unmet need:

- CG A: **$3,024** Tuition & Fees (T/F)
- CG B: $3,024 T/F + 1,648 Access = **$4,672**
- SWD CG A & CG B: $3,024 Tuition & Fees + $6,000 Access* = **$9,024**
- FYA CG A & CG B: $3,024 Tuition & Fees + $6,000 Access* = **$9,024**

* Access for SWD & FYA is prorated based on enrollment level FT, TT, HT

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Payment Scenarios

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Scenario #1- Kai has a **Cal Grant B** and is enrolled in **6 upper division** units and **5 lower division** units

How much is he eligible to receive?

T/F 6 upper units @ $84/unit **= $504**

+ Access 11 *total* units **= $618**

Total = $1,122

# Total Units	Enrollment Level	Tuition & Fees (Semester)	Access
1-5	LH	$84-$252	$0
6-8	HT	$504-$672	$412
9-11	TT	$756-$924	$618
12+	FT	$1,008-$1,512	$824

Total units taken determines enrollment level.
11 total units is considered **TT**

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Scenario #2- Stella has a **Cal Grant B** and is enrolled in **3 upper division** units and **3 lower division** units

How much is she eligible to receive?

T/F 3 upper units @ $84/unit **= $252**

+ Access 6 ***total*** units **= $412**

Total = $664

# Total Units	Enrollment Level	Tuition & Fees (Semester)	Access
1-5	LH	$84-$252	$0
6-8	HT	$504-672	$412
9-11	TT	$756-$924	$618
12+	FT	$1,008-$1,512	$824

6 total units is considered **HT.** Enrollment in *upper units* can be LH, provided *total units* are at least HT status

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Scenario #3- Derek has a **Cal Grant B** and is enrolled in **2 upper division** units and **3 lower division** units

How much is he eligible to receive?

T/F 2 upper units **= $0**

+ Access 3 *total* units **= $0**

Total **= $0 ***

5 total units is considered **LH**

# Units	Enrollment Level	Tuition & Fees (Semester)	Access
1-5	LH	$84-$252	$0
6-8	HT	$504-672	$412
9-11	TT	$756-$924	$618
12+	FT	$1,008-$1,512	$824

* *If total units enrolled equate to **less than half time across upper & lower division courses**, student is not eligible for payment*

Payment Scenarios

Scenario #4- Jada has a **Cal Grant A** and is enrolled in **5 upper division** units and **7 lower division** units

How much is she eligible to receive?

T/F 5 upper units @ $84/unit **= $420**

Total = $420

# Units	Enrollment Level	Tuition & Fees (Semester)	Access
1-5	LH	$84-$252	$0
6-8	HT	$504-672	$412
9-11	TT	$756-$924	$618
12+	FT	$1,008-$1,512	$824

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12 total units is considered **FT**

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New Payment Codes

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New Payment Codes

- **IT-** Ineligible for Transfer Entitlement (E2). Award is withdrawn immediately
- **SR-** is used to report a final payment for a graduating senior enrolled in a Bachelor's program. Eligibility is used and award is withdrawn immediately.
  - Allows students to be paid their **full tuition charges** (up to the term maximum), even if attending less than half-time
  - Access is prorated as usual, based on enrollment status

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Transfer Entitlement (E2)

California Community Colleges

BDP E2 Process

Students enrolled in a BDP are not automatically selected for E2 Transfer Entitlement Cal Grant awards and must be manually processed. To give E2 consideration, community colleges must notify CSAC of all potentially-eligible students enrolled in a BA program.

For the Upcoming Academic Year:

- ✓ Ensure student lists a 4-year university on the FAFSA/CADAA
- ✓ Upload Excel file with potentially-eligible students who are expected to enroll in BA program via **WebGrants Secure File Transfer**. Include Student SSN/Dream ID, Name, and DOB
- ✓ Email *SchoolSupport@csac.ca.gov* with name/title of file to notify Commission staff of the upload
- ✓ Subject line: “E2 CCBA Consideration”

Upload via Secure File Transfer method

Transfer Entitlement (E2) Requirements

In addition to meeting basic eligibility criteria, students must also meet specific Transfer Entitlement eligibility qualifications. **Retain supporting documentation in student files** in the event of an audit.

OPTION A	OPTION B
High School Graduate or equivalent	Did not graduate
CA resident at time of HS graduation	CA resident on 18th birthday

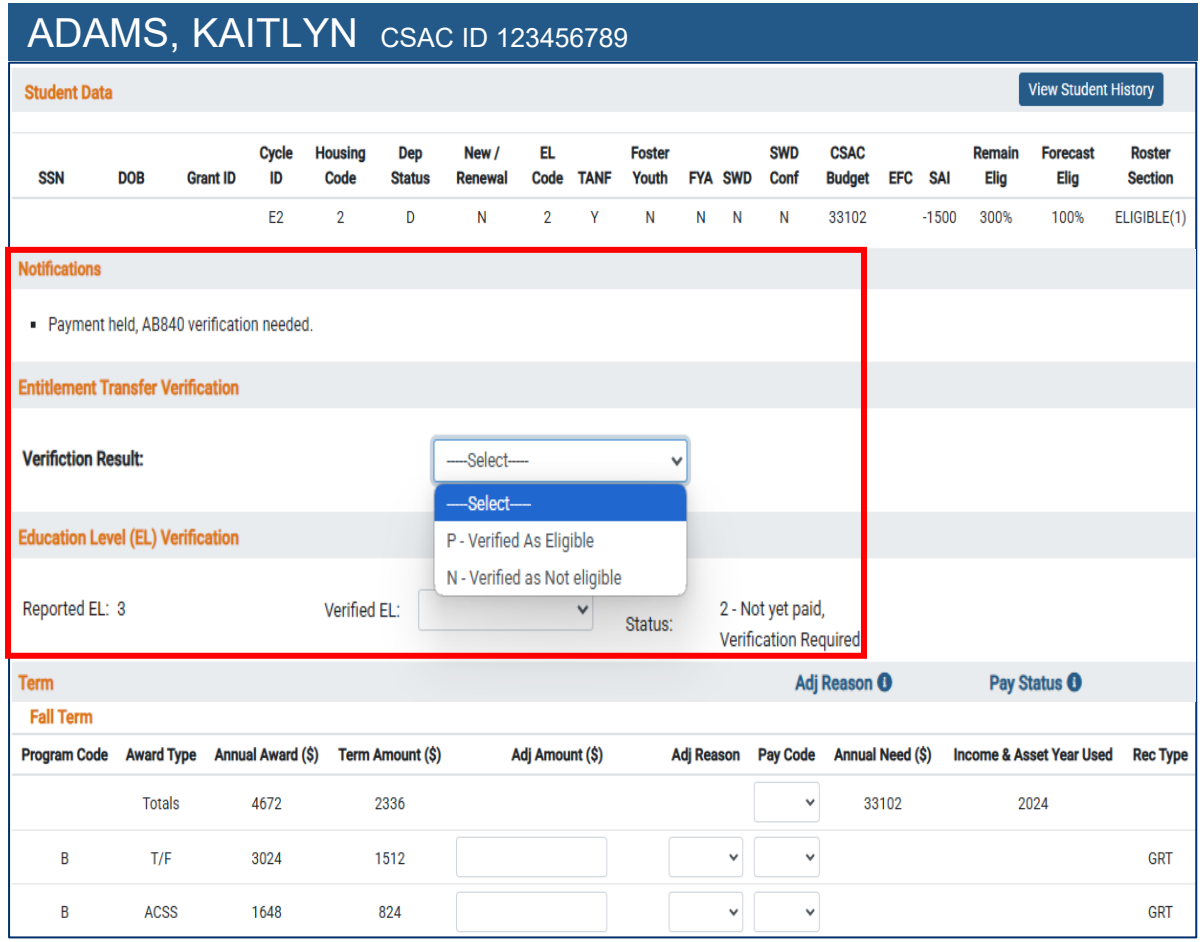
AND

- Complete a FAFSA/CADAA by the March 2nd deadline; list a BDGI
- Under age 28 on December 31st of the award year
- Transfer from CCC to bachelor degree-granting institution (BDGI) *in the year awarded*
- Income/assets within ceilings & sufficient financial need
- CCC GPA of 2.4

Transfer Entitlement Eligibility Criteria:
https://www.csac.ca.gov/sites/default/files/file-attachments/gom_2024-20.pdf

AB 840/E2 Verification Flag

California Education Code section 69436(d)(3), requires the Commission to randomly select at least 10 % of new and renewal awards processed under the E2 cycle for eligibility verification. Institutions must verify eligibility prior to the disbursement of Cal Grant funds.



