



Associate Degree
for Transfer
Intersegmental
Implementation
Committee

AB 928: Associate Degree for Transfer Intersegmental Implementation Committee*

Meeting 4, April 25, 2023

1. Standing Orders of Business

Committee Chair Dr. Aisha Lowe and Dr. Lara Couturier, Sova



1.1 Welcome from the Chair, Call to Order and Determination of Quorum

- Welcome from the Chair;
- Call to Order; and
- Determination of Quorum.



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1.2 Housekeeping

Audio/Visual

- You will be muted during the main presentation but will have microphone and camera access during the public comment session.

Display Name

- Please update your display name to your First and Last name only by hovering over your video, clicking on the three dots in the upper right corner, and choosing “rename.”

Recording

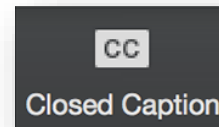
- This session will be recorded. We will be posting the recording and presentation slides to the [AB 928 Website](#).

Tech Support

- Tech Support is available, please message the staff members with Tech Support in their name in the participant list. Support is also available via email: conferences@foundationccc.org

Closed Captioning

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



Wi-Fi Access

- Network: LBCC *NO password needed*



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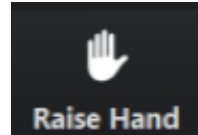
1.2 Housekeeping (cont.)

There will be opportunities for public comment.

In person: Please complete a comment card and give it to Cristen. You will be called for comment during the section you indicate on the card.

Zoom:

- Attendees will be prompted to “raise hand” in Zoom. Press “*9” if attending by telephone.
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1.2 Housekeeping (cont.)

- Committee members should not chat, text or email each other during an open meeting on any matter within the Committee's jurisdiction.
- Breaks:
 - We are aiming for a lunch break around 12:00pm for 30 minutes.
- Restrooms:
 - To access the restrooms, please exit the meeting room and proceed to the left. Continue walking toward the rear of the event space, proceeding to the pool bleachers. Restrooms will be located there and clearly marked.



1.3 Roll Call of Committee Members



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1.4 Reminder of the Arc of the Work, and Review of Agenda and Meeting Objectives

Committee Chair Dr. Aisha Lowe and Cristen Moore, Sova



1.4 The Arc of the Work: 2022-23

Meeting 1, Oct '22: Launch the Committee, orient to items such as charge and Bagley-Keene, hear from students, begin developing shared approach to legislative requirements

Meeting 2, Dec '22: Develop approach to Study Groups, further define future agenda items, meeting schedules, etc.

Meeting 3, Jan '23: Hear from exemplar, develop a shared understanding about the contemporary student transfer experience, report out on Study Groups, understand progress on gen ed pathway, define equity and student-centered

Meeting 4, April '23: Consider draft recommendations from Study Groups, plan for vetting with constituents, hear from exemplar(s), develop a shared understanding of the intra- and intersegmental policies and practices that *create* the student transfer experience

Meeting 5, Fall '23: Finalize recommendations from Study Groups, hear from exemplar(s), develop a shared understanding of the intra- and intersegmental policies and practices that *create* the student transfer experience, look ahead to 2024 requirements

**Study
Groups
Meeting
1-2X per
month**

The diagram illustrates the 'Arc of the Work' from 2022 to 2023. It consists of five horizontal boxes, each representing a meeting, arranged in a descending staircase pattern from top-left to bottom-right. The boxes are light gray with black text. The fourth box, representing the April 2023 meeting, is highlighted with a thick green border. To the right of the boxes, the text 'Study Groups Meeting 1-2X per month' is written in green. Three green curved arrows point from this text to the right sides of the second, third, and fourth boxes, indicating the frequency of study group meetings during those periods.

1.4 Today's Agenda

1. Standing Orders of Business

- 1.1 - 1.4. Welcome from the Chair, Call to Order, Determination of Quorum, Housekeeping and Roll Call
- 1.5. Reminder of the Arc of the Work, and Review of Agenda and Meeting Objectives

2. Consent Calendar: Approval of 1/26 Meeting Minutes

3. Information and Reports

- 3.1 A National Example of Streamlined Transfer: Lessons from New York*
- 3.2 Update from the Governor's Office*
- **Lunch Break (~30 mins)**
- 3.3 Updates from the Study Groups*
- 3.4 Next Steps, Advancing the Work, and Discussion of Agenda Items for Future Meetings*

4. Public Forum

5. Adjournment



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* These agenda items include time at the end of Committee discussion for Public Comment

1.4 Today's Meeting Objectives

- Connect back to the research conducted by Student Ready Strategies, and the barriers for transfer students identified in the research, as discussed during the 1/26/23 AB928 Committee meeting;
- Understand how transfer experts in New York responded to similar transfer student barriers with policy and practice changes;
- Learn about how the Office of Governor Newsom is prioritizing transfer and its support for the work of the AB928 Committee;
- Discuss progress made by the AB928 Committee's study groups to address transfer student barriers in accordance with AB928's legislative requirements;
- Discuss process for how the AB928 Committee members will vet recommendations with additional stakeholders and finalize recommendations to meet AB928's legislative requirements;
- Collaborate to advance the work through items such as developing shared definitions of key terms (equity and student-centered) and identifying agenda topics for future meetings; and
- Continue to develop a shared understanding about the contemporary transfer student experience in California, the barriers and opportunities faced by students, and the solutions that can be advanced by the AB928 Committee to improve equitable transfer student outcomes.



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2. Consent Calendar

Dr. Lara Couturier, Sova



Approval of 1/26/2023 Meeting Minutes

Meeting Minutes from 1/26/2023:
found at <https://www.ab928committee.org/>



Assembly Bill No. 928: The Associate Degree for Transfer Intersegmental Implementation Committee

Meeting 3 Minutes

Meeting held virtually: January 26, 2023, 10 am - 3 pm PST

The agenda, materials, and slide deck for this meeting are available at this website:
<https://www.ab928committee.org/>

Order of Agenda

1. Standing Orders of Business

1.1. Call to Order and Roll Call of Committee Members

The Chair called the meeting to order. Sova conducted roll call and documented member attendance. A quorum was present.

1.2. Welcome from Chair, Reminder of the Arc of the Work, and Review of Agenda and Meeting Objectives

The Chair provided a welcome to Committee members. Sova gave an overview of the arc of the work including a recap of the key elements of the October and December 2022 meetings, an overview of today's January 2023 meeting objectives, and a forward look at the April and Fall 2023 meetings.

2. Consent Calendar

2.1. Review and Approval of December 2022 Meeting Minutes

The Committee did not have any questions or changes to the December 2022 meeting minutes.

