



Associate Degree  
for Transfer  
Intersegmental  
Implementation  
Committee

# AB 928: Associate Degree for Transfer Intersegmental Implementation Committee\*

Meeting 9, March 28, 2024

\*Hereafter, “AB 928 Committee”

# 1. Standing Orders of Business



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

- Welcome from the Chair;
- Call to Order;
- Determination of Quorum; and
- Welcome to new Committee member and introductions.



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# 1.2 Housekeeping

## Public Comment

- There will be opportunities for public comment in-person and via Zoom. Comment cards are available for those in-person.

## 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](#).



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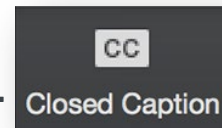
# 1.2 Housekeeping (cont.)

## 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](mailto:conferences@foundationccc.org).

## Closed Captioning

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



## Wi-Fi Access

- Network: guest
- Password: Foundation2024



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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 12:20 pm for ~40 minutes.
- Restrooms:
  - To access the restrooms, please exit the meeting room and proceed to the left. They are located in an alcove on the way back towards the elevators.



# 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





# 1.4 Today's Meeting Objectives

- Elect a New Chair for the AB928 Committee;
- Hear from experts about how articulation currently works in California;
- Engage with representatives from the Cradle to Career Data System to understand and support plans for transfer-related analysis, metrics and dashboards; and
- Work as a Committee to make progress on meeting the 2024 legislative requirements.



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# 1.4 The Arc of the Work: 2024

- **January:** Committee members collaborated to define the work, begin to identify information needed, etc.
- **Following January meeting,** Representatives from Sova and SRS began holding **1:1 meetings** to advance the work.
- Sova and SRS will bring drafts of findings, research, draft recommendations, etc. to the Committee for discussion/sharpening at the **March and June** meetings.
- Following the June meeting, the goal will be to have **draft recommendations** that can be issued for **public comment**, discussed by the full Committee at the September meeting, and discussed and voted on at the November meeting.



# 1.4 The Arc of the Work: 2024

**January 2024:** Hear from experts to orient the Committee to the 2024 legislative requirements; develop a shared understanding about the contemporary student transfer experience; begin working as a Committee; discuss Chair election.

**March 2024:** Conduct Chair election; hear from experts to advance the 2024 legislative requirements and continue to develop a shared understanding about the contemporary student transfer experience; discuss progress already made on 2024 legislative requirements.

**June 2024:** Hear from experts to advance the 2024 legislative requirements and continue to develop a shared understanding about the contemporary student transfer experience; discuss progress already made on 2024 legislative requirements.

**September 2024:** Discuss current status of draft recommendations for 2024 legislative requirements; continue to develop a shared understanding about the contemporary student transfer experience; discuss completion of 2024 legislative requirements.

**November 2024:** Vote on recommendations for 2024 legislative requirements; continue to develop a shared understanding about the contemporary student transfer experience; consider 2025 priorities.

# 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, and Review of Agenda and Meeting Objectives

## 2. Consent Calendar: Review and Approval of 1/25/24 Meeting Minutes

## 3. Information and Reports

3.1 Election of the New Chair for the AB928 Committee\*

3.2 Expert Input on Current Articulation Processes\*

### **Lunch Break (~40 mins)**

3.3 Updates from Cradle-to-Career\*

3.4 The AB928 Committee's Work in 2024\*

## 4. Public Forum

## 5. Adjournment

## 2. Consent Calendar



# Approval of 1/25/2024 Meeting Minutes

Meeting Minutes from 1/25/2024:  
found at <https://www.ab928committee.org/>



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

### **Meeting 8 Minutes**

**January 25, 2024**

**10 am - 4 pm PST**

Long Beach City College, Liberal Arts Campus  
Building W – Room 201  
4901 E. Carson Street  
Long Beach, CA 90808

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. Welcome from the Chair, Call to Order, Determination of Quorum, Housekeeping and Roll Call of Committee Members**

Chair Aisha Lowe provided a welcome to Committee members and called the meeting to order. Sova conducted roll call and a quorum was present.

