AB 928: Associate Degree for Transfer Intersegmental Implementation Committee*

Meeting 5, June 12, 2023

AB 928

Associate Degree
for Transfer
Intersegmental
Implementation
Committee

*Hereafter, "AB 928 Committee"

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."
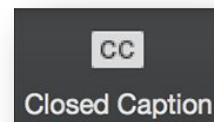
Recording
- This session will be recorded. We will be posting the recording and presentation slides to the AB 928 Website.

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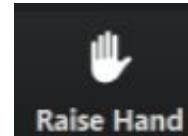- Click the Closed Caption (CC) tab to read live captions.

CC
Closed Caption

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1.2 Housekeeping (cont.)

There will be opportunities for public comment.

Zoom:
- Attendees will be prompted to "raise hand" in Zoom.
  - Press "*9" if attending by telephone.

Raise Hand

- 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.

- When the timer expires, we will disable your Audio.

- If utilizing an interpreter or other interpretation technology, we will provide twice the allotted time, 4-minutes, to ensure that all speakers receive the same opportunity to address the committee.

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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:
  - There are no scheduled breaks for today's meeting.

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1.3 Roll Call of Committee Members

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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, June '23: Responding to requests from AB928 Committee members, added this meeting to allow the full Committee time to focus on examples of streamlined STEM pathways and consider implications for California

Meeting 6, 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

1.4 Today's Agenda

1. Standing Orders of Business

   • 1.1 - 1.3. Welcome from the Chair, Call to Order, Determination of Quorum, Housekeeping and Roll Call

   • 1.4. Reminder of the Arc of the Work, Review of Agenda and Meeting Objectives, and Description of Summer Work for the Committee

2. Consent Calendar: Approval of 4/25 Meeting Minutes

3. Information and Reports

   • 3.1 Examples of Streamlined Transfer in STEM (Lessons from a Panel) and Discussion of AB928 Recommendations for STEM*

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

- Responding to requests from AB928 Committee members, today's meeting is designed to allow the full Committee time to focus on STEM in order to:

    - Understand examples of STEM programs that have streamlined units;

    - Discuss together how the AB928 Committee members are thinking about responding to the requirements in the legislation related to STEM units; and

    - Make progress as a group on potential recommendations.

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1.4 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/documented; and

- The AB928 public website is up to date (https://www.ab928committee.org/).

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1.4 The Vetting Process

- REMINDER: April 25, 2023 slide deck is public and has all of the draft recommendations. As discussed during the April meeting, you should be circulating those and inviting feedback already.

- Additional feedback cycle:

  - By August 15, a set of draft recommendations will be ready for Committee members to share with their constituents. In addition, a template will be provided for Committee members to capture and aggregate feedback from your constituent groups;

  - By September 15, Committee members will aggregate feedback on draft recommendations in the template and send to leslie.fischbeck2@sova.org;

  - September - October: Study Groups will revise their recommendations; and

  - During October 23, 2023 meeting, Committee will vote.

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2. Consent Calendar

Dr. Lara Couturier, Sova

Approval of 4/25/2023 Meeting Minutes

Meeting Minutes from 4/25/2023:
found at https://www.ab928committee.org/

3.1 Example of Streamlined Transfer in STEM (Lessons from a Panel) and Discussion of AB928 Committee Recommendations for STEM

Dr. Rose-Margaret Itua

Setting Context

Increasing the number of college students who earn STEM credentials and enter STEM careers remains a national priority, as does the need to diversify the population of STEM workers by race/ethnicity, gender, and socioeconomic background. Postsecondary STEM credentials lead to some of the highest paying jobs in the labor market.

Community colleges serve as an important entry point for those who want to pursue either a workforce-oriented STEM associate degree or lower-division coursework leading to transfer to a four-year college in a STEM major.

Low-income students are less likely to enter STEM programs or to transfer in STEM fields than higher income students; and Black, Latinx, and Native American students are underrepresented in all transfer-level STEM courses in community colleges.

STEM fields have different barriers to student entry and progression and different patterns of student underrepresentation.

Students struggle to navigate STEM program requirements, which require strict adherence to course sequences. Academic or career advising services are often under-resourced in community colleges, further compounding the challenges for STEM students.

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AB928 & STEM

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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Approach: A Multi-Stage Body of Work

- Starting point:

  - Attend to the requirements of the legislation. What does it look like to create STEM transfer pathways that are at or below 126 units?

- The broader vision: What does it mean to ensure equity in students accessing and completing STEM bachelor's degrees?

  - What supports do students need for success (e.g., financial, academic)?

  - Where do we see barriers in policies, processes, culture and structures for transfer students?

  - What career supports are most valuable?

- The long term:

  - What does it look like to set a table for ongoing intersegmental problem solving in CA?