3.1 A National Example of Streamlined Transfer

**Dr. Lexa Logue, Research Professor in the Center for Advanced Study in Education of the Graduate Center of The City University of New York
(Introduction by Dr. Lara Couturier, Sova)**

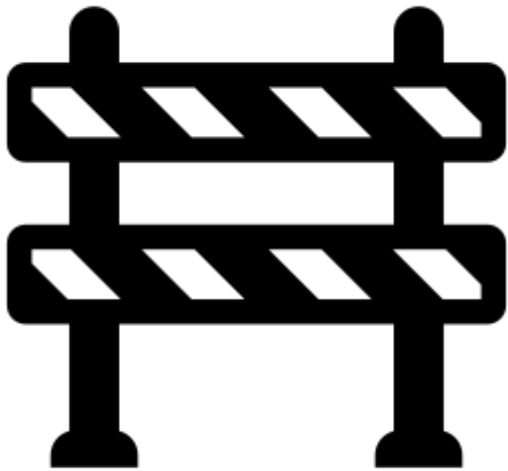


Welcome, Dr. Logue



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Reminder of Barriers to Student Transfer



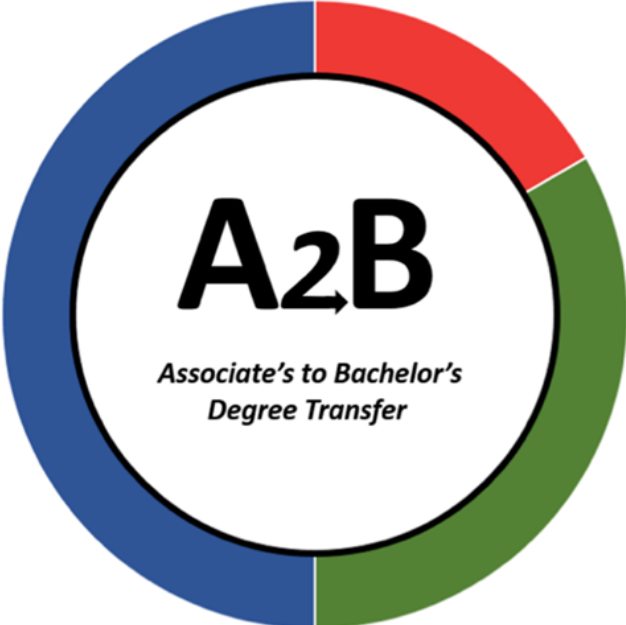
Student-Ready Strategies identified the following barriers (presentation and discussion during 1/26/23 meeting):

- Complexity of the transfer process and lack of clear **communication** regarding how to transfer
- **Lack of transparency** about how or if credits will transfer
- **Price difference** between CCs and 4-years
- **Lack of financial aid alignment** between 2- and 4-year institutions
- **Conflicting or incorrect information** from advisors or other institution staff and faculty
- **Differing requirements** for each sector
- **Redirection** to institutions students are unable to attend



A National Example of Streamlined Transfer: Lessons From New York

Alexandra W. Logue
The City University of New York





A True Team Effort

Institute of Education
Sciences (IES)



HECKSCHER FOUNDATION
for CHILDREN

The Carroll and Milton **Petrie Foundation**



Ascendium[®]



 Mellon
Foundation



Michael & Susan Dell
FOUNDATION

ROBIN HOOD



LEHMAN
COLLEGE

**CU
NY** THE CITY
UNIVERSITY
OF
NEW YORK


ITHACA S+R

This study was funded by Grant R305A180139–19 from the Institute of Education Sciences (IES) of the Department of Education (the contents of this presentation do not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed).





Outline

- Why is transfer, particularly vertical transfer, something we should be concerned about, and what can we do about those concerns?
- How might work done at The City University of New York (CUNY) help transfer?
 - Background on CUNY
 - 2013 policies instituted to facilitate credit transfer: Pathways
 - Recent basic transfer research conducted at CUNY
 - A new tool: the Transfer Explorer website (aka T-Rex).
- Conclusions





Background on Transfer in the United States

- Approximately 3 out of every 8 students eventually transfer between colleges.
- Over 80% of community college freshmen want at least a bachelor's degree (necessitating vertical transfer)
- Only 11% of community college freshmen get a bachelor's degree within 6 years.
- If two equivalent students want bachelor's degrees, and one starts in an associate's program and the other in a bachelor's program, the one who starts in an associate's program will be less likely to get the bachelor's degree.
- Given the percentages of underrepresented students are higher at the community than the bachelor's colleges, vertical transfer challenges differentially harm students from underrepresented groups.
- Vertical transfer is an equity issue.



The City University of New York (CUNY)

- CUNY has a total of about 220,000 undergraduate students, most of whom are Pell recipients and members of underrepresented racial/ethnic groups.
- There are 7 community colleges with only associate's-degree programs, and 12 colleges with bachelor's programs, spread throughout New York City.
- About 20,000 students transfer within CUNY each year.
- Over 50% of the graduates of each bachelor's college consists of transfer students.
- There is a centralized system for course equivalencies and student information.



Pathways (2013)

- Set of policies designed to facilitate credit transfer with degree applicability
- Included:
 - Common core of 30 credits—not too big & based on SLOs (general education)
 - 3-5 initial courses for each of 10 majors & based on SLOs (majors)
 - Every course transfers with at least elective credit (electives)
- Reactions
 - 2011-2013
 - Current (including student reactions)