The Committee roster, including titles and appointing/designating entities, can be found at <https://www.ab928committee.org/committee-membership>

# 3.1 Election of the New Chair for the AB928 Committee



# 2024 Election for a New Chair

## Legislative Requirements:

- The first chair of the committee shall be the representative from the Office of the Chancellor of the California Community Colleges and shall serve a two-year term.
- Following the first chair's two-year term, the **committee shall elect a chair from its members to serve a two-year term.** A member shall not serve consecutive terms as chair of the committee and the position of chair shall rotate among the members of the committee.



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# 2024 Election for a New Chair

- January meeting: Share the request for Chair nominations.
  - Nominations were accepted through a shared link.
- March 28, 2024 meeting: Committee will vote on a new Chair.
  - April: Transition period.
- June meeting: Incoming Chair's first meeting, given transition.



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# 2024 Election for a New Chair

Today's process:

- Review nominations to date.
- Ask for any additional nominations at today's meeting.
  - Confirm that nominees accept the nomination.
- Hear from candidates about their interest and qualifications.
- Go to Public Comment.
- Vote.
- The candidate with the most votes will serve as the next Chair for the Committee.

This is a Bagley-Keene Committee, meaning that:

- The Committee must vote publicly.
- Each candidate will be named and votes will be recorded.



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# Chair Nominations

- Nominees who have accepted the nomination:
  - Yvette Gullatt.
  - Rose-Margaret Itua.
- Are there any other nominations today?
  - Confirm that nominees accept the nomination.
- Each candidate will have ~5 minutes to discuss their interest and qualifications.



# We will now hear Public Comment before the Vote



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# 3.1 Public Comment

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



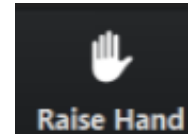
# Public Comment

It is now time for public comment on the agenda item, *Election of a New Chair for the AB928 Committee*.

**In person:** Please complete a comment card and give it to Lara. 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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**All formats:** 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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# Vote for New Chair

This is a Bagley-Keene Committee, meaning that:

- The Committee must vote publicly.
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The candidate with the most votes will serve as the next Chair for the Committee.



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## 3.2 Expert Input on Current Articulation Processes





# Please Welcome Our Panel

Academic Senate California Community College (ASCCC) representative:

- Michelle Plug, Articulation Officer/Counselor, Citrus College

California State University, Chancellor's Office (CSUCO) representative:

- Alison Wiles, Associate Registrar of Transfer Credit & Articulation Officer, CSU San Bernardino

University of California, Office of the President (UCOP) representative:

- Molly Thompson, Transfer Articulation Coordinator and former Articulation Officer, UC Santa Cruz

Association of Independent California Colleges and Universities (AICCU) representative:

- Craig Means, Director of Transfer Admissions, Saint Mary's College of California



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# Goal: Understand How Articulation Works Today

## Relevance for:

- **2024 requirements:** (1) Establish reporting and accountability requirements for transfer model curricula (TMCs) and (2) Develop a plan for the periodic analysis and creation of additional transfer model curricula for the ADT to respond to evolving workforce demands.
- **2023 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. 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.”



