

The AB928 Committee's recommendations seek to chart a bold path forward. The Committee aspires to disrupt the status quo and achieve the maximum of what is possible for the state of California and its residents.

C. RECOMMENDATIONS AREA: OVERARCHING NEEDS TO MEET THE INTENT OF AB928

Following over a year of public meetings, discussion and analysis, the AB928 Committee concluded that the only way to deliver on the promise of its recommendations and achieve the state's 70% postsecondary attainment goal is to call for a dramatically changed postsecondary policymaking environment in California. The following overarching recommendations are designed to create the conditions that are necessary if these recommendations are to succeed, and the intent of the AB928 legislation is to be met.

Please see the Full Report, Section II: Research and Rationale Supporting the Recommendations for far more details, research and analysis.

Recommendation 1. Resource an Intersegmental Course Articulation and Pathways Development infrastructure, building upon existing structures, to oversee and facilitate the process of course review, pathways development, and determinations of similarity.⁶ This infrastructure would include incentives for the full participation from and leadership by faculty, and active membership of students to provide input, from the California Community Colleges (CCC), the University of California (UC), California State University (CSU) and Association of Independent California Colleges and Universities (AICCU) member institutions to maximize the potential of the Associate Degree for Transfer (ADT) and its guarantee of admissions at participating four-year institutions.

Recommendation 2. Permanently establish within state structures, and resource with ongoing funding, a Higher Education Intersegmental Council. This Council's make-up should include students, senior administrative and academic senate leaders from all of the segments, K12 representatives, workforce experts and equity advocates (mirroring

⁶ Currently, after a Transfer Model Curriculum (TMC) template is created or revised in a major, each CSU campus determines if there is a baccalaureate degree in a similar major to the TMC. This determination of "similarity" ensures that students who earn the Associate Degree for Transfer (ADT), that is created under the parameters of that TMC, are guaranteed admission in that similar major at one of the CSU campuses offering that major and will be required to complete no more than 60 units after transfer to earn the baccalaureate degree that is deemed "similar" to the major of the ADT if the student stays on that ADT pathway.

in many ways the representation on the AB928 Committee), and should seek to meet the following goals:

- Develop a detailed plan, that outlines the roles and responsibilities of each segment, for how the state will increase credential production and transfer attainment to meet the state's 70% attainment goal, while closing equity gaps, particularly by race and ethnicity, income and region;
- Build and resource statewide infrastructure for intersegmental coordination and collaboration, breaking down existing siloes;
- Create a new venue for addressing policy barriers, responding to new policies, and aligning and streamlining resources and investments;
- Assess educational program alignment to workforce demand and engage industry to align education and training programs;
- Develop a shared definition of regional service areas and alignment of equitable opportunity;
- Deepen understanding of student affordability through collaboration with critical entities such as the California Student Aid Commission (CSAC) and aligned affordability efforts such as college savings accounts and Free Application for Federal Student Aid (FAFSA) for All;
- Provide oversight for assessing the success of efforts recommended by the AB928 Committee (such as the Intersegmental Course Articulation and Pathways Development infrastructure, the monitoring of goals, including equity and transfer improvements, and the Transfer Reengagement Initiative for Associate Degree Holders (TRIAD)) in collaboration with those engaged in those efforts; and
- Generate policy recommendations grounded in relevant data made available by the K-12 and postsecondary segments, as well as workforce studies.

Recommendation 3. Invest in the accelerated completion of the Cradle-to-Career data system, with active participation of representatives from the four segments of higher education to inform data and information needs.⁷ Ensure that the data system can provide ongoing monitoring of the goals and activities outlined by the AB928 Committee, and provide, at a minimum, data and analysis that is finely disaggregated by race and ethnicity (e.g., disaggregated by subpopulation within groups such as Asian), income, and region of at least the following metrics and areas of analysis:

⁷ The Cradle to Career longitudinal data system was created by AB132 and is expected to improve the availability of intersegmental data. California State Legislature. (2021). *Assembly Bill No. 132, Postsecondary education trailer bill*. Retrieved April 18, 2023, from https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=20210220AB132

- Outcomes for transfer students who start at community colleges, including data on who gets prepared for transfer, finishes the ADT, applies to transfer, is accepted for transfer, enrolls and then completes the bachelor's degree (and other credentials);
- Outcomes for students who start in four-year institutions and transfer to other institutions (e.g., to community college colleges, other four-year institutions, etc.), including data on who applies to transfer, is accepted for transfer, enrolls and then completes credentials;
- Total time and units to degree for transfer students;
- Labor market outcomes for transfer students;
- The effects of impaction/redirection;
- Intra- and inter-regional transfer patterns;
- Intersectional identities of transfer students and related success patterns; and
- Earned college course units that are repeated, or not accepted, in the transfer process.

Recommendation 4. Commission a comprehensive landscape analysis of regional workforce and educational needs, resources, opportunities and gaps.

Recommendation 5. Provide ongoing funding for the holistic strategies needed to ensure that marginalized and historically minoritized students succeed at the levels required to deliver on the promise of equitable economic mobility and meet the state's 70% postsecondary degree and credential attainment goal for working-age Californians, with intentional monitoring of impact to ensure they are improving outcomes and achieving equity.

D. RECOMMENDATIONS AREA: GOALS

"Identifying annual goals for increasing transfer rates in California and closing racial equity gaps in transfer outcomes to be adopted by the state."