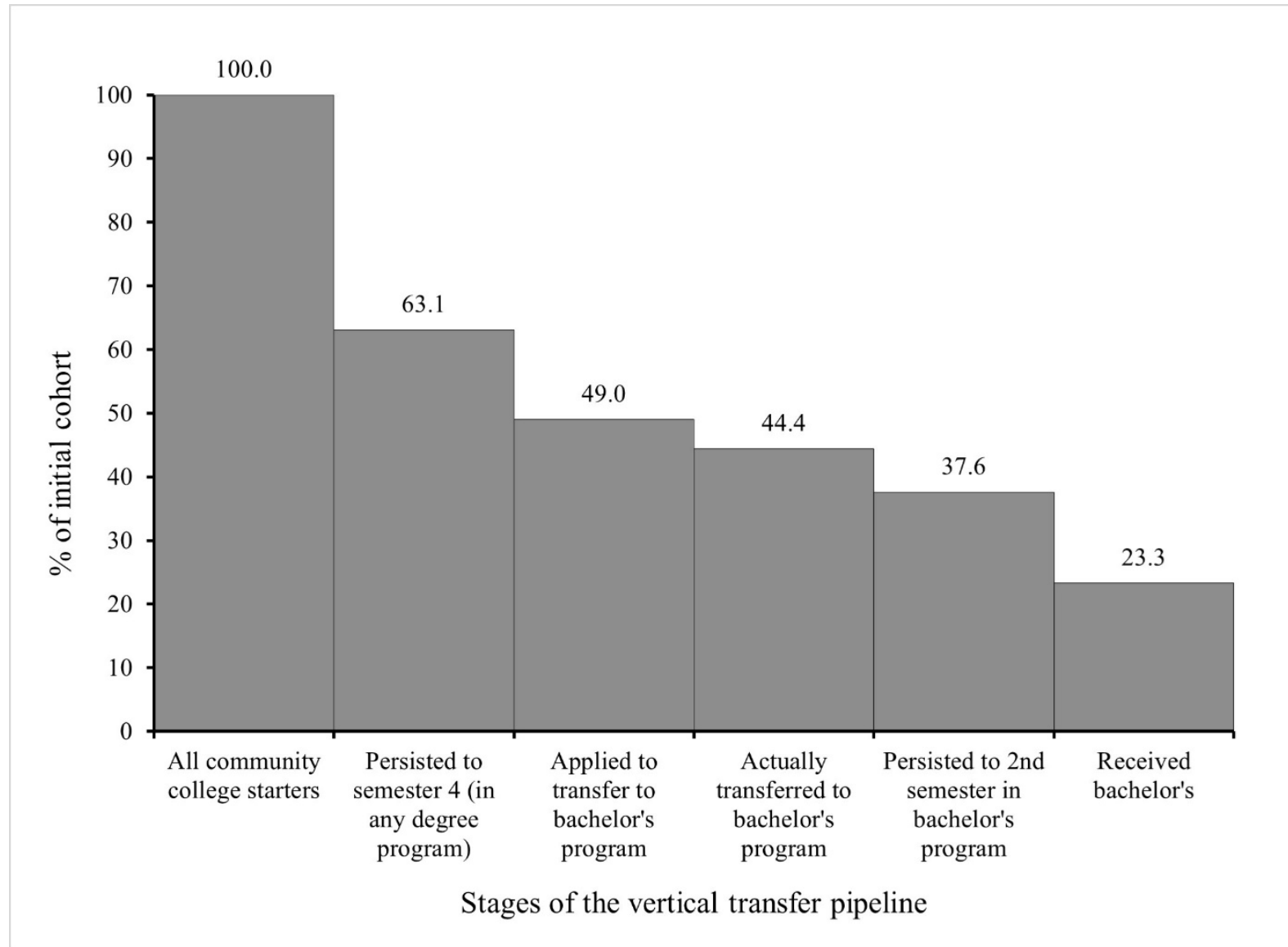


Recent Basic Transfer Research Conducted at CUNY

- Analysis of transfer information on CUNY college websites
- Dozens of focus groups with students and staff who work with transfer students.
- Survey on transfer of over 31,000 students.
- Survey on transfer of almost 4,000 faculty.
- Multiple longitudinal studies of cohorts of all entering community college students.
- First quantitative examination of the effects of vertical transfer on the degree applicability of credits



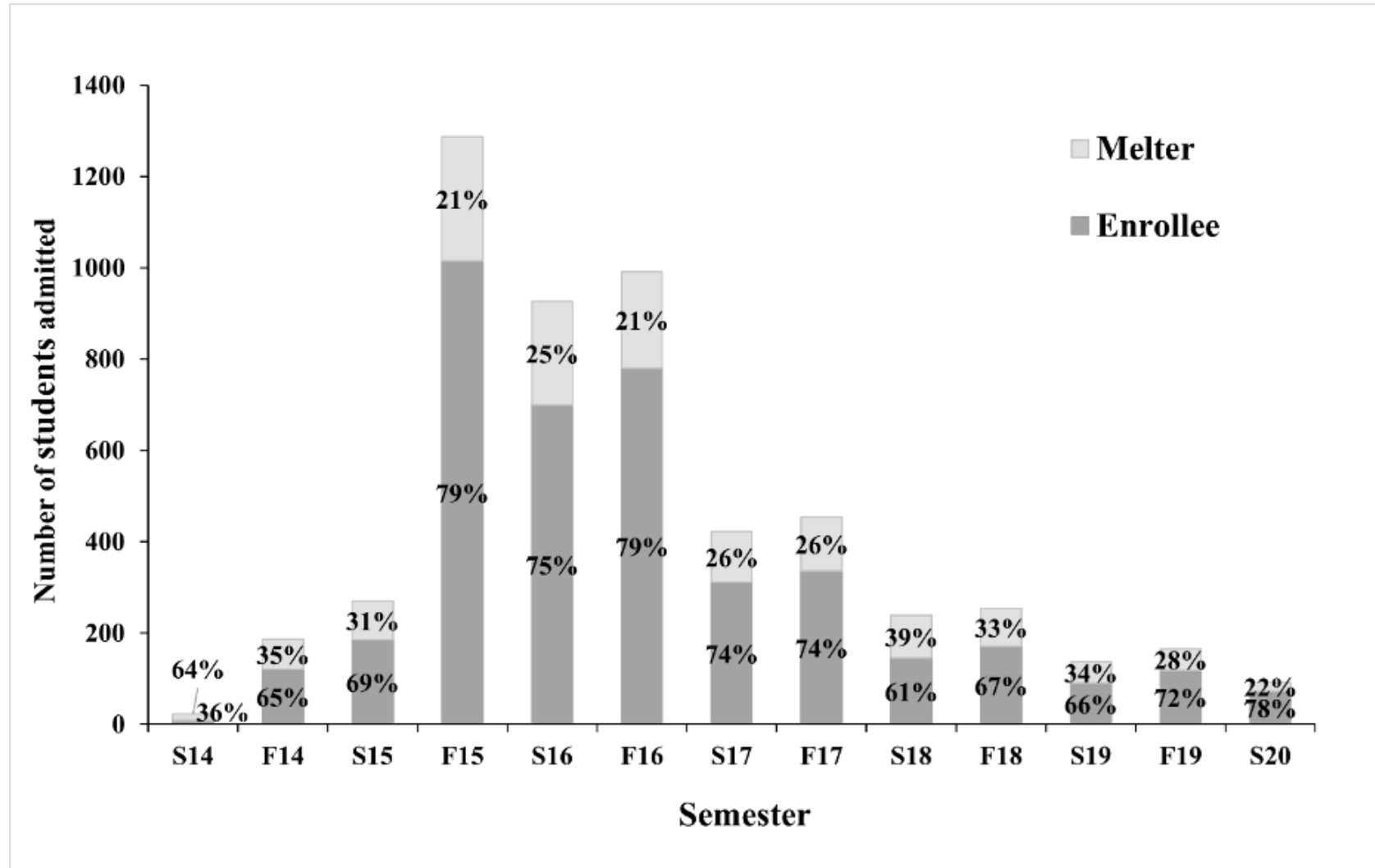
Results from One Longitudinal Study Examining Pipeline Leakage Points (N = 17,455)



These data constitute all available data from CUNY and non-CUNY sources for different stages in the transfer pipeline.

Transfer Melt

Associate's-degree students accepted to transfer to a CUNY bachelor's program using the CUNY central admissions process but who did not subsequently enroll in a CUNY or non-CUNY bachelor's program





Transfer Shock?

- Transfer shock is a decrease in GPA when a student transfers.
- When students in this cohort transferred from an associate's to a bachelor's program, the GPA of 59% of those students went down, but the GPA of 40% went up (1% did not change).
- In an ordinary semester-to-semester transition, 42% would go down and 57% would go up (and 1% would not change).
- So 17% more of the initial cohort showed a GPA decrease upon transfer.
- Transfer shock exists, but only for a small minority (17%) of students.