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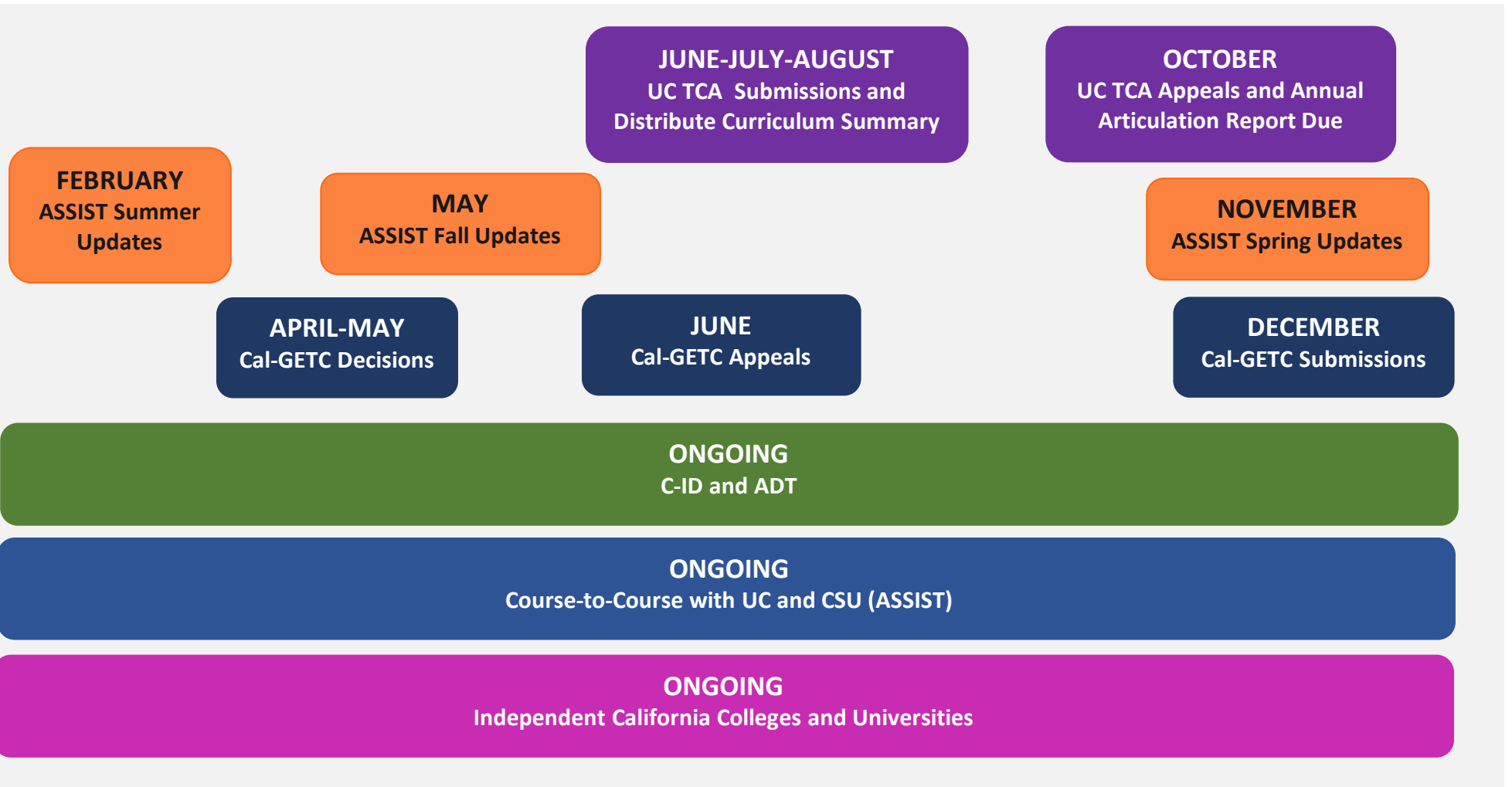
# Articulation Timelines

WINTER

SPRING

SUMMER

FALL



# Articulation Activity

- **Please break into small groups of ~3, with the Committee members sitting next to you, and discuss these questions:**
  - What are the biggest challenges you heard today that are affecting the student experience?
  - Given that, what are 2-3 recommendations you think the AB928 Committee could make to address those challenges?



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## 3.2 Public Comment

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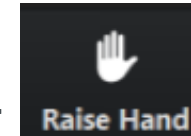
# Public Comment

It is now time for public comment on the agenda item, *Expert Input on Current Articulation Processes*.

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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 ~40 minutes.**



# 3.3 Updates from Cradle-to-Career

Mary Ann Bates and Eric Flores, Cradle-to-Career







Connecting  
Data and Insights  
to Advance  
Equitable Futures

# California Cradle-to-Career

Mary Ann Bates, Executive Director

Eric Flores, Deputy Director, Legislative Affairs



# Agenda

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- ❖ Data System Overview
- ❖ Current Status of Work
- ❖ Student Pathways Diagram
- ❖ Transfers Dashboard
- ❖ Understanding AB 928 Committee's Needs

*The Cradle-to-Career Data System seeks to foster evidence-based decision-making to help Californians build more equitable futures and empower individuals to reach their full potential.*

# Background

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**2019:** California enacted the [Cradle-to-Career Data System Act](#), which called for the establishment of a state longitudinal data system to link **existing** education, social services, and workforce information.