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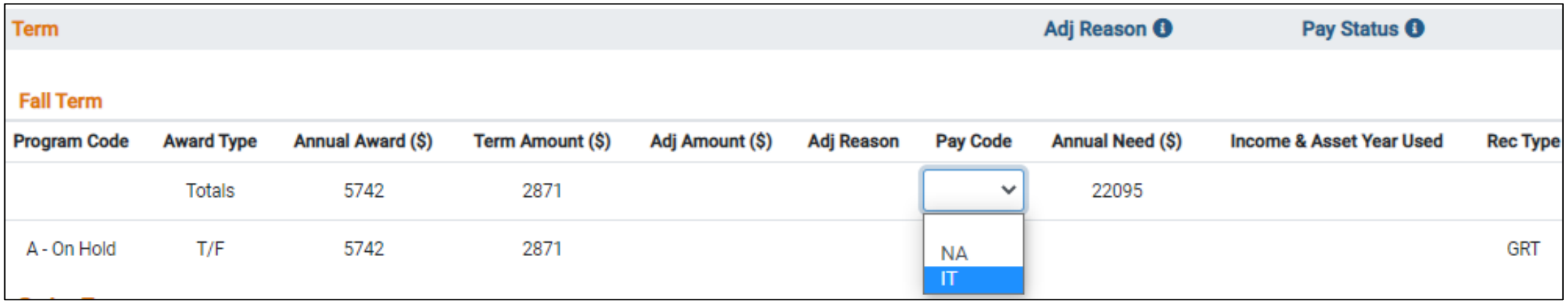
Please review our E2 video for detailed training on how to clear AB 840 flags

Ineligible for Transfer (IT)

If a student is *not* flagged for verification, but does not meet E2 eligibility requirements, report “Ineligible for Transfer” **IT**. This will move the student to the “Ineligible” section of the roster.



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Transfer Entitlement Video

More information on E2 eligibility requirements, the awarding process, and student responsibilities can be found in this short video.

https://www.youtube.com/watch?v=bLB4-8jz6Aw

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E3 Community College Entitlement

California Community Colleges

E3 Cal Grant B Payment Scenario

Can students be paid Access on the CCC roster, and Tuition & Fees on the BDP roster?

Answer

1) Term payments cannot be split across different rosters. T/F + Access must be paid together for the same term, at the same enrollment level, on the same roster

2) E3 awards are automatically withdrawn if a school change is made *before* payment is reported on the CCC roster

From the 2024-25 Cal Grant Handbook:

Students awarded a California Community College Entitlement (E3) award may transfer the award and use their remaining eligibility at a University of California (UC) or a California State University (CSU), provided they have received at least one Cal Grant payment at the community college during their *initial* award year.

E3 Payment Scenario

2024-25 Academic Year- ***Initial year awarded E3***

- **Fall 2024:** Concurrently enrolled in both lower and upper division courses
  - Initial E3 Access disbursement MUST be reported on the CCC -00 roster. *Student is not eligible for T/F payment until transfer to the CCBA -01 roster*

- **Spring 2025:** Student's Cal Grant award is moved to -01 CCBA roster
  - Student is eligible for Tuition/Fees and Access (if applicable)

2025-26 Academic Year- ***E3 award renewed on BDP -01 roster***

- **Fall 2025 & Spring 2026:** Student is eligible for CCBA Tuition/Fees and Access funds at the *start of the school year* because the CCC reported a Cal Grant payment during the *initial* award year.

What happens when E3 students are moved to the CCBA -01 roster BEFORE the Cal Grant is disbursed at the CCC?

- 01 CCBA Roster:

Student Data — View Student History

SSN	DOB	Grant ID	Cycle ID	Housing Code	Dep Status	New / Renewal	EL Code	TANF	Foster Youth	FYA	SWD	SWD Conf	CSAC Budget	EFC	SAI	Remain Elig	Forecast Elig	Roster Section
			E3	2	I	N	3		N	N	N	Y	30078		-1500	0%	0%	INELIGIBLE(4)

Notifications

- WD-E3-SCH CHG TO NON CC
- Student Withdrawn.
- Student not eligible for Grant Award - NOT IN ELIGIBLE SECTION.

Term — Adj Reason — Pay Status

Fall Term

Program Code	Award Type	Annual Award ($)	Term Amount ($)	Adj Amount ($)	Adj Reason	Pay Code	Annual Need ($)	Income & Asset Year Used	Rec Type
	Totals		0				30078	2024	
B			0						

Spring Term

Program Code	Award Type	Annual Award ($)	Term Amount ($)	Adj Amount ($)	Adj Reason	Pay Code	Annual Need ($)	Income & Asset Year Used	Rec Type
	Totals		0				30078	2024	
B			0						

E3 award does not transfer. Award is withdrawn

How to resolve?

1. Do SC back to CCC -00 roster; verify enrollment; report Cal Grant payment
2. Do SC to CCBA -01 roster

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Middle Class Scholarship

California Community Colleges

Awarding Process

School identifies potentially eligible students and submits an **MCS enrollment record on the Enrollment Screen or uploads an enrollment file**

CSAC processes students for MCS awards and places them on **MCS roster**

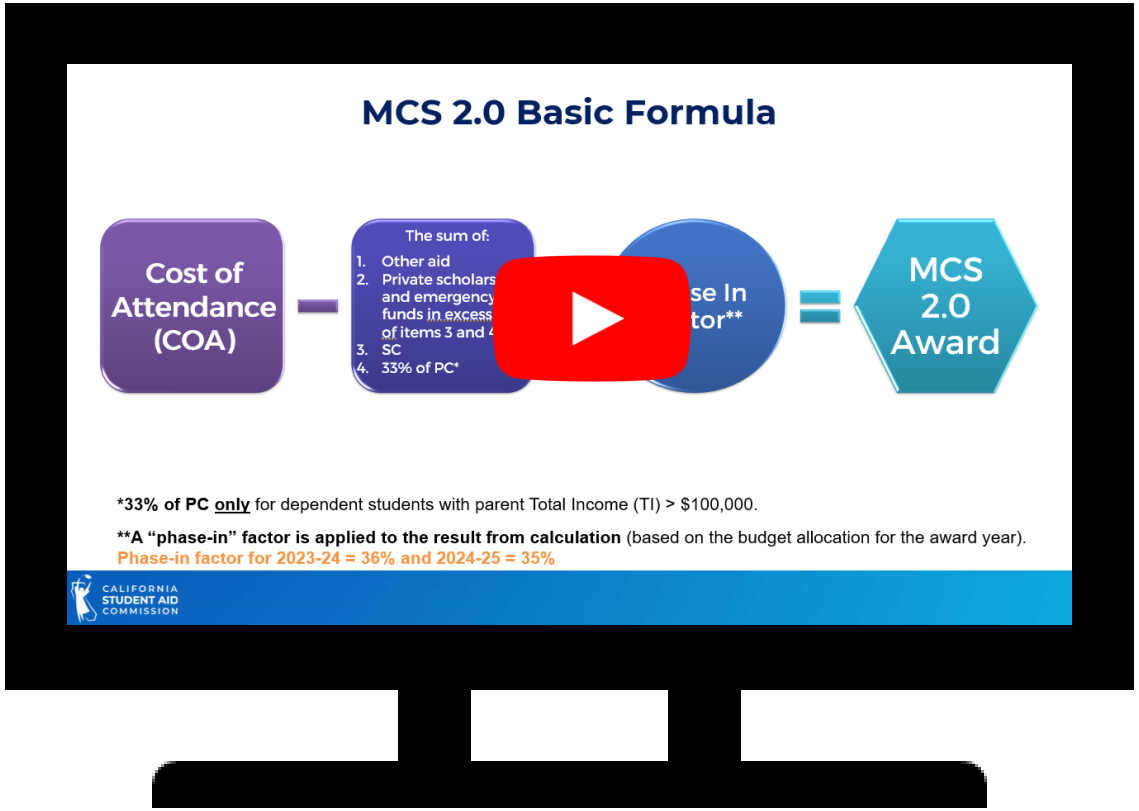
School reviews roster, applies corrections as applicable, and **reports payments**

CSAC sends payment request to State Controllers Office and funds are paid via **Electronic Funds Transfer (EFT)**

Institutions disburse funds according to **Payment Policy**

MCS Training Videos

Check out CSAC's **MCS Training Module Series 1-4** for in-depth training on the MCS program! Watch our short videos designed for financial aid administrators



- **Module 1- Awarding Formula**
- **Module 2- Enrollment Files**
- **Module 3 - Payments & Corrections**
- **Module 4 - Reconciliation & Recertify Status**

CALIFORNIA COMMUNITY COLLEGES BACHELOR'S DEGREE PROGRAMS

California Community Colleges

Find this YouTube video at:
www.csac.ca.gov/colleges/mcs

CALIFORNIA COMMUNITY COLLEGES
BACHELOR'S DEGREE PROGRAMS

Audits

California Community Colleges

Keys to a Successful Compliance Review

All colleges that administer the Cal Grant are subject to audits, including CCBA campuses. The following best practices will help to ensure a successful compliance review:

- Reconcile Cal Grant funds weekly or monthly
- Keep files organized by academic year:
  - Chronological history detailing receipt of funds, student payments, and refunded monies
- Perform self-audits
- Attend CSAC training workshops and webinars
- Collaborate with internal colleagues and external partners
- Thoroughly train new staff
- Regularly review desk manuals, campus policies & procedures; update as needed

https://www.csac.ca.gov/pod/keys-successful-review

https://www.csac.ca.gov/post/review-process

California Community Colleges

Thank you!