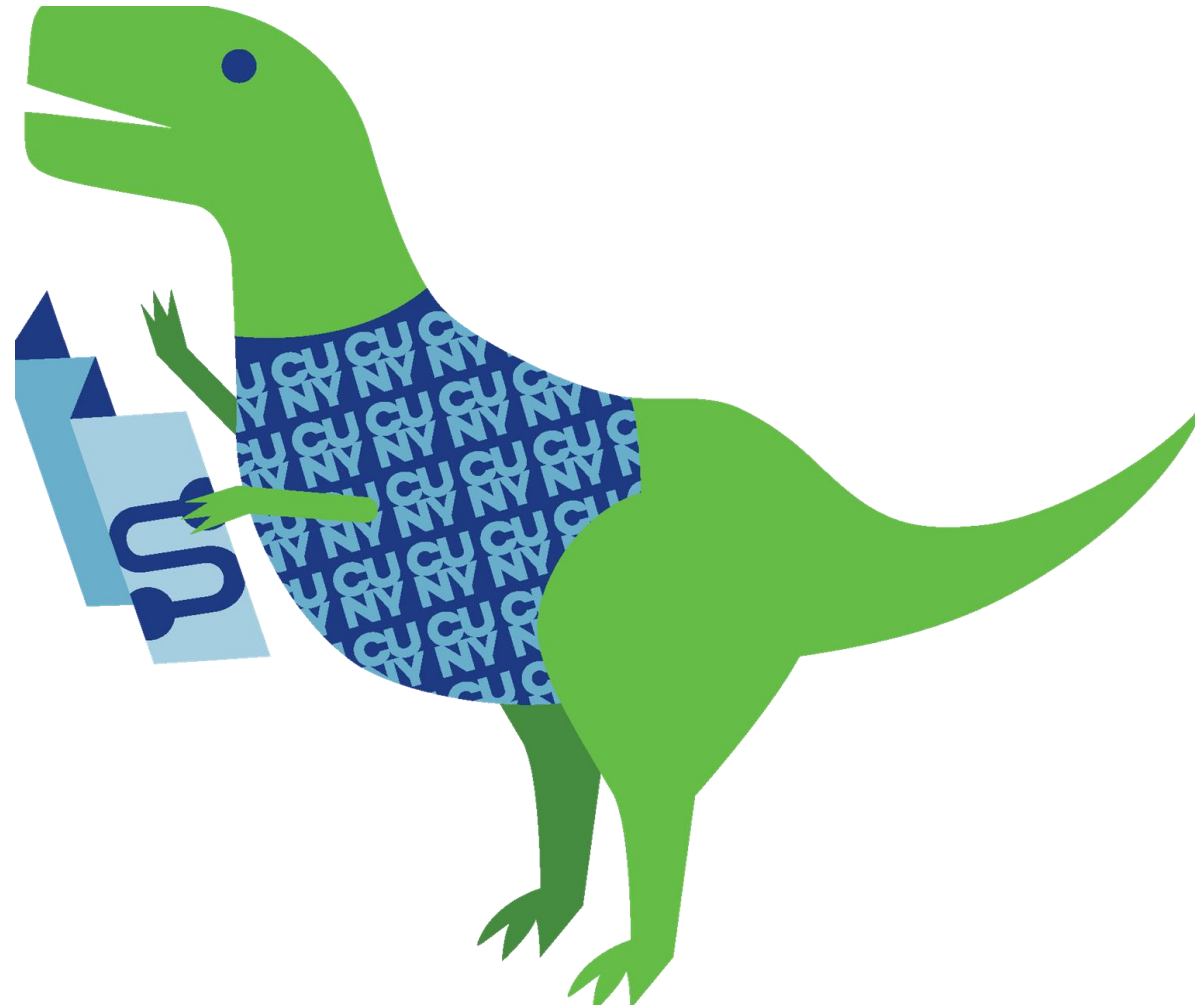


Even After Pathways, Our Research Showed There Was More to Do

- Students were still losing degree applicability of too many major credits when transferring.
- Students were taking the wrong courses, or too many courses, before transferring.
- Remediation reform going on concurrently had experienced credit transfer problems: Some bachelor's programs would give only general education credit (not specific math course credit) for math courses with corequisite remediation even though the same SLOs were satisfied.



This Time We Took a Different Approach....



T-Rex takes a bite out of transfer credit misinformation.



Transfer Explorer (T-Rex) Website (<https://explorer.cuny.edu/>)

- T-Rex shows how credits transfer for every CUNY course to every other CUNY college (1.6M transfer rules)
- Always up-to-date
- Website is public, requiring no login
- Now approaching 100,000 unique users since introduced in May 2020
- Constantly adding many new tools, e.g. in January added degree requirements
- Now expanding to SUNY
- Current funding from six foundations
- Next will be expanding to a state system outside of New York



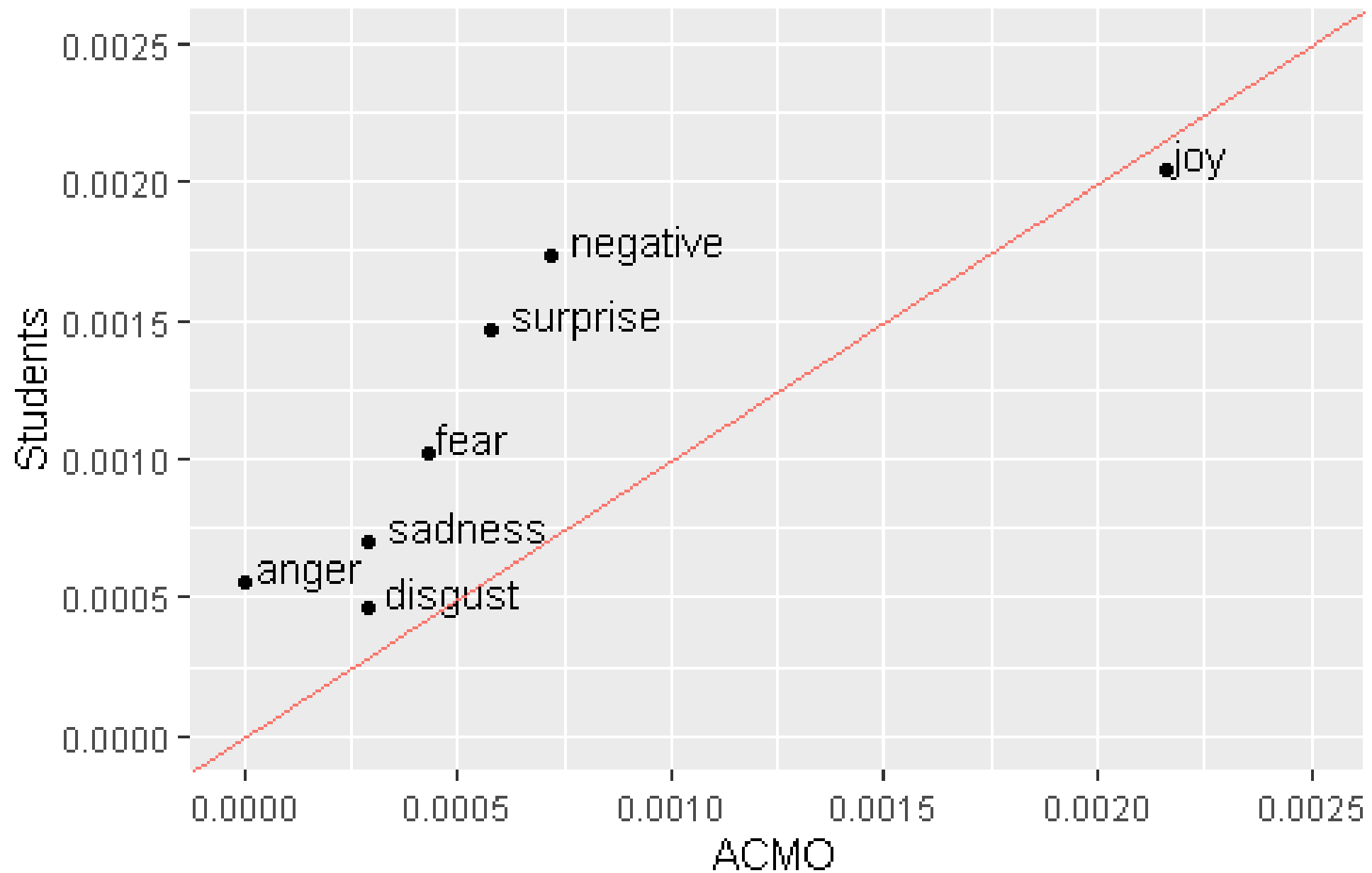
Effects of T-Rex

1. Transfer credit errors and missing information can be easily spotted and then corrected.
2. Students and prospective (including high school) students, and those who support them, can get information leading to better course choices, from the beginning of college.
3. Credit transfer differences among colleges can be easily seen, which can cause some colleges with outlier policies to change their policies.
4. And an effect that has *not* happened: There has not been one single objection to T-Rex, by faculty or anyone else.