  - How might such a table strengthen our sense of shared responsibility and partnership for addressing the equity barriers transfer students face due to the way our Higher Educations systems operate?

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Foreshadowing: Today's Discussion

Categories of STEM recommendations for consideration:

- Summer bridge for STEM transfers

- ADT/TMC (max 66 units) for high-unit STEM majors

- Advising infrastructure for STEM

- Addressing GE challenges: Double counting, GEs in junior and senior years, a Cal GETC for STEM

- Ongoing intersegmental problem solving

- Technology/tools such as CSU Program Mapper Software

- A more efficient and effective system of seamless articulations across CCC, CSU, UC and AICCU [possibly an overarching recommendation cutting across study groups]

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Welcome, Speakers

- **Dr. Carolyn Gentle-Genitty**: Indiana University
  - Assistant Vice President for University Academic Policy
  - Professor of Social Work
- **Dr. Jeffrey Watt**: Indiana University – Purdue University Indianapolis (IUPUI)
  - The M. L. Bittinger Chair of Mathematics Education
  - Chair and Professor, Department of Mathematical Sciences
  - Purdue School of Science, IUPUI
- **Christopher Anderson**: University of Colorado Boulder (CU Boulder)
  - Senior Director of Academic Success and Transfer Pathways, College of Engineering & Applied Science

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Questions for Speakers

- Can you please begin by briefly describing your work to bring clarity for students starting at community colleges and transferring in STEM disciplines?

- What spurred you to do this work?

- How did you approach this? What was the process and who was engaged?

- What exactly did you do?

- What were some of the hard trade-offs or mindset shifts you had to make? And how did you work through those compromises?

- What is your best advice for California?

Indiana's Approach

- Legislation passed in 2012

- All public institutions engaged

- Worked on 20 fields of study, with 18 reaching 120 credits (except Nursing and Secondary Education: Mathematics, Biology, and Chemistry)
  - Examples of fields of study include Biology, Electrical Engineering Technology, Elementary Education, Mechanical Engineering, Mechanical Engineering Technology & Psychology

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Colorado's Approach

- Formally created our Community College Pathways Program in Fall 2014.
  - Initial focus was on rebuilding relationships, revising admission criteria, streamlining student onboarding
  - Created targeted recruitment plan, on-site CC visits (at CC's and at CU for students and advisors)

- Faculty connections and course learning objectives revision/alignment. Development of new coursework together and new degree program with guaranteed admission criteria

- All Colorado Community Colleges (15 schools, two not in CCCS system) are included in our agreements

- All 15 majors at CU Boulder engineering were mapped out for credit equivalencies
  - Associate of Engineering Science (AES) degree at CC's articulated to Mechanical, Civil, Architectural, Electrical, Computer Engineering, Computer Science and a general pathway for undecided students
    - All AES agreements are 2+2 pathways except the general pathway

- CU Boulder's Engineering degrees are all nominally 128 credits. Due to some CC credit variations, 131 credits total for the degree in a 2+2 pathway is what we sign onto in our AES pathways.
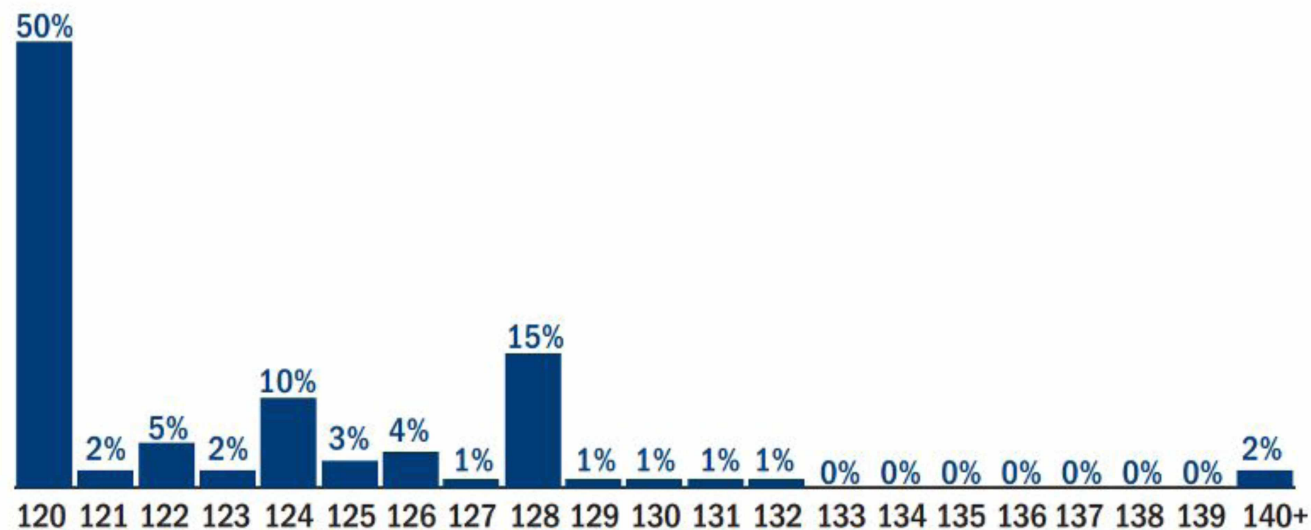
Credit Trends

