

**AB 928 Associate Degree for Transfer Intersegmental Implementation Committee**  
**Public Comments received during public comment period from 9-19-2023 through 10-15-2023**

Submitted On	Name	Email	Phone	Organization Title	I would like to comment on the following section of the document	Comment
09/19/2023 6:59:00	Mark Van Selst	mark.vanselst@SJSU.edu	(408) 924-5674	professor	IA. AB928 Committee Findings and Considerations: Overarching	the base assumptions about CSU needing additional capacity are incorrect. Nationally enrollments are in decline and that is expected to continue.
09/20/2023 7:36:28	Wade Ellis	wade.ellis@bakersfieldcollege.edu	(801) 317-5096	Bakersfield College/Professor of Chemistry	IC. AB928 Committee Findings and Considerations: STEM	<p>I highly support the higher unit cap for STEM degrees. As a chemistry professor, I know firsthand how important it is for our STEM students to be given a solid foundation of math, chemistry, physics, and other important fields during the early years of their college education. With the implementation of CalGETC and the strict 60 unit limit for ADTs, our ADT in chemistry is essentially on the chopping block. Without a higher unit cap for STEM degrees, we cannot offer our degree to students in its current form. An altered form that reduced the unit requirements would not be adequate training for the next generation of chemists. At the community colleges, we are uniquely placed to help students from all backgrounds and demographics learn to see themselves as scientists. Without the ability to offer a degree, I believe our capacity to help these students would be diminished. I highly encourage you to implement a higher unit cap for STEM ADTs.</p> <p>Thank you, Wade Ellis</p>
09/20/2023 11:35	Letitia Senechal	senechall@yosemite.edu	(209) 575-6713	Modesto Junior College Articulation Officer	Additional Comments (Other)	<p>Lower and Upper Division Courses</p> <p>At Modesto Junior College, when proposing or revising a (lower-division) baccalaureate course outline, faculty are asked to demonstrate the appropriateness of coursework by identifying 2-3 comparable lower-division CSU or UC courses in accordance with the CCC segment's lower-division purview. This process, in part, evidences how baccalaureate courses completed at our institution can result in a student's parallel progress in the four-year segments, assuming the course is/gets articulated.</p> <p>This process can be challenging or confusing at best, especially when such placement of courses in the CSU and UC can be inconsistent (Organic Chemistry is a fine example) or follow unique campus standards (Berkeley Academic Senate's "2.2.1 Senate Regulation 740", or CSU's Baccalaureate Courses policy, "Considerations Involved when Determining What Constitutes a Baccalaureate Course" ASCSU May 1997).</p> <p>It has also been shared that individual 4-year campus departments occasionally can and do move an historically lower-division course from lower-division to upper-division. The four-year criteria for these determinations is not transparent, and such actions create problems in pathway articulation. When factoring in the regulatory restraints for CSU set forth Title 5, §40409, we can see how this can harm a transfer student who completes a lower-division CCC course that is offered as upper-division by their target four-year institution.</p> <p>Is it possible for AB 928 Committee recommend the segments collaboratively/collectively norm the differences between upper- and lower-division to establish clear, transparent standards and hopefully consistent practices for upper and lower-division course placement? I strongly believe that this clarification will have unambiguous benefits for students at the point of transfer.</p>