Are We Done? NO!!

- T-Rex says how credits transfer, it does not make credits transfer (though it can facilitate credit transfer work and negotiations)
- We still need to ensure that transfer students get good course schedules in their first post-transfer semester.
- We need to address all the leakage points in the graph that I showed you.
- We need to do a better job of making sure that transfer students have the financial aid they need.
- We need to do a better job of addressing the lack of belongingness that transfer students often feel.





Conclusions

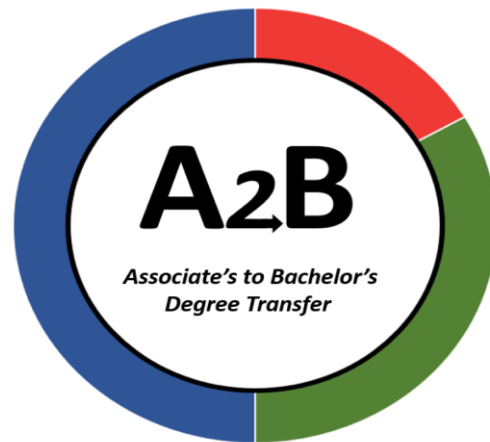
- Maintain students' interests and rights front and center, despite objections. Eventually it will pay off.
- Having excellent data is key in knowing what to do and if what you are doing is having the desired effect.
- Working collaboratively can yield much useful information and decision making with these complex tasks.
- However, working this way can take a long time. But that does not mean *you* should. With every semester thousands more students are being hurt, students whose voices are often suppressed for many reasons. You should never forget that they are there.
- You are not alone in this task and its difficulty. California may be unique, but there are lessons to be learned and support to be had from other states.



Thank you!

Lexa Logue, Center for Advanced Study in Education, CUNY.

alexandra.logue@cuny.edu



Discussion

- What about CUNY's work resonates with the AB928 Committee?
- In what ways might CUNY's approaches make sense for addressing student barriers in CA?
- What about CUNY's approaches feels challenging in the CA environment?



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3.1 Public Comment

Comments should pertain to this agenda item.
Public comment is limited to 10 minutes total.



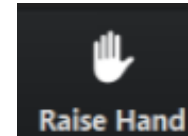
Public Comment

It is now time for public comment on the agenda item, *A National Example of Streamlined Transfer: Lessons from New York.*

In person: Please complete a comment card and give it to Cristen. You will be called for comment during the section you indicate on the card.

Zoom:

- Attendees may now “raise hand” in Zoom. Press “*9” if attending by telephone.
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3.2 Update from the Governor's Office

**Ben Chida, Chief Deputy Cabinet Secretary, Office of the
Governor
(Introduction by Cristen Moore, Sova)**



Update from the Governor's Office

- Ben Chida, Chief Deputy Cabinet Secretary at Office of Governor Gavin Newsom



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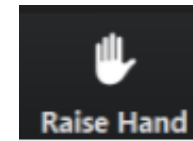
Public Comment

It is now time for public comment on the agenda item, *Update from the Governor's Office*.

In person: Please complete a comment card and give it to Cristen. You will be called for comment during the section you indicate on the card.

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Lunch Break

**Committee members please follow signs to lunch.
Members of the public, please break for lunch on your own.
Meeting to resume in 30 minutes.**



3.3 Updates from the Study Groups



Study Group Updates

- Goals Study Group Lead Facilitator: Dr. Yvette Gullatt
- STEM Study Group Lead Facilitator: Dr. Rose-Margaret Itua
- Reengagement Study Group Lead Facilitator: Dr. Mike Muñoz

Area of Work #1: GOALS	Area of Work #2: STEM	Area of Work #3: REENGAGEMENT
Yvette Gullatt Tanaz Arteaga Aisha Lowe Trajan Robinson Jessie Ryan Beth Steffel	Rose-Margaret Itua Susan Cochran Laura Massa Ginni May David Ramirez	Mike Muñoz Peter Callas Abeeha Hussain Cecilia Rios-Aguilar



Goals Study Group: Introduction

Reminder of AB928 legislative language related to Goals:

(g) On or before December 31, 2023, the committee shall provide the Legislature with recommendations on all of the following issues impeding the scaling of the ADT and streamlining transfer across segments for students:

- (1) Identifying annual goals for increasing transfer rates in California and closing racial equity gaps in transfer outcomes to be adopted by the state. Specifically, these goals shall include all of the following:
 - (A) Annual goals for improving transfer attainment needed to meet the state's workforce demands.
 - (B) Goals for closing gaps in transfer outcomes by race.
 - (C) Goals for closing regional opportunity gaps to access ADT pathways.
 - (D) Annual goals to meet the statewide degree attainment goal of 70 percent.



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Goals Study Group: Members

- Dr. Yvette Gullatt, Lead Facilitator
- Jessie Ryan, Co-Facilitator
- Tanaz Arteaga
- Aisha Lowe
- Trajan Robinson
- Beth Steffel



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Goals Study Group: Info & Research

Information Gathering:

- Two invited speakers: Marisol Cuellar Mejia and Hans Johnson of the Public Policy Institute of California
- Use of tools created / data gathered by Student-Ready Strategies and Sova:
 - Goal-Setting Model
 - Overview of Existing Goals by Segment
 - Regional Associate Degree for Transfer Analysis
 - Historical Credential Production by Segment
- Sample Sources:
 - Data provided by the California Community Colleges Chancellor's Office, University of California Office of the President, California State University Chancellor's Office, and Association of Independent California Colleges and Universities
 - Research from California-based organizations: California Competes, Public Policy Institute of California, Campaign for College Opportunity
 - National sources: U.S. Census Bureau and Lumina Foundation



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Goals: Draft Guiding Premises

Area A: Annual goals for improving transfer attainment needed to meet the state's workforce demands.

- There are many attrition points along the transfer system, including students not completing the transfer requirements at the community college, not completing the ADT, and not successfully transferring.
- To create a more equitable and effective system of transfer, attrition must be dramatically reduced at each of these points.

Area B: Goals for closing gaps in transfer outcomes by race.