General findings

Bachelor's degree requirements at most institutions for most programs are limited to the basic 120 hours. Nearly 50% of all programs at all institutions require only the minimum number of credits generally required for accreditation. Additional clusters require 124 and 128 credits, which reflect both higher requirements in some programs, and higher overall requirements at many institutions.

Bachelor's Degree Credit-Hour Program Requirements

Credits	Percent
120	50%
121	2%
122	5%
123	2%
124	10%
125	3%
126	4%
127	1%
128	15%
129	1%
130	1%
131	1%
132	1%
133	0%
134	0%
135	0%
136	0%
137	0%
138	0%
139	0%
140+	2%

Source: Program Requirements for Associate's and Bachelor's Degrees: A National Survey, Complete College America
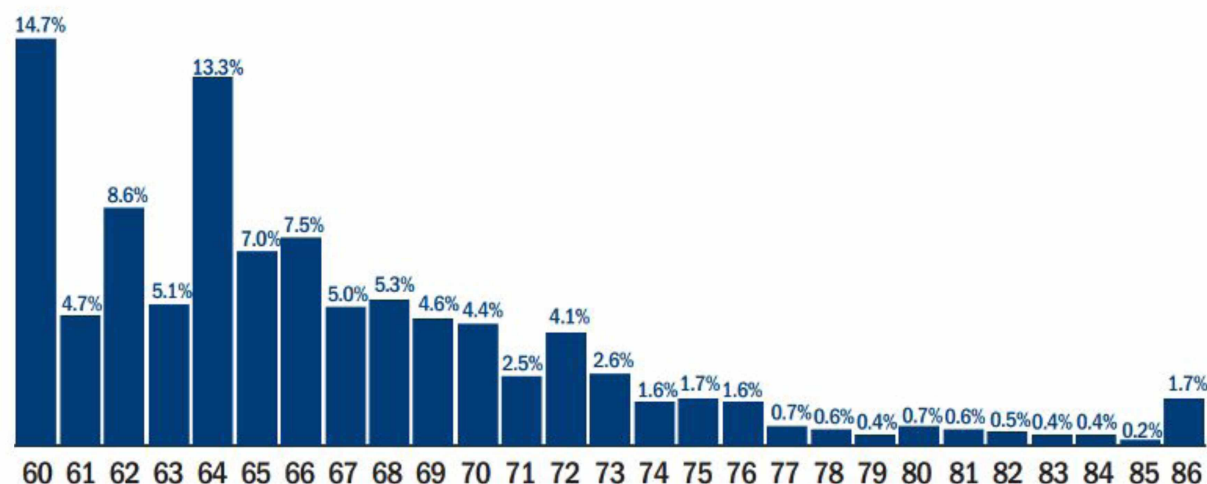
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AB 928

Credit Trends

General findings

While 120 credits has become the norm for bachelor's degrees in most fields and at most institutions, the same is not true of the nominally 60-credit associate's degree. While 69% of bachelor's degree programs have median requirements of 120 credits, not a single one of the 104 associate's degree programs have a median requirement of 60. This is surprising, given that the associate's degree in many cases is intended to represent the first half of a bachelor's degree. Even if four-year colleges have established a 120-hour requirement, transfer students who arrive with more than half of that may well end up with credits they don't need.

Associate's Degree Credit-Hour Program Requirements

Source: Program Requirements for Associate's and Bachelor's Degrees: A National Survey, Complete College America

Q&A for Our Speakers

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Committee Discussion

- What about these examples' work resonates with you?

- Given what you heard today, what do you want to see for California?
  - What does that mean for the AB928 Committee's recommendations?

- What current policies and practices would preclude successful implementation in the California environment?

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Reminder

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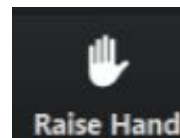
3.1 Public Comment

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, *Examples of Streamlined Transfer in STEM (Lessons from a Panel) and Review of Draft STEM Recommendations.*

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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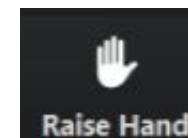
4. Public Forum

Public Forum

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

Zoom:

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5. Adjournment