**2020-2021:** A collaborative **18-month planning process**. 100+ public meetings.

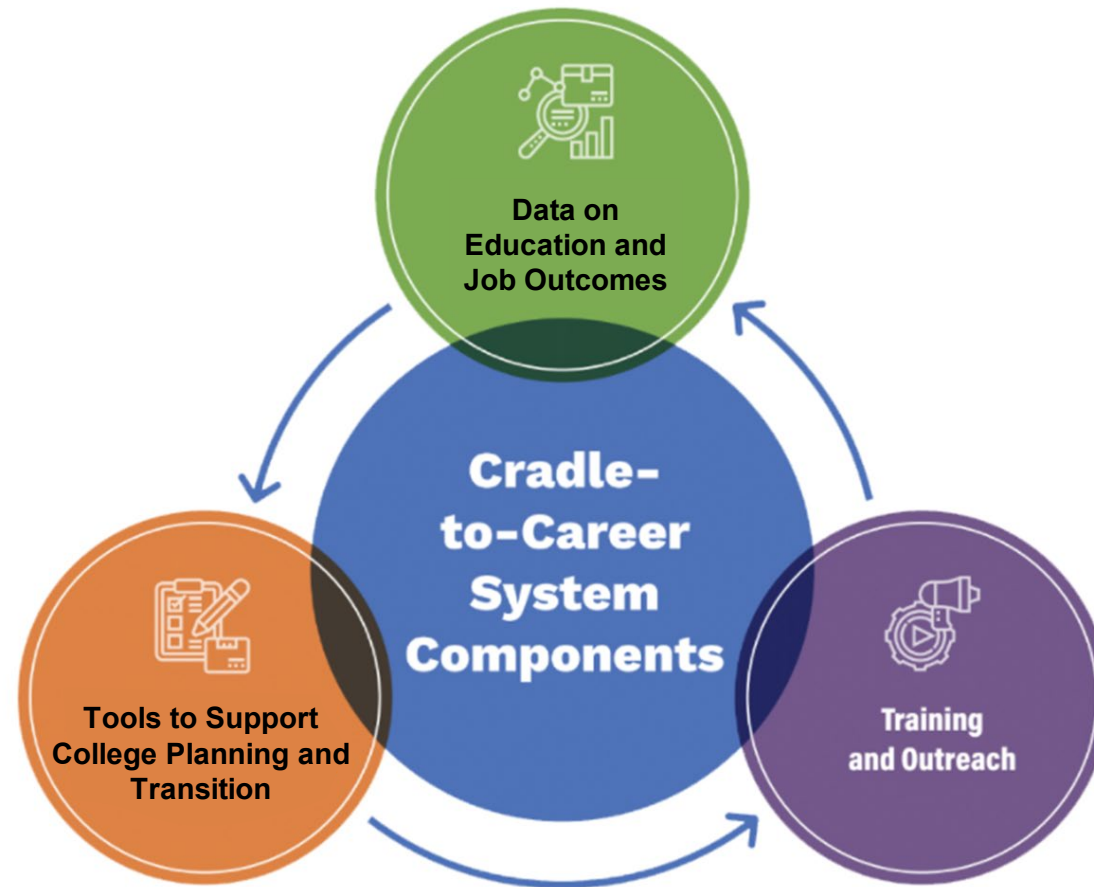
**2021:** [AB 132](#) established the Cradle-to-Career Data System in the Government Operations Agency and the Governing Board was seated.