- To achieve transfer equity, the demographics of successful transfer students should be consistent with the demographics of students entering a community college with the intent to transfer.
- There are pervasive, unacceptable inequities in transfer outcomes based on race, region, and income. According to an analysis by the Public Policy Institute of California (PPIC), 56 percent of freshmen who enrolled in a California community college in 2016 were from underrepresented groups (defined by PPIC as Latino, African American, and Native American), but only 47 percent of CSU transfers and 32 percent of UC transfers were from these populations.
- Latino students represent 51 percent of students who declare a degree/transfer goal, but only 35 percent of those who transfer within four years. African American students represent 7 percent of those who intend to transfer and 5 percent of those who do.
- There is no acceptable level of racial inequity in California's education system.



Goals: Draft Guiding Premises

Area C: Goals for closing regional opportunity gaps to access ADT pathways.

- For placebound students, access to ADTs is only achieved if the ADT in that program of study is both offered by a community college and accepted by an institution in the student's region of residence.
- Statewide, there are more incomplete regional ADT pathways than there are complete pathways, between the CCCs and the CSU, that offer both the community college and university curriculum in a given region and program of study.
- Opportunity gaps in regional ADT access create an insurmountable barrier for many students, evidenced by the fact that fewer than one in 10 "redirected" students enrolls at a CSU. Nearly half of students who enroll in a CSU after being redirected are Latino, while Asian and white students each make up about 20 percent of those who are redirected and enroll. All other racial groups make up less than 10 percent of those who are redirected and enroll.
- A disproportionate share of California's Black students transfer to for-profit institutions, and many are concerned about inequities in how they are served by those institutions.
- Greater regional and programmatic alignment for ADT pathways will help many more students successfully transfer and improve the overall effectiveness of the transfer system.



Goals: Draft Guiding Premises

Area D: Annual goals to meet the statewide degree attainment goal of 70 percent.

- To be effective, a statewide postsecondary attainment goal must be future-focused, but immediate enough to create a sense of urgency and move people to action.
- California's population of people between 25 and 64 years of age is nearly 21 million, so each percentage point gain in the educational attainment rate requires that 2.1 million more degrees be produced within the state.
- California's public and independent colleges and universities are implementing a number of efforts designed to improve student success, including CSU's Graduation Initiative 2025, UC's Capacity 2030 and CCC's Vision for Success. California's public colleges and universities have also set goals to increase enrollment, improve graduation rates and close equity gaps.
- These reforms and initiatives make it possible to set ambitious goals for increased degree production and postsecondary educational attainment.



Goals: Draft Recommendations

THEREFORE, California's best opportunity to meet state workforce needs and achieve greater educational and economic equity is to:

- **Prioritize first and foremost closing equity gaps by race and ethnicity.** The Associate Degree for Transfer Intersegmental Implementation Committee calls for equity gaps to be reduced by at least half by 2026* and fully closed by 2030* in the following measures:
 - Students who complete the Associate Degree for Transfer;
 - Students who complete the Associate Degree for Transfer and successfully transfer to a four-year institution;
 - Students who meet criteria for being transfer-eligible, regardless of pathway;
 - Students who successfully transfer to a four-year institution, regardless of pathway; and
 - Students who transfer to a four-year institution and complete a bachelor's degree.

* Study Group still finalizing the years.



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Goals: Draft Recommendations

- **Increase degree production annually at California's in-state public and independent institutions.** In pursuit of the statewide postsecondary credential attainment goal of 70 percent, the public and private segments of postsecondary education in California are called upon to support the state in meeting a first-phase goal of 63% by 2033 (63% of the adult population (ages 25-64) will have a postsecondary credential—college degree, certificate, industry-recognized certification, or other credential of value—by 2033).
- To do so, the public and private segments of postsecondary education will ambitiously increase credential production by X%* each year for three years, and then Y%* more each year until 2033.

* Study Group still finalizing the percentage increases. Increases may differ by segment and require consultation with the segments prior to completion.



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Goals: Draft Recommendations

- **Bolster efforts to increase degree production and meet the state's workforce demands by improving transfer attainment according to the following annual goals*:**
 - Students who complete the Associate Degree for Transfer;
 - Students who complete the Associate Degree for Transfer and successfully transfer to a four-year institution;
 - Students who meet criteria for being transfer-eligible, regardless of pathway; and
 - Students who successfully transfer to a four-year institution, regardless of pathway.

* Study Group still finalizing the percentage increases.



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Goals: Draft Recommendations

Close regional opportunity gaps to access ADT pathways, by ensuring more students have a real opportunity to pursue a transfer pathway, and providing students with accurate information.

- This effort would begin with ensuring that certain criteria are met for transfer pathways in a region. Sample criteria under consideration include*:
 - Students are guaranteed that all lower division credits will be accepted and applied to completion of the bachelor's degree;
 - Students are able to transfer with junior standing;
 - Guaranteed admission for ADT earners applies in the region (i.e., students will not be redirected outside of their region);
 - More ADTs are offered in high-wage, high-demand fields such as engineering; and
 - ADTs offered and accepted in a region are aligned to workforce demand in the region, but not limited by the region's current workforce demand.

* Study Group still finalizing the criteria.

Goals: Draft Recommendations

Close regional opportunity gaps to access ADT pathways by ensuring more students have a real opportunity to pursue a transfer pathway, and providing students with accurate information. (cont.)

- To meet these goals, the Associate Degree for Transfer Intersegmental Implementation Committee calls for an openness to the full range of strategies* that can improve regional opportunities for students and ensure students have equitable access to non-profit, accredited programs, such as:
 - Expand online course offerings and the role of the California Virtual Campus and incorporate online course and program availability into all student-facing transfer communications;
 - Establish satellite UC and CSU campuses at community colleges in underserved regions; and
 - Scale the practice of dual admission to give students certainty about their transfer destination.
- In addition, the Associate Degree for Transfer Intersegmental Implementation Committee calls for ensuring opportunities are well-communicated to students, including requiring that clear articulations of all required lower division courses are publicly available and honored, to ensure students know which courses to take.

* Study Group still finalizing the strategies.

Goals: Discussion

- Access to data has been an obstacle, and in particular, the absence of an intersegmental data system. The State Cradle to Career Data System will be an important future resource but is not available to us now to help inform these goals.
- The Study Group seeks the AB 928 Committee members' thoughts about elevating - in addition to the recommendations we will make about goals - cross-cutting recommendations about tracking student outcomes across segments and ongoing monitoring of data related to the final goals of the Committee.
- How are these needs currently anticipated in the development of C2C and how might this Committee inform that development?



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Goals: Discussion of Draft Recommendations

- What resonates with you about these recommendations?
- What might you suggest for refining these recommendations?



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STEM Study Group: Introduction

Reminder of Assembly Bill AB928 legislative language related to STEM:

(g) On or before December 31, 2023, the committee shall provide the Legislature with recommendations on all of the following issues impeding the scaling of the ADT and streamlining transfer across segments for students:

(2) 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. The recommendations made pursuant to this paragraph shall comply with both of the following requirements:

(A) The recommendations shall include sufficient evidence supporting a higher unit threshold for each STEM degree pathway, including an analysis of colleges that have succeeded in adopting similar pathways within the 60-unit framework for lower division units taken at the California Community Colleges.

(B) A recommendation for a differing unit threshold within a STEM degree pathway shall not recommend a change of more than six units.