Q&A Discussion

www.cccco.edu

CALIFORNIA COMMUNITY COLLEGES
BACHELOR'S DEGREE PROGRAMS

Quick–Start Guide

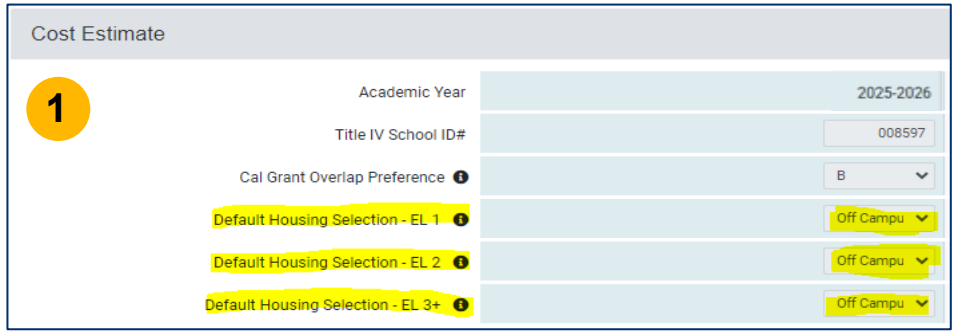
California Community Colleges

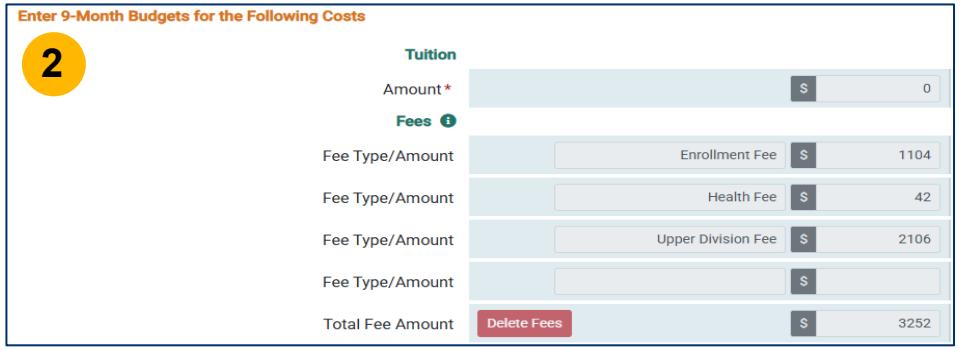
College Cost Estimate Form (CCE)

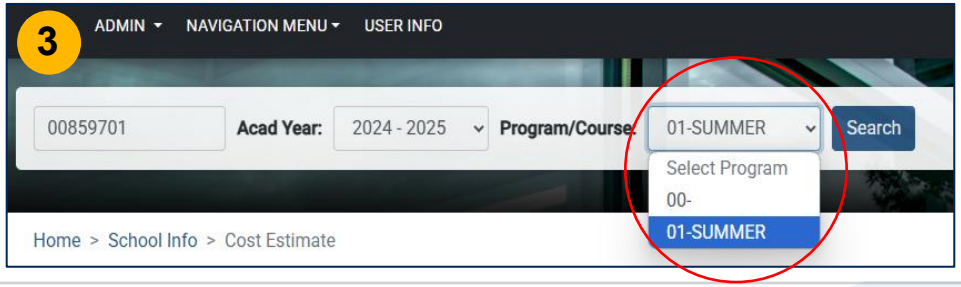
1. Select Default Housing Status based on student Education Level
   - On Campus
   - Off Campus
   - With Parent

2. Enter budget information *excluding* Tuition
   - Enter $0 in Tuition field
   - Enter Enrollment Fees in “Fees” section

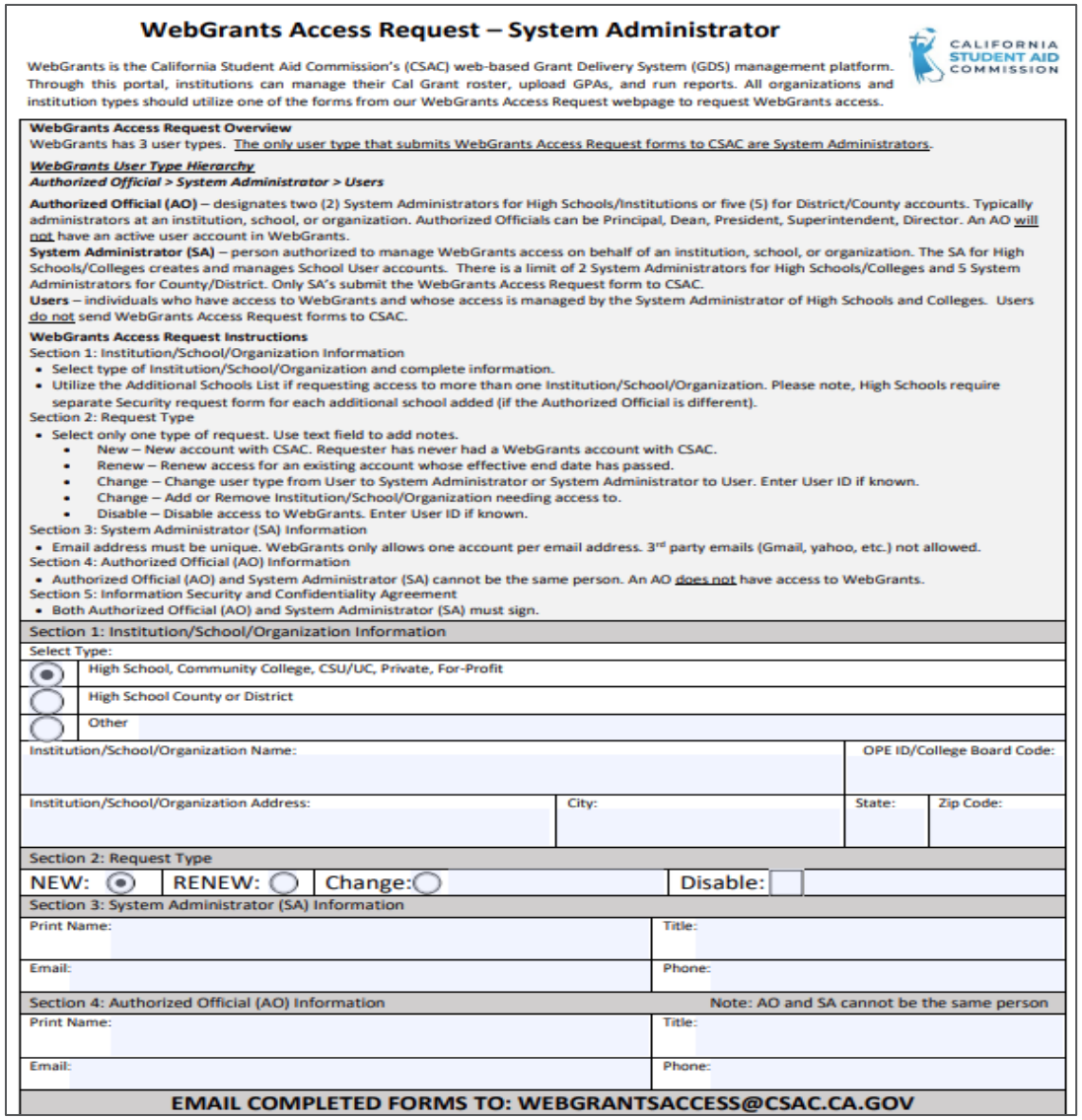
3. Optional summer term- submit two Cost Estimates for *each* campus
   - 9-month budgets (001234**-00** & 001234**-01)**
   - 01-Summer (00123**400** & 00123**401**)







Cost Estimate Screen Instructions:
https://www.csac.ca.gov/sites/main/files/file-attachments/gom_2023-38.pdf?1698959223



WebGrants Access Request – System Administrator

CALIFORNIA STUDENT AID COMMISSION

WebGrants is the California Student Aid Commission's (CSAC) web-based Grant Delivery System (GDS) management platform. Through this portal, institutions can manage their Cal Grant roster, upload GPAs, and run reports. All organizations and institution types should utilize one of the forms from our WebGrants Access Request webpage to request WebGrants access.

WebGrants Access Request Overview
WebGrants has 3 user types. The only user type that submits WebGrants Access Request forms to CSAC are System Administrators.

WebGrants User Type Hierarchy
Authorized Official > System Administrator > Users

Authorized Official (AO) – designates two (2) System Administrators for High Schools/Institutions or five (5) for District/County accounts. Typically administrators at an institution, school, or organization. Authorized Officials can be Principal, Dean, President, Superintendent, Director. An AO will not have an active user account in WebGrants.
System Administrator (SA) – person authorized to manage WebGrants access on behalf of an institution, school, or organization. The SA for High Schools/Colleges creates and manages School User accounts. There is a limit of 2 System Administrators for High Schools/Colleges and 5 System Administrators for County/District. Only SA's submit the WebGrants Access Request form to CSAC.
Users – individuals who have access to WebGrants and whose access is managed by the System Administrator of High Schools and Colleges. Users do not send WebGrants Access Request forms to CSAC.

WebGrants Access Request Instructions
Section 1: Institution/School/Organization Information
- Select type of Institution/School/Organization and complete information.
- Utilize the Additional Schools List if requesting access to more than one Institution/School/Organization. Please note, High Schools require separate Security request form for each additional school added (if the Authorized Official is different).

Section 2: Request Type
- Select only one type of request. Use text field to add notes.
  - New – New account with CSAC. Requester has never had a WebGrants account with CSAC.
  - Renew – Renew access for an existing account whose effective end date has passed.
  - Change – Change user type from User to System Administrator or System Administrator to User. Enter User ID if known.
  - Change – Add or Remove Institution/School/Organization needing access to.
  - Disable – Disable access to WebGrants. Enter User ID if known.

Section 3: System Administrator (SA) Information
- Email address must be unique. WebGrants only allows one account per email address. 3rd party emails (Gmail, yahoo, etc.) not allowed.

Section 4: Authorized Official (AO) Information
- Authorized Official (AO) and System Administrator (SA) cannot be the same person. An AO does not have access to WebGrants.