**2022-2023:** Design, build, and implementation, first data submission and ingestion.

**2024:** Public engagement and analytical tool development.

# What Are We Building?

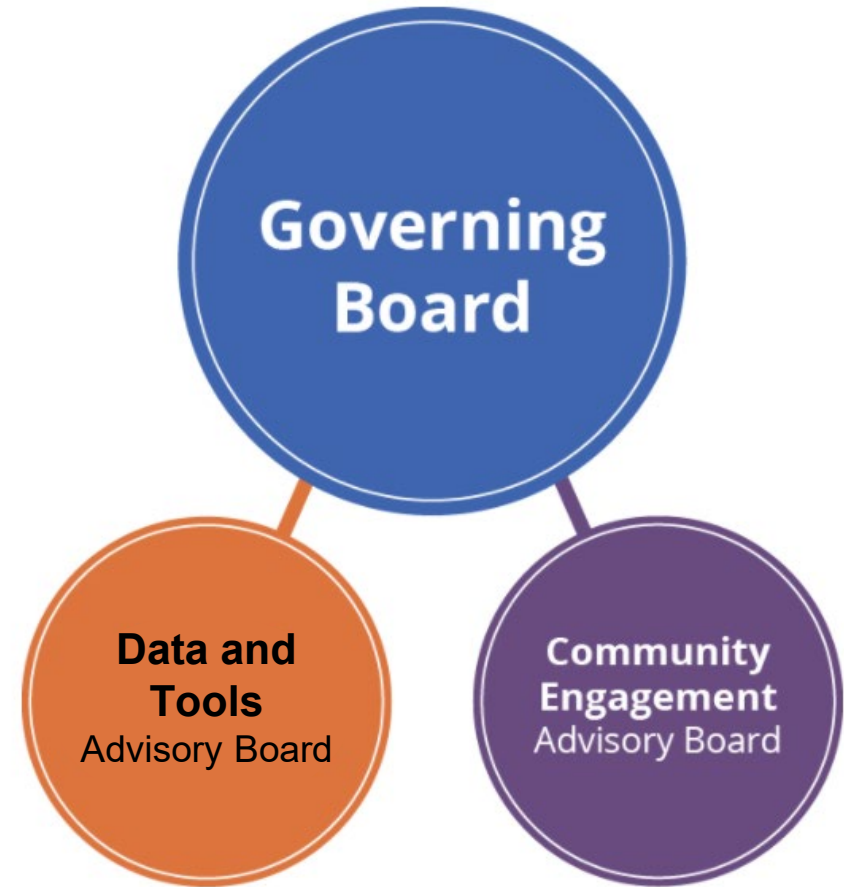
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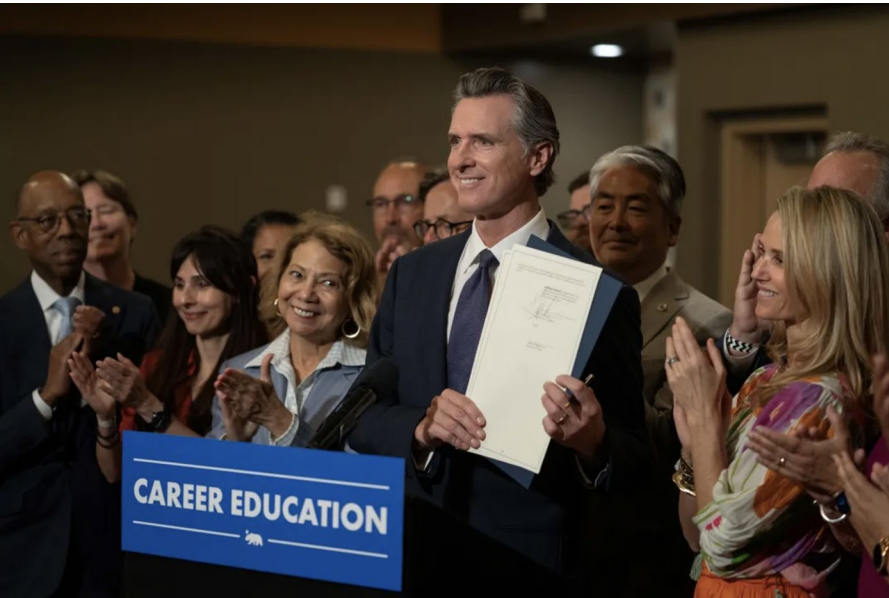
# Governance Structure

Gives both government and public perspectives a seat at the table and a vote:

- ❖ 21-person Governing Board
  - half data provider designees
  - half appointees representing communities
- ❖ Two 16-member advisory boards ensure:
  - data is actionable
  - equitable access



# Collaboration: Practical Tools for students



❖ **Scaling** californiacolleges.edu

❖ **Revamping** eTranscript

California

❖ **Imagining** a California Career

Passport



# Cradle-to-Career: Considerations in Design

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- ❖ Neutral source of data
  - C2C does not/will not release policy recommendations
- ❖ Collaborative Data System
  - Collaborative, voluntary agreement with data providers
  - Statute enables data sharing with C2C
- ❖ Data in the data system is not collected from the public by the office
  - C2C links existing, validated data from existing state agency data collection
  - Data System is subject to federal and state laws regarding data privacy and security