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STEM Study Group: Members

- Rose-Margaret Itua, Lead Facilitator
- Laura Massa
- Susan Cochran
- Ginni May
- David Ramirez



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STEM Study Group: Info & Research

Information Gathering:

- Student voices: panel with CCC, CSU, and UC STEM students
- Use of data gathered by Student-Ready Strategies:
 - CCCCCO provided
 - List of majors that require Calculus 1 **AND** 1 semester of Physics
 - List of high-unit majors within the STEM majors that require Calculus 1/one semester of Physics (70 or more units) including but not limited to, Engineering, Physics, Chemistry, Environmental Studies, Computer Science, Math and Public Health
 - Disaggregated (by race and gender) data on transfer intent, eligibility, and actual transfer from CC to UC and CSU within the list of STEM majors
- Sample Sources:
 - [Students Speak Their Truth about Transfer: What They Need to Get Through the Gate](#), The RP Group
 - [University of California 2030 Capacity Plan](#) and [Building 2030 capacity: UC traditional and non-traditional enrollment growth strategies](#), University of California Council of Chancellors capacity working group
 - [“On My Own: The Challenge and Promise of Building Equitable STEM Transfer Pathways”](#) by Xueli Wang



STEM: Draft Recommendations

- Initial focus on creating an ADT/TMC (up to 66 units) for high-unit STEM majors and build on existing efforts from Faculty with initial focus on Engineering, Chemistry, Physics, Environmental Science and Math.
- A more efficient and effective system that supports seamless articulations across CCs, CSUs and UCs to ensure transfer students do not have to retake similar classes at the 4 year institutions upon transfer.
- Summer bridge for STEM transfers to ensure preparation especially for the UCs.
- Students recommended an effective advising infrastructure for STEM. Advising infrastructure to advise and support front loading STEM Major prep courses for STEM majors.
- A Cal GETC for STEM especially for the for high unit STEM majors.
- A deeper study into GE requirements for high unit STEM majors is needed.
- Leverage the Transfer Alignment Project initiated by the ASCCC to align TMCs with UCTPs - start with high unit STEM fields identified by the Study Group.



STEM: Discussion

Other Discussions

- State C-ID system to put an upper cap on units for C-ID courses currently courses have minimums not maximums.
- Implement STEM Program Mapper Software at all CCCs especially for High Unit Majors like Engineering. All CCCs should pilot implementation for high unit majors.
- Leverage and support by the ASCCC to continue the alignment of TMCs and UCTPs where feasible
- In keeping with institutional and programmatic accreditation standards, mapping work for ADTs/TMCs should consider mapping skill sets and competencies rather than courses and units especially when considering the Cal GETC for STEM.
- The STEM Study group also suggested ADTs for other non-STEM high unit majors.

Possible Gaps/Challenges

- The STEM Study Group recognizes the need for improved articulation of CC STEM courses with CSUs and UCS, and wonders how the articulation process can be better streamlined and effective to support transfer students.
- The STEM Study group recognizes and discussed opportunities and challenges of a Cal-GETC for STEM
- The STEM Study Group recognizes that modifications to current legislation/new legislation would be required to implement some of the considerations brought forward.



STEM: Discussion of Draft Recommendations

- What resonates with you about these recommendations?
- What might you suggest for refining these recommendations?



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Re-engagement Study Group: Introduction

Assembly Bill AB 928 legislative language related to Re-engagement:

(g) On or before December 31, 2023, the committee shall provide the Legislature with recommendations on all of the following issues impeding the scaling of the ADT and streamlining transfer across segments for students:

(3) Reengaging ADT earners who do not transfer or apply for transfer into a four-year postsecondary educational institution.



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Re-engagement Study Group: Members

- Mike Muñoz, Lead Facilitator
- Cecilia Rios-Aguilar
- Peter Callas
- Abeeha Hussain



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Re-engagement Study Group: Info & Research

Information Gathering Process

- Three informative speakers have presented to the study group:
 - Alyssa Nguyen, Senior Director of Research and Evaluation of [The RP Group](#)
 - Led presentation on Through the Gate and other resources relevant to ADT student barriers and opportunities
 - Han Mi Yoon-Wu, Executive Director, Undergraduate Admissions Graduate, Undergraduate and Equity Affairs of the University of California, Office of the President
 - Led discussion on UC admissions process to better understand ADT students' challenge or opportunities to enrollment in this system
 - April Grommo, Ed.D. Assistant Vice Chancellor for Enrollment Management Services at California State University, Office of the Chancellor
 - Led discussion on CSU admissions process to better understand ADT students' challenge or opportunities to enrollment in this system

Continued Information Gathering In-Progress

- ADT Earners Student Survey with the support of SRS
- Determine what segments might need specific recommendations for the success of the work



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Re-engagement Study Group: Info & Research

Sample Research:

- [Improving the Community College Transfer Pathway to the Baccalaureate: The Effect of California's Associate Degree for Transfer](#)
- [CHUTES OR LADDERS? Strengthening California Community College Transfer So More Students Earn the Degrees They Seek](#) (pages 28+)
- [Increasing Community College Transfers Progress and Barriers](#) (pages 17, 21, 22, 24 and 25)
- Data from speakers (e.g. RP Group "Through the Gate", data from segments on impaction, redirection etc.)



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Re-engagement: Draft Recommendations

The Re-engagement committee is proposing recommendations that allow for immediate action by key stakeholders and long-term recommendations to address the more systemic barriers that are creating barriers for ADT earners with a keen eye to key populations not being served well.

- Centered in racial equity and to ensure that all students, particularly first-generation, low-income students of color who have been historically excluded from institutions of higher education are empowered to and actually transfer
- Recognition that intentional work is necessary to overcome past inequities
- Each of the recommendations needs to be addressed through a lens of racial equity and students who have not being served well by our current systems if they are to succeed in achieving equitable outcomes



Re-engagement: Draft Recommendations

Short-term Recommendations (6-18 months)

- Solidify a statewide, student-level data identification process that can be accessed by each UC/CSU/CCC to better understand who the students are who are “near the gate” to directly target and support their re-engagement
 - *Long-term implications:* Create a system-wide strategy led by a system-level position to manage, maintain and ensure accountability throughout the ADT re-engagement process
- Establish a statewide re-engagement campaign with funding and metrics for each CSU
- Streamline “re-application” process for students with ADTs who previously applied for transfer and did not matriculate to a CSU or UC including but not limited to waiving application fees, eliminating re-submitting transcripts, etc.
- Examine ADT earners who never applied and better understand why
- Examine the data around the critical “one-year engagement timeline” of ADT earners who do and do not transfer within the year and better understand the opportunities and the challenges
- Review and examine transfer programs operating in CA (that are do not have tot be CA based) that have strong practices in place to support online options with key student supports and understand what can we learn



Re-engagement: Draft Recommendations

Long-term Recommendations (18 months +)

- Address the capacity of the institutions to serve ADT earners
 - Campus of choice and major impact issues to prioritize re-engagement applicants/students
 - Physical barriers to transfer for location bound student by cross enrollment opportunities and expanded online offering
 - Changes in admissions cycles that creates different standards for when students enroll vs. when they are ready to transfer
- Implement process to identify and address barriers that exist within the articulation and transferability process (often nuanced and at the college and program level) and determine strategies such as how to incentivize faculty to work together across institutions and disciplines to agree on program elements, shortened designated time-frames etc. to support the articulation process
 - Creation of a statewide mandate to create an articulation and transferability process (current governance models not aligned in this manner) which allows some local control but clear alignment



Reengagement: Discussion

- What is the role of the UC System in Reengagement?
- What are best practices for private and/or out-of-state colleges and universities, such as ASU Local?