Section 5: Information Security and Confidentiality Agreement
- Both Authorized Official (AO) and System Administrator (SA) must sign.

Section 1: Institution/School/Organization Information

Select Type:
(●) High School, Community College, CSU/UC, Private, For-Profit
( ) High School County or District
( ) Other

Institution/School/Organization Name: | OPE ID/College Board Code:

Institution/School/Organization Address: | City: | State: | Zip Code:

Section 2: Request Type

NEW: (●) | RENEW: ( ) | Change: ( ) | Disable: [ ]

Section 3: System Administrator (SA) Information

Print Name: | Title:
Email: | Phone:

Section 4: Authorized Official (AO) Information — Note: AO and SA cannot be the same person

Print Name: | Title:
Email: | Phone:

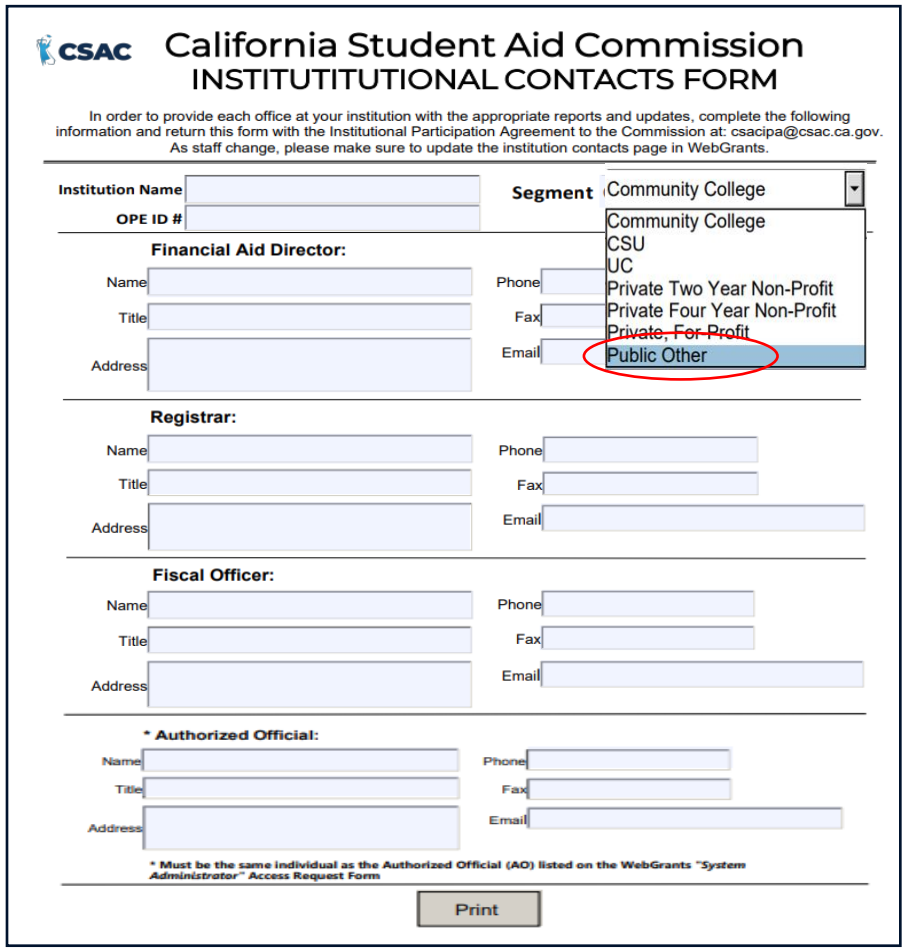
EMAIL COMPLETED FORMS TO: WEBGRANTSACCESS@CSAC.CA.GOV

WebGrants Access Request

- Submit if Authorized Official (AO) or WebGrants System Administrator (SA) are different than -00 roster)
- Every campus can have up to 2 SAs
- Submit SA request form to CSAC; **User forms are kept on-campus**
- SA is responsible for:
  - Adding and disabling access for new and departing staff
  - **Maintaining Institutional Contacts screen**

Institutional Contacts

WebGrants Home > School Info > Contact Information



CSAC California Student Aid Commission

INSTITUTITUTIONAL CONTACTS FORM

In order to provide each office at your institution with the appropriate reports and updates, complete the following information and return this form with the Institutional Participation Agreement to the Commission at: csacipa@csac.ca.gov. As staff change, please make sure to update the institution contacts page in WebGrants.

Institution Name

OPE ID #

Segment: Community College

Community College
CSU
UC
Private Two Year Non-Profit
Private Four Year Non-Profit
Private, For-Profit
Public Other

Financial Aid Director:

Name | Phone
Title | Fax
Address | Email

Registrar:

Name | Phone
Title | Fax
Address | Email

Fiscal Officer:

Name | Phone
Title | Fax
Address | Email

*** Authorized Official:**

Name | Phone
Title | Fax
Address | Email

* Must be the same individual as the Authorized Official (AO) listed on the WebGrants "*System Administrator*" Access Request Form

Print

CSAC will create initial school contacts from the Institutional Contact form. Thereafter, WebGrants SAs will maintain and update list as needed.

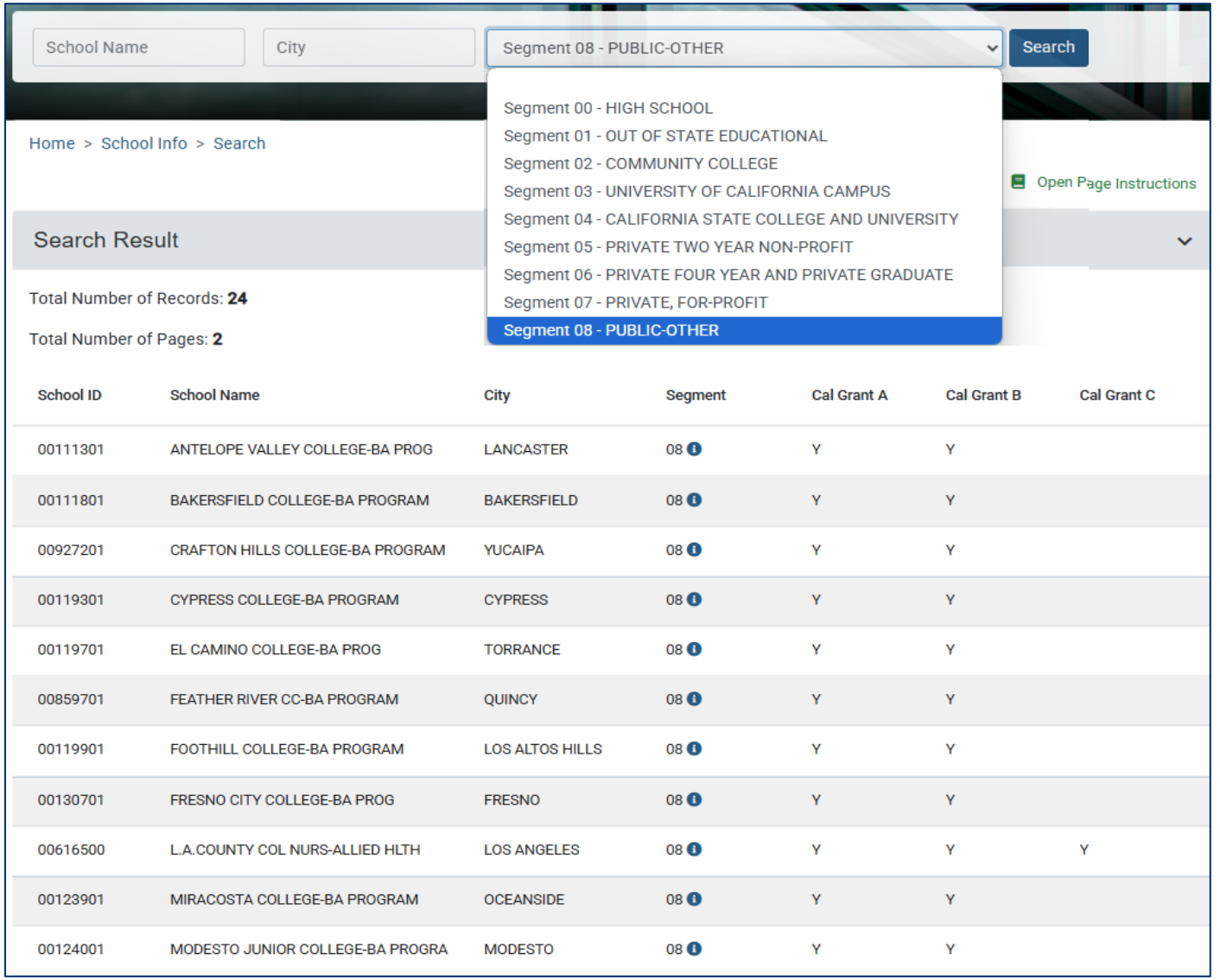
Institution Contacts for COLLEGE CC-BA PROGRAM

- WEBGRANTS AUTHORIZED OFFICAL (AO)
- WEBGRANTS SYSTEM ADMINISTRATOR (SA)
- EFT COORDINATOR
- FISCAL OFFICER
- FINANCIAL AID OFFICER
- CAL GRANT COORDINATOR
- CHAFEE PROGRAM COORDINATOR
- MIDDLE CLASS SCHOLARSHIP COORDINATOR

https://www.csac.ca.gov/sites/default/files/2025-01/institution_contact_form.pdf

School Search

- **CCBA schools are considered Segment 08** (001234-01); CCCs are Segment 02 (001234-00)
- While students may be taking both lower division and upper division classes concurrently, the **Cal Grant is only active and payable on one roster at a time**