# P20W Data Set

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- ❖ EDC 10861 (M) “P20W data set means the data set adopted by the governing board and requested from the data providers”
  - Roughly 236 elements currently in the P20W
  - Structure in code for the additions of new data points.  
“Governing Board may add or remove requested data elements”
  - “data providers shall retain sole control over their source data and may reject, add, or remove data elements contributed to the P20W data set, as reflected in its participation agreement with the managing entity”

# Signatories of Data Sharing Agreement



# Progress on Data System Build

❖ Data received from:



❖ Once linked, we will merge in:



# Analytical Data Tools

Three ways to access:

❖ Dashboards

❖ Query builder

❖ Research request process

<https://c2c.ca.gov/>

## Have a Research Question?

We link historical data from 15 validated government & educational sources, covering outcomes from early education, K-12, postsecondary education, and beyond.

### Create your own table

COMING SOON

Use the query builder tool to create custom data tables with aggregated information.

MORE INFO |→

### Request access to data

COMING SOON

Request access to the information needed to conduct complex analyses and evaluate programs.

MORE INFO |→

# Current Work

- ❖ Pre-release (2023)
  - Detailed file specifications with data partners
  - Data alignment
- ❖ Release 1.0 (October 2023)
  - First data ingestion
- ❖ Release 1.1 (March 2024)
  - Data Validation
- ❖ Annual data ingestion: each March
- ❖ Planned upcoming releases
  - Linking records
  - Metric calculations
  - Integration of data with visualizations

## File Upload Specifications - UC

### Format Guidelines

The files submitted to the Data System shall be CSV (comma-separated values) files as defined in the [RFC 4180](#) specification. Additionally, files must adhere to the following requirements below.

**Domain.** All domain types (e.g., Enrollment, Degree, Application) must be submitted in separate CSV (comma-separated values) files.

**Size.** All files must be less than 25 gigabytes.

**Naming.** File names shall not exceed 64 characters. File names shall take the following form, curly braces are variable names, square brackets are optional variables.

{data\_provider\_code}\_{domain}\_{full\_academic\_year}[\_01].csv

Examples below:

```
| uc_application_2020-2021.csv  
| ccc_enrollment_2020-2021.csv
```

**Field Separator.** Fields in the file shall be separated by a comma character.

**Record Terminator.** Records in the file shall end with the Carriage Return + Line Feed characters.

**Field Qualifier.** Fields that contain a reserved character (i.e., comma, carriage return, line feed, double quote) must be enclosed in double quotes.

**Field Number.** Each record shall have the same number of fields.

**Header.** The header will contain names corresponding to the fields in the file and shall contain the same number of fields as the records in the file. The header shall be in snake\_case. For example:

```
| first_name,last_name,birthdate,gender
```

**Character Encoding.** Files shall use the UTF-8 character set.

**Null Values.** Fields with no data must be left entirely blank. Example below:

# Analytical Tool: Student Pathways Diagram

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## ❖ Intention of the Diagram:

- *Clarify the educational pathways from early childhood to postsecondary education and employment, clarify differential outcomes for various student populations, and foster greater awareness about the interconnection between education, employment, and living wages*

# Design: Student Pathways Diagram

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## ❖ Content:

- *Infographic* showing the flow of students over time through each phase of education from early care to postsecondary, to clarify when individuals drop out of the education system, plus a second infographic that shows when individuals start working once in postsecondary, when they make a living wage, and how that intersects with specific types of education pathways
- *Disaggregation by:* a) academic year, b) statewide/district/region, c) starting point of early care or kindergarten, d) student characteristics (including race/ethnicity, gender, age bracket, parental education level, childhood English language learner, socioeconomic status, foster status, and homeless status)
- *Export* with the ability to provide summary files or charts based on the variables selected

# Process: Planned Transfer Dashboard

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## ❖ Process and workflow:

- Engagement with stakeholder organizations
  - Learning agenda for research questions, person-centered data analysis
- Build a data dictionary
- Data import and validations
- Focus groups and user-centered design
- Build visual design specifications



# Analytical tool: Planned Transfer Dashboard

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## ❖ Intention of the dashboard:

- **For families:** clarify historical trends for transfer eligibility, transfer rates, and four-year success at different community colleges to support college selection
- **For faculty and counselors:** clarify where students are transferring and if they are meeting both immediate and long-term success milestones; identify how to focus advising related to fulfilling transfer requirements, financial aid to support full time enrollment, and education plans
- **For Administrators and Policymakers:** specify how available majors relate to transfer outcomes; support strategic enrollment management; highlight how outcomes vary by student characteristics;
- **For Advocates and Researchers:** understand predictive factors related to transfer and bachelor degree attainment; identify potential strategies for closing equity gaps, raising awareness

