

AB 928 Associate Degree for Transfer Intersegmental Implementation Committee
Public Comments received during public comment period from 10-15-2023 through 11-15-2023

Submitted On	Name	Email	Phone	Organization Title	I would like to comment on the following section of the document	Comment
10/19/2023 10:03:32	Jalisco Thomason	jalisco.thomason@bakersfieldcollege.edu	(805) 704-6523	Professor	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 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.</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>
11/01/2023 9:13:30					IC. AB928 Committee Findings and Considerations: STEM	line 434: what is meant by "intersegmental infrastructure"? Is this a physical infrastructure? Does this mean opportunities to collaborate? This phrase is not clear.
11/01/2023 9:16:30					IA. AB928 Committee Findings and Considerations:	line 168 and throughout: Where did "the 70% attainment goal" come from? What about promoting other ways to achieve a good job, such as enlisting in the military, attending vocational/trade school, or getting union training?

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11/15/2023 22:33:52	Melain McIntosh	mmcintosh@compton.edu		Compton College/Articulation Officer	Section IV. Conclusion and Next Steps	<p>Some considerations surrounding communication plan. In communicating to students or faculty, we need to be deliberate with our communication because no matter how great/straight the pathway, if information cannot be clearly accessed and communicated in a timely manner, the path will always be crooked. For each constituent, we need to determine the best way to communicate – email may work for some, but it may not be the best form of communication but that may not be the case. We need to poll students and employees to find out what are their preferred methods of receiving information – and to categorize that information – is it urgent & detrimental or is it just good to know (and how would they want either situation communicated).</p> <p>Communication for Counselors. Not all counselors have access to the same information/data sources which impacts the info provided to students. For example, the Articulation Officers (or the transfer center counselors) are usually the counselors/advisors who are well versed in policies and practices for transfer because of their roles. I would like to recommend that we consider what are some important information that all counselors/advisors should know, whether or not they're full time or part time – and to provide this information to all counselors/advisors. For example, grades policies, associate degree requirements - some counselors do not know that these policies are dictated by Ed Code rather than the piece of paper they received from the most senior counselor (or their mentor) at that CCC, on their first day work. When you are a new counselor (either full time or part time), you don't know the right/best source for information – and sometimes misinformation can be unintentionally passed down on that piece of paper. We cannot continue to inform counselor's/advisors of pertinent information in the same ways which we've always done, even if the pathway is straight.</p> <p>Considerations:</p> <ol style="list-style-type: none"> 1.Where/what is the single source of information for CCC counselors (besides the transfer counselor website)? All counselors/advisors should automatically be placed on the Counseling listserv (or whatever communication tool will be used) upon being hired rather than sending a subscription request – take a look at the current number of subscriptions on this listserv compared to how many counselors work in the CCC. I remember some time ago, an email was sent encouraging counselors to be added to a listserv. 2.What are the 5/10 (whatever number) most important things all CCC counselors need to know regardless of where they work– and provide systemwide paid training that is not just watch a video or read a handout. <p>The communication tool/listserv should not be inundated with everything that's taking place within the CCCC because the information will become overwhelming and then be ignored.</p> <p>Additionally, university articulation officers. Sometimes they are not provided with the necessary information in a timely manner to update ASSIST or to notify the CCCs. University articulation officers sometimes find out about program changes at their institution after the CCC Articulation Officer voices concerns that no information was provided of changes; the CCC AO becomes knowledgeable of the change because students were denied admissions. University articulation officers are usually staff and are not involved in the curriculum approvals, so they need a mechanism to ensure they get the info that they need to provide the CCCs. We need to ensure that the universities' depts/faculty understand the importance of notifying their articulation officers in a timely manner so they can notify the CCCs and update ASSIST.</p>
11/15/2023 22:40:00	Melain McIntosh	mmcintosh@compton.edu			Section ID. Recommendations Area: Overarching Needs to Meet the Intent of AB928	<p>Recommendation 17. Online coursework is not accepted the same way at every institution. As we increase our offerings, we must consider its transferability. Depending on the major, sometimes online courses are not accepted to meet major requirements (such as science labs). Additionally, some private institutions will only give elective credit for certain (science) GE courses if completed online. We need a universal database that will provide each of California's post-secondary institutions' policy regarding acceptance of online coursework for all majors (and GE) especially STEM.</p>
11/15/2023 22:46:24	Melain McIntosh	mmcintosh@compton.edu			Section IC. Recommendations Area: Reengaging ADT Earners	<p>Recommendation 13. Several strategies/actions are listed. Have we/will we survey these students to find out why they have not continued; what would motivate them to continue; what encourages them to stay away...Once they have been surveyed, perhaps the information will align with these recommendations. Our assumptions (work, child care, transfer credit, application, etc) may/may not be accurate, but we will not know unless we ask.</p>