School ID	School Name	City	Segment	Cal Grant A	Cal Grant B	Cal Grant C
00111301	ANTELOPE VALLEY COLLEGE-BA PROG	LANCASTER	08	Y	Y	
00111801	BAKERSFIELD COLLEGE-BA PROGRAM	BAKERSFIELD	08	Y	Y	
00927201	CRAFTON HILLS COLLEGE-BA PROGRAM	YUCAIPA	08	Y	Y	
00119301	CYPRESS COLLEGE-BA PROGRAM	CYPRESS	08	Y	Y	
00119701	EL CAMINO COLLEGE-BA PROG	TORRANCE	08	Y	Y	
00859701	FEATHER RIVER CC-BA PROGRAM	QUINCY	08	Y	Y	
00119901	FOOTHILL COLLEGE-BA PROGRAM	LOS ALTOS HILLS	08	Y	Y	
00130701	FRESNO CITY COLLEGE-BA PROG	FRESNO	08	Y	Y	
00616500	L.A.COUNTY COL NURS-ALLIED HLTH	LOS ANGELES	08	Y	Y	Y
00123901	MIRACOSTA COLLEGE-BA PROGRAM	OCEANSIDE	08	Y	Y	
00124001	MODESTO JUNIOR COLLEGE-BA PROGRA	MODESTO	08	Y	Y	

CALIFORNIA COMMUNITY COLLEGES
BACHELOR'S DEGREE PROGRAMS

BREAK

California Community Colleges

CALIFORNIA COMMUNITY COLLEGES
BACHELOR'S DEGREE PROGRAMS

Counseling and Student Support

Amanda Garcia
Counselor, Center for Media and Design
Santa Monica College

2025

California Community Colleges

CALIFORNIA COMMUNITY COLLEGES
BACHELOR'S DEGREE PROGRAMS

Agenda

- ❑ What is IxD?
- ❑ Stakeholders
- ❑ Counseling & Student Support
- ❑ Opportunities for Growth
- ❑ Takeaways

California Community Colleges

Center for Media and Design

Located in the heart of Silicon Beach, the CMD unites all SMC programs focused on media content development and design.

CMD houses programs from the Design Technology and Communication and Media Studies departments, including the Bachelor of Science degree in Interaction Design.

CALIFORNIA COMMUNITY COLLEGES BACHELOR'S DEGREE PROGRAMS

California Community Colleges

What is Interaction Design (IxD)?

Interaction Design (IxD) is designing for **behavior**.

Interaction Designers **design the experiences we have everyday**
be it on websites, mobile apps, smart objects or end-to-end experiences we have with brands.

Interaction Design (IxD) includes:

- **User Experience (UX):** How a person feels when using a product, focusing on ease of use and satisfaction.
- **Design Research:** Studying users and their needs to make sure designs meet their expectations.
- **Coding and Graphic Design:** Combining technical skills and visual design to create attractive and functional digital interfaces.

IxD Timeline

Spring 2015: Received state approval to launch pilot

Spring 2016: Held first admissions cycle

Fall 2016: Cohort 1 began the program

Spring 2018: Cohort 1 graduated

Fall 2021: AB 927 passed, establishing permanent status for CCCBDP's

Spring 2025: Cohort 8 graduates; Cohort 10 is admitted

IxD Program at a Glance

Fall-Only Admission: Apply between **December 1 – March 1**

Flexible Entry Paths: Graphic Design AS is recommended but not required

Eligibility Review: Minimum requirements determine if you're eligible for consideration

Portfolio Required: Strong portfolios can come from varied design backgrounds

Cohort Model: Students move through the full-time program together

Bachelor of Science (BS) awarded after completion of upper-division coursework and general education

Program Highlights

Year	Applications	Accepted	%Acceptance
2020	79	26	34%
2021	90	26	29%
2022	55	19	35%
2023	59	22	37%
2024	60	24	40%
Grand Total	**343**	**117**	34%

Admission Acceptance Rates

Group	Enrolled	Graduated	%Graduated
Cohort1	19	17	89%
Cohort2	20	20	100%
Cohort3	19	19	100%
Cohort4	23	23	100%
Cohort5	24	21	88%
Cohort6	25	24	96%
Grand Total	**130**	**124**	95%

Completion Rates

Group	GPA
Cohort1	3.7
Cohort2	3.5
Cohort3	3.4
Cohort4	3.8
Cohort5	3.6
Cohort6	3.8
Grand Total	**3.6**

Average GPA

Program Overview

IxD Curriculum Advising Sheet
(last updated 5/15/25)

Program Map

Semester	Class	Notes	Semester	Class	Notes
Junior Fall (Year One)	ANTHRO 300 - Ethnographic Research Methods for Designers	Classes reserved for IxD Cohort.	**Senior Fall (Year Two)**	IxD 440 - Major Studio 3	Classes reserved for IxD Cohort..
	IxD 310 - Major Studio 1			IxD 420 - Design for Social Innovation	
	IxD 320 - History and Practice of Interaction Design			IxD 360 - Product Design	
	IxD 410 - Project Management			*MEDIA 4 - Introduction to Game Studies	**MEDIA 4 Available in summer and winter online** Can be taken at anytime prior to degree completion.
	*CS 7 - Programming for Non-Computer Science Majors or CS 87A - Python Programming or CS 34A - Game Programming 1	**CS 87A Available in summer and winter online** Recommended to complete before IXD 460 - Programming Design Systems.		*BUS 20 - Principles of Marketing or BUS 63 - Principles of Entrepreneurship	**BUS 20 Available in summer and winter online** Can be taken at anytime prior to degree completion.
Junior Spring (Year One)	IxD 330 - Major Studio 2	Classes reserved for IxD Cohort.	**Senior Spring (Year Two)**	IxD 470 - Major Studio 4	Classes reserved for IxD Cohort..
	PSYCH 320 - Cognitive Psychology			IxD 480 - Design for the Future	
	IxD 460 - Programming Design Systems			ENGL 300 - Advanced Writing and Critical Thinking in the Disciplines	
	*MEDIA 20 - Introduction to Media Writing and Producing Short-Form Content	This class will work closely with IXD 330, 460 and PSYC 320. If this course was completed prior to Fall 2025 you will not need to repeat it.		ARC 45 - Designing Spaces: Enhancing the Human Experience	Will not be available until Spring 2027
	*AHIS 3 - Global Art History Since 1860 or any AHIS course	**AHIS Available in summer and winter - multiple modality options** Can be taken at anytime prior to degree completion.	*** Course appears on the program map but may have been completed prior to entering the program. All transcripts are reviewed to determine if the requirement has already been met.**		

Stakeholders

CALIFORNIA COMMUNITY COLLEGES BACHELOR'S DEGREE PROGRAMS

Stakeholders: *Program Planning Group*

IxD Primary Workgroup		
Faculty	**Student Support Services**	**Administrators**
IxD Faculty (3)	CMD Counselor Career Specialist	Project Manager
Optional Attendees		
Dean, Department Chair, Articulation Officer(s), Special Guests		

Monthly Meetings

- Goal: Check in and plan ahead
- Clear agenda sent in advance
- One moderator/time keeper
- Minutes sent with next steps and action items

California Community Colleges

CALIFORNIA COMMUNITY COLLEGES BACHELOR'S DEGREE PROGRAMS

Stakeholders: *Admissions*

IxD Admissions Committee			
Faculty	**Student Support Services**	**Administrators**	**Supporting Roles**
IxD Faculty (3)	CMD Counselor(s) Articulation Officer(s)	Project Manager Department Chair Dean of CMD	IxD Champions

Key Role:
Project Manager, Outreach & Admissions
primary role is to increase the applicant pool with qualified applicants from diverse design backgrounds. The PM also serves as a liaison between all stakeholders involved in marketing and outreach.

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Stakeholders - *It takes a village!*

IxD Champions			
Admissions	**Financial Aid**	**Counseling**	**International Education**
Evaluator(s)	Financial Aid Specialist	CMD Counselor Career Specialist Articulation Officer(s)	Immigration Specialist and Counselor(s)
Outreach	**Marketing**	**Students**	**TBD**
Dean	Graphic Designer Web Developer Social Media Manager	prospective, current, alumni and IxD Student Marketing Team	[insert stakeholders here]

Counseling & Student Support

Our approach to counseling and student support is intentionally designed to meet students where they are across milestones, backgrounds, and needs.

- **Design around milestones, not just isolated services -** Structure support to align with key phases of the student journey (such as pre-application, onboarding, and completion)
- **Start with the student's lived experience -** Build services based on real student needs, barriers, and goals
- **Avoid one-size-fits-all approaches** - Tailor support for different populations, including first-gen students, adult learners, and international students
- **Create intentional and timely touchpoints -** Offer proactive support instead of waiting for students to seek help
- **Foster collaboration across departments -** Ensure coordination between counseling, faculty, admissions, financial aid, and outreach
- **Blend individual and group support -** Combine one-on-one counseling with scalable support like workshops and peer mentoring
- **Make student success visible and approachable -** Use clear messaging, simple tools, and moments of recognition to keep students engaged
- **Think beyond entry points -** Design support that helps students persist, complete, and transition into their next steps

Counseling & Student Support

Who are our students?