Please see the Full Report, Section II: Research and Rationale Supporting the Recommendations for far more details, research and analysis.

Recommendation 6. Adopt and monitor the following goals, designed to prioritize first and foremost closing equity gaps by race and ethnicity in transfer outcomes:

- By 2030, close equity gaps by race and ethnicity in the outcomes of students who begin in the CCC and seek to transfer; and

- By 2030, close equity gaps by race and ethnicity in the outcomes of students who begin in the CCC and seek to apply, be admitted, enroll and graduate from the UC and CSU systems.

Recommendation 7. Adopt and monitor the following goal: To meet the state’s 70% postsecondary credential attainment goal (set by Governor Newsom) by 2030, increase statewide attainment by 2% each year from the current statewide baseline of 56% while closing equity gaps by race and ethnicity to ensure all of California meets the 70% goal. The AB928 Committee shall establish a clear numeric goal for closing equity gaps in the state attainment rate by the end of 2024.

Recommendation 8. Adopt and monitor the following goal: By 2030, 100% of the entering CCC students who intend to (and meet the academic requirements for) transfer will successfully transfer (apply to transfer, be admitted, and enroll) and will complete a bachelor’s degree within four years of transfer at any accredited non-profit institution in- or out-of-state.

Recommendation 9. Adopt and monitor the following goal: By 2030, close regional opportunity gaps to access ADT pathways and provide greater opportunities for students to transfer in their region and in the major in which they earned their ADT.

E. RECOMMENDATIONS AREA: STEM

“Proposing a new unit threshold for STEM degree pathways that meet the requirements for admission to the California State University and the University of California.”

Please see the Full Report, Section II: Research and Rationale Supporting the Recommendations for far more details, research and analysis.

Recommendation 10. Retain the 60-unit maximum requirement for ADTs while providing an option for up to an additional six units for high-unit STEM ADTs and require the submission of clear evidence and rationale for the higher units during the Transfer Model Curricula (TMC) approval process.

Recommendation 11. Require that by the end of the 2023-24 academic year, TMC drafts are in place for the fields of Engineering, Biology, Chemistry, Mathematics, Environmental Science, Physics, and Computer Science pathways that prepare students for transfer to both the CSU and UC systems and other four-year institutions that

choose to participate (such as members of AICCU and Historically Black Colleges and Universities (HBCUs) currently engaged with the California Community Colleges Chancellor's Office (CCCCO)). Where a single TMC to both UC and CSU is not possible, require the provision of clear rationale and evidence explaining why separate TMCs are needed.

Recommendation 12. As already required, within 18 months of TMC approval, California community colleges will create ADTs for each TMC adopted under Recommendation 11. Subsequently, within 12 months the CSU campuses will determine similarity, and the UC and AICCU campuses are encouraged to identify those TMCs that fulfill major preparation requirements for transfer admission.

Recommendation 13. Clarify that lower-division general education flexibility for STEM pathways is currently allowed and may be essential for some STEM TMCs, so that students can be fully prepared for Junior-year major requirements.

Recommendation 14. To support equitable student success in STEM pathways, invest in the scaled implementation of culturally responsive student supports and evidence-based academic/pedagogical improvements.

Recommendation 15. Provide funding for STEM Bridge programs for first-year CCC students and students who are transferring.

Recommendation 16. Require transparency concerning membership and composition of the Faculty Discipline Review Groups (FDRGs) and other intersegmental curriculum groups.

Recommendation 17. In light of the relevance of AB1291 University of California Associate Degree for Transfer Pilot Program (2023)⁸ to the goals of the AB928 Committee, require AB1291 be implemented in meaningful collaboration with the CCCs and that STEM TMCs be considered as essential building blocks.

⁸ California State Legislature. (2023). Assembly Bill No. 1291, University of California Associate Degree for Transfer Pilot Program. Retrieved November 2, 2023, from <https://legiscan.com/CA/text/AB1291/2023>

F. RECOMMENDATIONS AREA: REENGAGING ADT EARNERS

“Reengaging ADT earners who do not transfer or apply for transfer into a four-year postsecondary educational institution.”

Please see the Full Report, Section II: Research and Rationale Supporting the Recommendations for far more details, research and analysis.

Recommendation 18. Invest in the creation, and assign responsibility for implementation, of a Transfer Reengagement Initiative for Associate Degree Holders (TRIAD), a comprehensive plan organized into two overarching areas of focus:

- Strategies to reduce the number of students who get close to transfer and do not transfer or apply to transfer:
 - Build a common transfer application platform designed to be inclusive of all segments;
 - Identify, monitor and elevate the visibility of students vulnerable to experiencing difficulties in transfer processes including but not limited to Black, Latine, American Indian, Alaskan Native, Asian Pacific Islander and any other disproportionately impacted groups;
 - Streamline processes and remove unnecessary barriers;
 - Study the impact of financial aid; and
 - Build a regional infrastructure for coordinating admissions across segments and online offerings to ensure placebound students can stay in their preferred region.
- Strategies to reengage students who already hold the ADT and did not transfer or apply to transfer:
 - Launch a reengagement campaign that is carefully designed for success and inclusive of:
 - Reengagement scholarships that provide reduced or free tuition and fees for returning students;
 - Bridge programs that support students as they reenter postsecondary education;
 - Easily accessible coaching services so students can quickly and easily receive customized support; and
 - Funding levers and metrics that can incentivize institutions' focus on increased student enrollment, persistence, and completion.