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09/20/2023 19:13:23	Josh Franco	josue.franco@gcccd.edu	(209) 631-5910	Cuyamaca College, Associate Professor	IB. AB928 Committee Findings and Considerations: Goals	<p>Greetings!</p> <p>My name is Josh Franco and I'm an Associate Professor of Political Science at Cuyamaca College, a first-generation college graduate who attended a community college, proudly transferred to UC Merced, worked for former Lieutenant Governor John Garamendi during the Great Recession, and someone who has come full circle to teach the next generation of students.</p> <p>I believe it is essential to support faculty at the discipline level to close equity gaps, increase coordination, bolster efforts to increase degree attainment, and close opportunity gaps.</p> <p>Academic disciplines are the heart of knowledge exploration, consumption, application, and creation. We need to maintain a broad conceptualization of community colleges as places where students, faculty, staff, and administrators convene to co-create a diverse, inclusive, and equitable learning experience that introduces and welcomes students to academic disciplines.</p> <p>Academic disciplines, and the faculty that occupy these respective fields only after years of advance study and research, need to be centered in achieving the Goals describe in the draft document. To this end, I recommend the following:</p> <ul style="list-style-type: none"> <li>-Disaggregated data be further cross tabulated by discipline (i.e., TOP Code) and provided to the respective Faculty Discipline Review Groups for review and discussion.</li> <li>-The Academic Senate for California Community Colleges be provided with the financial resources necessary so they can further support Faculty Discipline Review Groups who want to host discipline-specific peer-to-peer pedagogical partnerships that convene faculty from CCCs, CSUs, UCs, California independent colleges and universities, and HBCUs to discuss disaggregated data, share best practices, and develop resources to help faculty colleagues close equity gaps.</li> </ul> <p>Thank you for your time and consideration.</p> <p>Sincerely, Josh Franco, Ph.D.</p>
09/30/2023 10:57:34	Leslie Smith	lplatosmith@gmail.com	(415) 218-0590	Founder	IB. AB928 Committee Findings and Considerations: Goals	<p>1) In the Early 1980's when the AIDS epidemic was running out of control and public discourse was focused on scapegoating the victims, City College of San Francisco developed a Home Health Aide Program for AIDS patients. What safeguards, opportunities, and encouragements are you ensuring in your implementing regulations to guarantee individual colleges can respond to local needs even when the majority may find the need nonexistent?</p> <p>2) San Francisco has always been a cosmopolitan city, immigrant friendly, and world aware, and to this end, we at City College of San Francisco have worked hard to make our curriculum diverse, relevant, and timely. For example, 80% of the African American male students taking macro and micro economics take our "Economics of the African American Community" FIRST, because high school doesn't offer any economics classes and many are unaware of the importance of understanding ECONOMICS if you are to be a good citizen and an informed voter in our democracy. What will your implementing regulations do to ensure local responsiveness, relevancy, and timeliness and avoid being limited to the lowest common denominator as we were when we were Junior Colleges before becoming comprehensive community colleges?</p>
09/30/2023 13:33:26	Sally Winn	teachersallywinn@gmail.com	(415) 830-2902	City College of San Francisco, retired	IA. AB928 Committee Findings and Considerations: Overarching	<p>After 30 years of teaching at CCSF, I can testify that our students are as diverse as they come with a huge variety of needs and goals. The Legislature's efforts to make California CC's into a uniform body with the PRIMARY goal of degree attainment simply robs individual cities and communities of institutions that meet their particular needs and suit their members. San Francisco is NOT Sacramento or Chico or even Los Angeles or San Diego. Our college must be free to respond to OUR citizens. Each CC should be able to create the programs needed in its community, not what legislators dictate. One size does NOT fit all. Please change course. We should celebrate the diversity of our great system, not hamstringing it. Thank you.</p>
10/01/2023 14:14:03	Greg Cluff	gjcluff@aol.com	(661) 345-9833	Bakersfield College Agriculture Department/Plant Science Lead	IA. AB928 Committee Findings and Considerations: Overarching	<p>According to the findings of the AB928 Committee, "Real progress for students will be made only to the extent that stakeholders from across the segments are supported to engage in the long-term work of building and maintaining clear pathways for transfer students". To this end, it is imperative that there should be ample courses within majors that transfer seamlessly from the community colleges to the university level. This is especially important for underrepresented students in rural areas who would not be able to transfer to a distant University of California to obtain a baccalaureate degree.</p> <p>The vast majority of California Community College Agriculture majors transfer to the CSUs, not the UCs. The main reason for this is that only the University of California, Davis offers a comprehensive agriculture program with degrees in the various disciplines, while there are four CSUs spread throughout the state that offer comprehensive agriculture programs. Also, entrance requirement are greater for the UCs compared to the CSUs which could exclude some applicants. And finally, UC Davis does not at present articulate many of the agriculture courses from the community colleges that have been articulated with the CSUs for many years.</p> <p>It is for these reasons that we believe that in order to achieve equity in the transfer process it is only fair that the agriculture courses from the community colleges that are currently accepted by the CSUs for the Associate Degree for Transfer continue to be accepted in the exact same capacity, including for GE if applicable, as they are at this time.</p>

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10/02/2023 10:03:04	Laura Boots-Haupt	laura.boots@bakersfieldcollege.edu	(	Bakersfield College Agriculture Plant Science Associate Professor	Additional Comments (Other)	According to the findings of the AB928 Committee, "Real progress for students will be made only to the extent that stakeholders from across the segments are supported to engage in the long-term work of building and maintaining clear pathways for transfer students". To this end, it is imperative that there should be ample courses within majors that transfer seamlessly from the community colleges to the university level. This is especially important for underrepresented students in rural areas who would not be able to transfer to a distant University of California to obtain a baccalaureate degree.  The vast majority of California Community College Agriculture majors transfer to the CSUs, not the UCs. The main reason for this is that only the University of California, Davis offers a comprehensive agriculture program with degrees in the various disciplines, while there are four CSUs spread throughout the state that offer comprehensive agriculture programs. Also, entrance requirements are greater for the UCs compared to the CSUs which could exclude some applicants. And finally, UC Davis does not at present articulate many of the agriculture courses from the community colleges that have been articulated with the CSUs for many years. It is for these reasons that we believe that in order to achieve equity in the transfer process it is only fair that the agriculture courses from the community colleges that are currently accepted by the CSUs for the Associate Degree for Transfer continue to be accepted in the exact same capacity, including for GE if applicable, as they are at this time.
10/03/2023 0:36:06	Josh Franco	josue.franco@gcccd.edu	(619) 780-5674	Cuyamaca College, Associate Professor	IB. AB928 Committee Findings and Considerations: Goals	Hello, I have prepared a report using CCCCO Datamart Course Enrollment, Retention, and Success data that provides bar charts at the systemwide, TOP2, and TOP4 levels. TOP2 and TOP4 data are disaggregated by gender and ethnicity. The PDF can be downloaded at <a href="https://1drv.ms/b/s!Akb5EAbojy2Ch4V2AoVt6X9IGkNLYg?e=cjzMca">https://1drv.ms/b/s!Akb5EAbojy2Ch4V2AoVt6X9IGkNLYg?e=cjzMca</a> .
10/13/2023 8:47:50	Dorian Eidhin	deidhin@dvc.edu	(510) 457-5341	Diablo Valley College/Assistant Professor of English	Additional Comments (Other)	This bill essentially guts one of the main aims of college, especially community college: the exploration of a broad range of topics. Instead, you have capitulated to one of the ugliest trends of our times: to reduce everything to a transaction. Nice work!