🧭 **Before Admission**

- **High School Students**
  Outreach through school visits, events, and pipeline building
- **Prospective Applicants**
  Exploring eligibility, attending info sessions, prepping portfolios

📝 **During the Admissions Process**

- **Applicants** Have submitted applications; in portfolio review and interview stages

🎉 **Just Admitted**

- **Incoming Cohort**
  Admitted students preparing for onboarding, enrollment, and transition

🎓 **Enrolled Students**

- **Current Juniors & Seniors**
  Progressing through the program; receiving academic and career support

🌎 **Program Affiliated Students**

- **International Education Center, DSPS, Veterans, Etc.**
  Requires tailored, proactive, collaborative, and equity-centered support

🎓 **After Graduation**

- **Graduating Students & Alumni**
  Completing degrees, entering the workforce, staying connected post-grad

Counseling & Student Support

Support Strategies and Workflows:

- **Outreach & Awareness**
  Community events, HS pipeline, marketing
- **Pre-Advising & Application Support**
  Appointments, information sessions, portfolio prep
- **Admissions**
  Application cycle, eligibility review, portfolio evaluation
- **Onboarding & Matriculation**
  Enrollment support, orientation, cohort connection
- **Ongoing Academic Support**
  Intrusive counseling, group sessions, proactive check-ins
- **Career & Community**
  Industry events, field trips/tours, peer mentors
- **Completion & Beyond**
  Grad checks, alumni engagement, career transition

CALIFORNIA COMMUNITY COLLEGES
BACHELOR'S DEGREE PROGRAMS

Outreach & Awareness

Focus:	Creating early visibility and access to the program for prospective students with diverse educational and career backgrounds.
Target Students:	• High school students exploring design pathways • Current community college students considering transfer • Adults pursuing a second degree or career change
Key Collaborators:	• IxD Planning Group • Project Manager for Admissions & Outreach • Counseling Team • Marketing & Communications
Strategy in Action:	• Develop and execute a cross-platform marketing strategy • Host information sessions, campus tours, and school outreach events • Provide early advising touchpoints to build awareness and readiness

California Community Colleges

Marketing Plan and Strategy

Program Website	• Program information • Clear resources for application assistance (“**How to Apply**”) • Links to information sessions, social media accounts, and student work
Social Media + Google Ads (Student Marketing Team)	• Student led marketing campaigns • Peer to peer connections and engagement through social media
Pathways for Entry	• High School pipelines • Program maps
Information Sessions	• Scheduled virtually 7-8pm during the week to optimize participation • Sessions monthly during admission • RSVP’s 60-90 on average
Tabling Events	• College fairs • Community events • Professional events
Create Buzz	• Meet your students where they are • Encouraged students to stay involved

CALIFORNIA COMMUNITY COLLEGES BACHELOR'S DEGREE PROGRAMS

Pre Advising & Application Support

Focus:	Providing personalized guidance and preparation for prospective applicants before they officially apply, helping them understand the program, build competitive portfolios, and feel confident about next steps.
Target Students:	• Students exploring whether the IxD program is a fit • Those building or refining a portfolio for admission • Students unsure about eligibility or prerequisites
Key Collaborators:	• Counseling - Academic & Career • IxD Planning Group and Admissions Committee
Strategy in Action:	• Offer advising throughout the cycle • Host information sessions with Q&A for prospective applicants • Provide portfolio prep guidance and referrals to design resources • Build early rapport with students to reduce access barriers

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Pre-Advising

IxD Project Manager

- Manages general IxD email inbox
- Refers students to counseling for education planning
- Information Sessions

Counseling

- Creates education plan around students goals
- Refers students to appropriate resources

Career Services

- Assists students with identifying career goal
- Provides resume, portfolio, and career guidance

Pre-Advising per Student Population

High School Students	SMC Students	Non SMC College Students
Promote college campus and identify pathway to IxD.	Uncover the hidden curriculum, prioritize admission requirements, portfolio development, and identify need(s) for additional student service support.	Provide program information and advising. Coach students how to approach their counselor or design faculty for support.

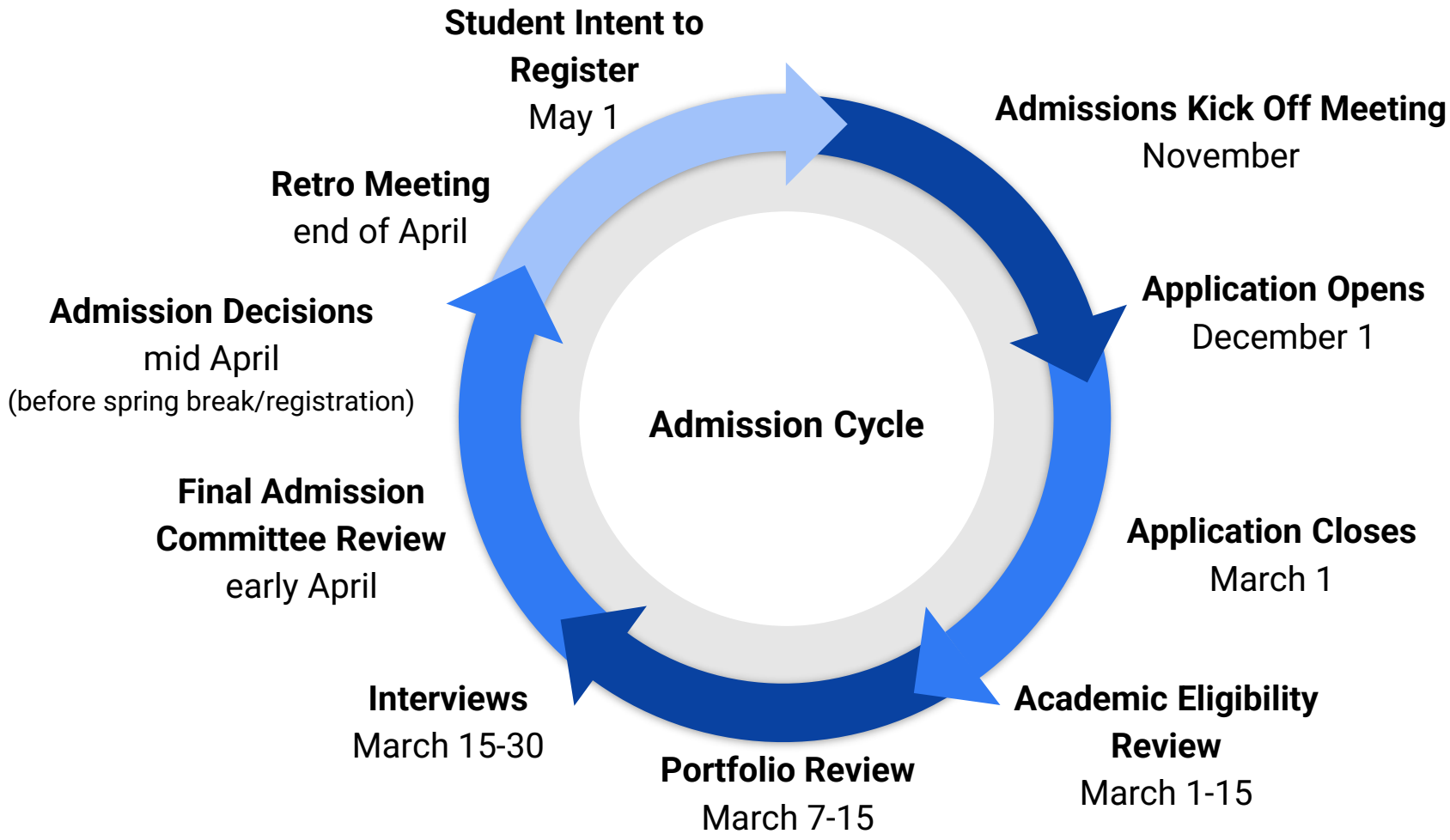
CALIFORNIA COMMUNITY COLLEGES
BACHELOR'S DEGREE PROGRAMS

Admission

Focus:	Creating a fair, intentional, and transparent admissions process that reflects the values of design thinking and student experience.
Target Students:	• IxD applicants during the annual Dec 1 – Mar 1 cycle
Key Collaborators:	• Project Manager • Counseling Team • Faculty Reviewers
Strategy in Action:	• Develop a clear admissions system and timeline • Create and implement a shared evaluation rubric • Define roles and responsibilities within the committee • Ensure communications are proactive and student-centered

California Community Colleges

Admissions


Admission Cycle
Student Intent to Register
May 1
Admissions Kick Off Meeting
November
Application Opens
December 1
Application Closes
March 1
Academic Eligibility Review
March 1-15
Portfolio Review
March 7-15
Interviews
March 15-30
Final Admission Committee Review
early April
Admission Decisions
mid April
(before spring break/registration)
Retro Meeting
end of April

CALIFORNIA COMMUNITY COLLEGES
BACHELOR'S DEGREE PROGRAMS

Onboarding & Matriculation

Focus:	Setting students up for a successful transition into the IxD program by building clarity, connection, and confidence from the start.
Target Students:	• Newly admitted students entering as the junior cohort
Key Collaborators:	• Counselor • Project Manager for Admissions & Onboarding • IxD Faculty • Broader Support Network (“IxD Village”)
Strategy in Action:	• Deliver clear education planning and enrollment support • Facilitate onboarding events and welcome programming • Introduce students to key systems (Slack, Canvas, campus services) • Foster cohort connection and readiness before Day 1