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Re-engagement: Discussion of Draft Recommendations

- What resonates with you about these recommendations?
- What might you suggest for refining these recommendations?



Group Activity with Draft Recommendations

- You have now heard the full picture for each set of *draft* recommendations from the three Study Groups.
- What are some final reactions? What resonates? What's missing?
- Time to get up and move! Activity: There are 4 easels set up with one per Study Group (Goals, STEM, and Reengagement) and one for Overarching Comments.
 - Committee members, please capture additional reflections and comments using sticky notes and place them on the easel sheets.
 - We will capture and document these notes in the public-facing Meeting Minutes.

3.3 Public Comment

Comments should pertain to this agenda item.
Public comment is limited to 10 minutes total.



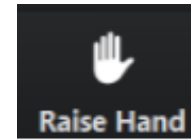
Public Comment

It is now time for public comment on the agenda item, *Updates from the Study Groups*.

In person: Please complete a comment card and give it to Cristen. You will be called for comment during the section you indicate on the card.

Zoom:

- Attendees may now “raise hand” in Zoom. Press “*9” if attending by telephone.
- Individuals will be called on verbally. We will enable Audio and start a 2-minute timer.
 - You will need to unmute yourself.
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3.4 Next Steps, Advancing the Work and Discussion of Agenda Items for Future Meetings

Cristen Moore and Lara Couturier, Sova



Next Steps: Reminder of Your Role

- You are representatives of your constituency groups. It is your responsibility to disseminate information (e.g., Meeting Minutes), digest and share feedback;
- If you are going to transition out of your role, it is your responsibility to brief your successor;
- Please identify ways to proactively engage:
 - Make sure your association board/leadership are up to date;
 - Look at meeting agendas and prepare your constituency to share feedback;
 - Get on the agenda of your association meetings;
- Diverse opinions will be captured/documentated; and
- The AB928 public website is up to date (<https://www.ab928committee.org/>).



Next Steps: The Vetting Process

- Timelines and process for obtaining feedback, Round 1:
 - Now: Study Groups will make any short-term updates based on today's discussion;
 - Sova will soon share:
 - A revised set of draft recommendations;
 - A template for you to capture and aggregate feedback from your constituent groups.
 - By June 15, Committee members will aggregate feedback on draft recommendations in the template and send to leslie.fischbeck2@sova.org;
 - Feedback will be shared with the Study Groups and will be ADA remediated and publicly posted;
 - By July 15, Study Groups will review and issue revised draft recommendations.



Next Steps: The Vetting Process

- Timelines and process for obtaining feedback, Round 2:
 - After July revision: Committee members will share revised recommendations again in July with their stakeholder groups;
 - By August 31, Committee members will aggregate feedback on draft recommendations in the template and send to leslie.fischbeck2@sova.org;
 - Feedback will be shared with the Study Groups and will be ADA remediated and publicly posted;
 - By September 31, Study Groups will review and issue revised draft recommendations;
- Final recommendations will be publicly posted, shared at the Fall Committee Meeting, and the Committee will vote.



Advancing the Work: Definitions

- During previous meetings, Committee members raised the need to define “equity” and “student-centered.”
- Following the January meeting, a survey was administered to Committee members asking for input and feedback on the sample definitions, that were shaped based on the national and state examples (e.g., National Association of System Heads, California Community Colleges, University of California, etc.).
- All feedback from Committee members was incorporated and definitions were updated.
- 8 out of 15 committee members participated creating a survey response rate of 53%.



Survey Feedback on Draft Equity Definition

- 7 out of 8 respondents agreed and/or strongly agreed with the draft definition
- 1 out of 8 respondent strongly disagreed with the draft definition
- Draft definition:
 - Equity is the acknowledgment and intentional act of eliminating systemic barriers that disproportionately affect populations that have been historically minoritized and/or marginalized. Characteristics of such populations include but are not limited to age, race, gender, disadvantaged socioeconomic status, first generation college student, populations that are affected by the intersection of these categories, and other characteristics that should be identified based on institutions' local population and context.



Working Definition of Equity

- Equity is the acknowledgement and **action** to eliminate **intentional and unintentional** systemic barriers that have created injustices and to address and dismantle such barriers for specific populations that have disproportionately impacted, such as those that have been minoritized and/or marginalized. Characteristics of such populations include but are not limited to age, race, **ethnicity**, gender, disadvantaged socioeconomic status, first generation college student, **differently-abled, language, zip code**, populations that are affected by the intersection of these categories, and other characteristics that should be identified based on institutions' local population and context. **This process must be ongoing. In this context specifically, equity is focused on creating greater access and supports for student success and completion of a transfer credential with a commitment to disaggregated data to better serve populations that are not faring well.**



Survey Feedback on Draft Student-centered Definition

- 6 out of 8 respondents agreed and or strongly agreed with the draft definition
- 2 out of 8 respondents disagree or strongly disagreed with the draft definition
- Draft definition:
 - Student-centered can be defined as approaches ensure systems and institutions intentionally consider how their academic programming and support strategies center the needs of all learners including accounting for students' various cultural backgrounds, learning styles, aspirations and feedback on what is and is not serving students well.



Working Definition of Student-Centered

- **Being student-centered refers to keeping the student (those least likely to persist and complete by traditional measures) at the center of consideration for all decisions, policies, and programs in an educational setting.** Student-centered approaches ensure systems and institutions intentionally consider how their academic programming and support strategies center the needs of all learners including accounting for students' various cultural backgrounds, learning styles, **academic needs**, aspirations, and feedback on what is and is not serving students well.



Agenda Items for Future Meetings

As you consider the objectives of the AB 928 Committee:

- What topics are necessary and valuable for future meetings?
- What are the highest priority topics for the next meeting?

Note: The next meeting of the AB 928 Committee will be held in-person in late October 2023. A doodle poll is out now; more details forthcoming.



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3.4 Public Comment

Comments should pertain to this agenda item.
Public comment is limited to 10 minutes total.



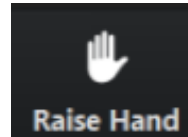
Public Comment

It is now time for public comment on the agenda item, *Next Steps, Advancing the Work, and Agenda Items for Future Meetings*:

In person: Please complete a comment card and give it to Cristen. You will be called for comment during the section you indicate on the card.

Zoom:

- Attendees may now “raise hand” in Zoom. Press “*9” if attending by telephone.
- Individuals will be called on verbally. We will enable Audio and start a 2-minute timer.
 - You will need to unmute yourself.
 - Press “*6” to unmute if attending by telephone.
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4. Public Forum



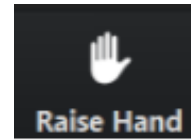
Public Forum

It is now time for public forum on subjects not on the agenda:

In person: Please complete a comment card and give it to Cristen. You will be called for comment during the section you indicate on the card.

Zoom:

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5. Adjournment