California Community Colleges

Onboarding/Matriculation

Task	Stakeholders	Notes
❑ Manage Student Intent to Register Survey	Project Manager, Counselor	intent to register, pronouns, preferred contact info, class options, etc.
❑ Maintain Accurate Participant Count	Counselor	flag students in MIS
❑ F-1 Visa/I-20 (if applicable)	International Education Center	connect students with immigration specialists
❑ Transcript Evaluation (if applicable)	Counselor, Articulation Officer	evaluate external transcripts
❑ Official Transcripts (if applicable)	Counselor, Admissions Office	verify official documents are on file
❑ Comprehensive Education Plan	Counselor	comprehensive education planning
❑ Financial Aid - SAP	Counselor, Financial Aid Office	MAX TIME FRAME - FA appeal
❑ Orientation and Kick Off	IxD Primary Workgroup	uncover the hidden curriculum

CALIFORNIA COMMUNITY COLLEGES
BACHELOR'S DEGREE PROGRAMS

Ongoing Academic Support

Focus:	Sustaining student success through proactive, personalized, and career-aligned support throughout the upper-division journey.
Target Students:	• Current IxD juniors and seniors navigating academic and professional growth
Key Collaborators:	• Counselor • Career Specialist • Faculty • IxD Village • Students (as partners in their success)
Strategy in Action:	• Offer one-on-one counseling, check-ins, and intervention as needed • Lead group advising, class visits, and announcements via Slack • Monitor academic progress and adjust plans proactively • Integrate career conversations throughout the academic journey

California Community Colleges

Supporting Active Students

Academic Success

- **Education Planning:** Keep track of the plan and make adjustments if necessary.
- **One-On-One Appointments:** Support current students and connect with relevant resources.
- **Group Counseling:** Utilize emails, class visits and slack channel to disburse group announcements.
- **Proactive Interventions:** Intrusive counseling is a proactive approach where counselors actively reach out to students to offer support and guidance, rather than waiting for students to seek help on their own.

CALIFORNIA COMMUNITY COLLEGES
BACHELOR'S DEGREE PROGRAMS

Career & Community

Focus:	Bridging students to industry and fostering a strong sense of belonging through experiential learning, professional prep, and peer connection.
Target Students:	• All current students preparing for internships, jobs, or graduate opportunities • Students seeking mentorship, creative collaboration, or a stronger sense of identity within the program
Key Collaborators:	• Faculty • Career Specialist • Student Marketing Team • Senior Tutors / Peer Mentors • Industry Partners
Strategy in Action:	• Facilitate studio tours, panels, and networking events • Host professional development workshops (resumes, interviews, LinkedIn) • Offer 1:1 career advising and employer insights • Build community through peer mentorship, student-led campaigns, and creative spaces for connection

California Community Colleges

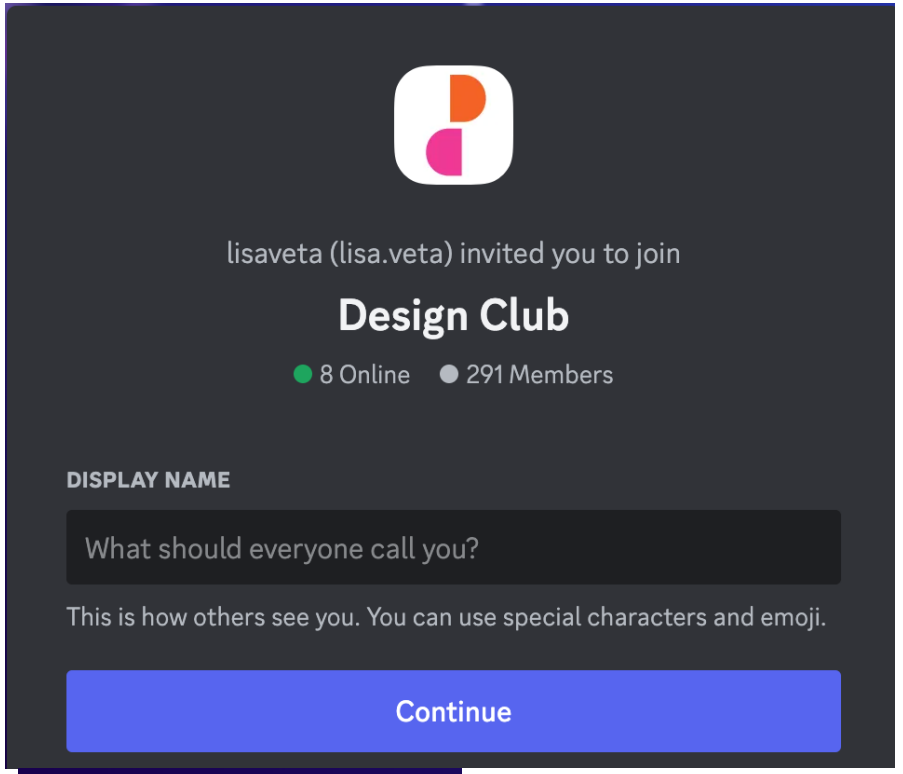
IxD Career Prep

- **One-On-One Appointments:** Support current students and (ideally) alumni.
- **Professional Development Workshops:** Cover topics like resume, networking, job searches, interviewing and LinkedIn.
- **Industry Connections + Networking:** Talk with current employers to understand their needs as well as the trends in the professional world.
- **Studio Tours:** Facilitate experiences for students to see professional work settings.

Peer to Peer Support

- **Senior tutors/TA's:** Provides juniors and seniors with assignment assistance and peer mentorship..
- **Student Marketing Team:** Designs marketing campaigns and manages social media channel to offer an inside student perspective.
- **Peer Navigators:** Connects with first time in college students assigned to the *Arts, Media, and Entertainment Area of Interest.* (campus wide)
- **Student Ambassadors:** Represents SMC through Outreach efforts. (campuswide)

Community Building



Discord

Design Club

CALIFORNIA COMMUNITY COLLEGES
BACHELOR'S DEGREE PROGRAMS

Completion & Beyond

Focus:	Ensuring students complete their degrees on time, leave with a sense of accomplishment, and stay connected as alumni.
Target Students:	• Graduating seniors preparing for degree petition, transition, or post-graduation opportunities
Key Collaborators:	• Counselors • Faculty • Project Manager • Admissions & Records • Career Services • Alumni Relations (emerging)
Strategy in Action:	• Conduct proactive grad checks and eligibility audits • Support final ed planning, petitions, and transcript updates • Celebrate milestones through cohort recognition and ceremonies • Begin post-grad outreach and data collection (placement, contact info, feedback) • Lay groundwork for alumni engagement and continued connection

California Community Colleges

IxD Annual Report

2024 DESIGN AND DEVELOPMENT TEAM

Design: Celia Choi

Highlight Reel: Antonio Renoj

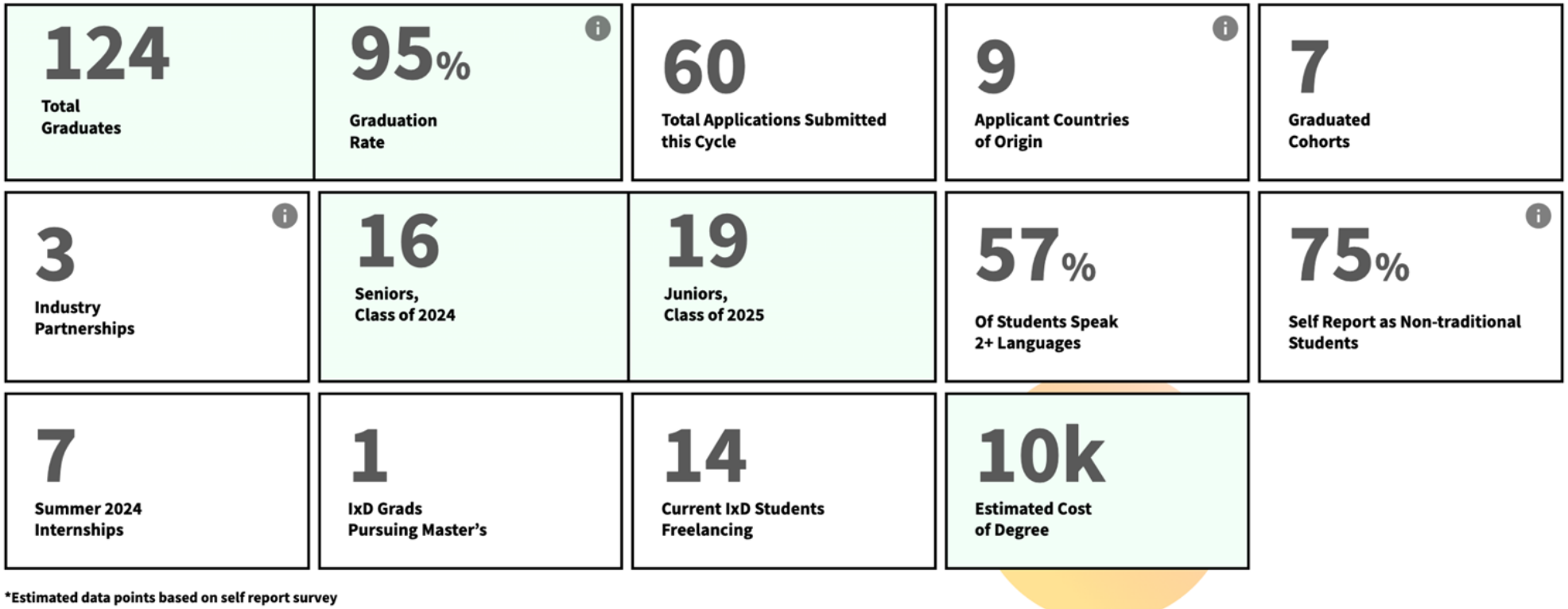
Development: Alison Parrales

Creative Direction / Project Management: Hunter Moranville

IxD Annual Report

IXD BY THE NUMBERS

About the Program



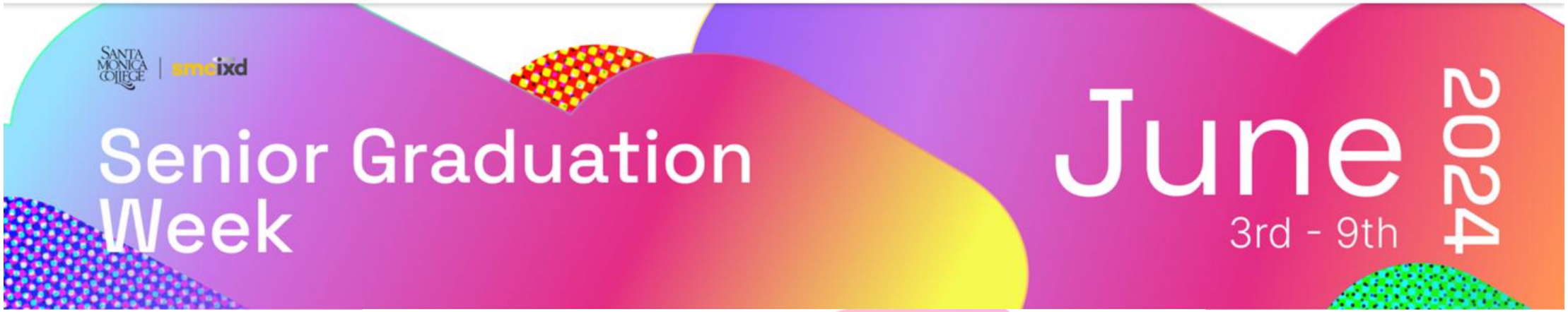
*Estimated data points based on self report survey

IxD Annual Report

IXD CULTURE

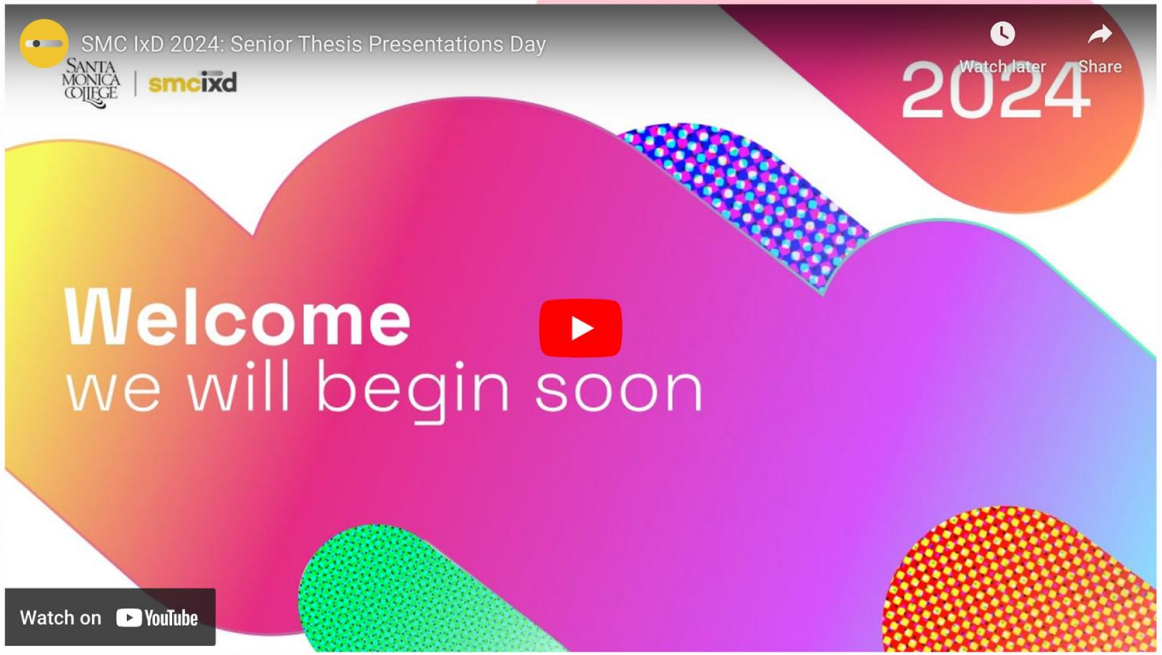
14 PC Users	**20** Mac Users	**161** Stickers on Laptops	**64** AR Projects	**7152** Chat GPT Queries*
80% Feel Better Equipped as Designers	**130** Cups of Coffee Consumed Weekly*	**25%** Prefer Design for Web	**64%** Prefer Design for iOS	**11%** Prefer Design for Android
40 Most Miles traveled to Class	**0.5** Least Miles traveled to Class	**3248** Hours Spent in Green Room*	**12** Longest Single Session Spent in Green Room *	**832** Meals Eaten in Green Room*
50 Total Pins On Bags	**28%** Dog People	**18%** Cat People	**18%** Dog & Cat People	**36%** Don't have Pets

*Estimated data points based on self report survey for Spring 2024



VIRTUAL Grad Show: Monday, June 3, 12:00–5:15 pm, PST

The Class of 2024 will present their work as part of a **webinar and live Q&A**. Details and live stream info below.



CALIFORNIA COMMUNITY COLLEGES BACHELOR'S DEGREE PROGRAMS

California Community Colleges

Areas for Further Development

Outreach

How can we strengthen our high school pipeline?

Alumni Support

How can we preserve our community and offer ongoing support?

Graduate Studies Advising

How should we handle this new need of graduate advising?

Growth

When is it time to expand access?

IxD Afterhours - *Alumni*

Make Friends, Build Community, Find Success.

Fostering connections beyond graduation - After Hours is a grassroots community founded by and for SMC IxD students, alumni, and those in the IxD field who want to join and support our vibrant collective.

Our Story

After Hours started when a cohort of students graduated from Santa Monica College's Interaction Design program in 2021, they hosted an "After Party" for the graduation. They had so much fun and wondered why does the after party have to stop?

Some students from the cohort wanted to keep fostering a community among the alumni and current students. The alumni felt that once graduated, they missed that connection they had with others, that was easy and organic to form during school. Why is it that we can't keep that connection anymore "in the real world"?

Networking does not have to be so stiff and exhausting, it can be done "after hours", and in a causal, supportive, and fun way. We all started as interaction design students, and now we can help, mentor, and support each other even after graduation.

Community College Bachelor Association: Comprehensive Planning Guide for Baccalaureate Development

CCBA 2025 National Conference

This interactive session will focus on the ongoing work on the CCBA's Comprehensive Planning Guide for Baccalaureate Development template. The planning and implementation of a CCB degree can be daunting. To assist colleges with this process, CCBA and practitioners from colleges with existing CCB degrees have provided insight on the initial creation of a template as a guide for degree development and implementation. The draft of the initial template will be presented to promote feedback on elements of the template, ideas of how the template could be utilized, and what format would be most user-friendly for colleges.

BDP Steering Committee

What to Expect: Counseling & Student Support

- Be on the lookout for an upcoming email requesting a primary program contact for student services (e.g., counselor, department chair, or related lead)
- A brief survey will follow to assess interest, relevance, and the need for a subgroup
- Based on responses, we'll propose a structure, options may include:
    - A statewide listserv
    - Biannual virtual meetings
    - In-person tag-ups at conferences such as CCCAOE

CALIFORNIA COMMUNITY COLLEGES
BACHELOR'S DEGREE PROGRAMS

BREAK

California Community Colleges

Baccalaureate Degree Program - Community of Practice

Supporting California Community Colleges

Priscilla Pereschica-Follert, Senior Policy Specialist
Success Center for California Community Colleges

CALIFORNIA COMMUNITY COLLEGES BACHELOR'S DEGREE PROGRAMS

California Community Colleges

What is a Community of Practice?

- Group sharing information, experiences, and practices
- Collaboration and dialogue
- Based on a shared interest
- Meets regularly to build mutual support

Overarching Goals of the BDP Community of Practice

- Help colleges design strong BDP applications
- Provide ongoing technical assistance and guidance
- Create space for peer collaboration and knowledge-sharing
- Increase the number of BDP application submissions
- Provide more program options for our students

What is the Value of Participating?

- Open to all Colleges – Participation is voluntary and inclusive
- Expert Guidance – Get support from subject matter experts
- Peer Collaboration - Connect with peers and access shared resources
- Structured Support – Attend meetings focused on:
  - Labor market analysis
  - Curriculum design
  - Duplication
  - And more
- Application Assistance - Receive support to submit by the August 15, 2026, if ready
  - You can join even if you're not submitting an application

Your Participation

- Attend Virtual CoP Meetings – Learn and engage in regular meetings
- Connect with Peers – Collaborate with colleagues from CCCs
- Submit a BDP Application – If ready, submit your program application

Timeline

Community of Practice Kick-off Meeting: September 2025

Application Deadline: August 15, 2026

How to Get Involved

Be on the lookout for an official announcement this summer

Want to join or learn more? Please contact:

Priscilla Pereschica-Follert

ppereschica@foundationccc.org