# Analytical tool: Planned Transfer Dashboard

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## ❖ Design of the dashboard:

- **Infographic** showing the proportion of students who become eligible to transfer, earn an associate degree or associate degree for transfer, transfer, and the type of institution to which they transfer, plus separate graphs showing the time to transfer and time to completing a bachelor's degree after transferring
- **Disaggregation** by a) academic year, b) statewide/region/district/community college/four-year college, c) student characteristics (including race/ethnicity, gender, age bracket, parental education level, military status, received financial aid, foster status, and homelessness status), plus one of the following d) time to transfer from first community college enrollment, earned a postsecondary award, type of community college award, type of private college award, postsecondary award discipline, declared four-year major, type of four-year institution, time to transfer after exiting community college
- **Export** with the ability to provide summary files or charts based on the variables selected

# Data noted in the AB928 Committee report

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- ❖ This information is included in the planned dashboard and query builder. It can also be requested for research studies:
  - 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);
  - Total time and units to degree for transfer students;
  - Labor market outcomes for transfer students;

# Data noted in the AB928 Committee report

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- ❖ Data in the data system could shed light on these questions, in part via the query builder or for more nuanced questions via research studies that request access to the P20W data:
  - 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;
  - The effects of impaction/redirection;
  - Intra- and inter-regional transfer patterns;
  - Intersectional identities of transfer students and related success patterns;
- ❖ For example: The P20W data set has information on where students applied and were accepted. A research study could analyze that in the context of information on impaction (which is not included in the P20W data set).

# Data noted in the AB928 Committee report

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- ❖ The P20W data set does not include course-level transcript information and would not have this information:
  - Earned college course units that are repeated, or not accepted, in the transfer process.

# Data noted in the AB928 Committee report

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- ❖ The report requested data and analysis that is finely disaggregated by race and ethnicity (e.g., disaggregated by subpopulation within groups such as Asian), income, and region
  - Disaggregating data by geography and race and ethnicity is one of the most requested features of the data system.
  - The higher education segments currently share race and ethnicity data to the P20W data set based on IPEDS categories.

# Data insights for the public

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- ❖ How will data be shared with the public?
  - C2C public data tools will not display or share individual-level data or personal identifiable information (PII)
    - Dashboards
    - Query Builder
  - Data request process for researchers: researcher submissions must be approved by data providers

# Questions?

Get Involved: <https://c2c.ca.gov/get-involved/>



# Discussion Questions

As you reflect back on the goals the AB928 Committee recommended in 2023, does this update from Cradle to Career change how you think about them? If so, how?

**Rec 6.** 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.

**Rec 7.** 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.

**Rec 8.** 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.

**Rec 9.** 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.



# Discussion Questions (cont.)

- In what ways would you like to see Cradle to Career and the AB928 Committee continue to collaborate?
- In addition to the metrics and dashboards discussed today, are there other data resources that would be valuable to your work on transfer that Cradle to Career could consider?



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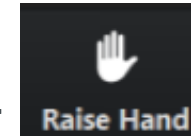
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# Afternoon Break

Meeting to resume in 5 minutes.



# 3.4 Discussion of the AB928 Committee's Work in 2024



# Facilitators for the Committee's 2024 Work

Jennifer Johnson, Facilitator, Sova

Sarah Ancel, Founder and CEO, Student-Ready Strategies

Abbey Ivey, Director of Policy and Research, Student-Ready Strategies



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# First Focus: TMC Development

(h) On or before December 31, 2024, the committee shall achieve all of the following:

- (1) Establish **timelines and reporting deadlines** for the existing regular review of declaring or matching transfer model curricula similar to the California State University majors for admissions purposes. In doing this, the committee shall develop a plan to establish reporting and accountability requirements to ensure that transfer model curricula are aligned with the ADT.
- (2) Develop a plan for the **periodic analysis and creation of additional transfer model curricula** for the ADT to respond to evolving workforce demands, including STEM degree pathways, and degree pathways that will aid in the economic recovery from the COVID-19 pandemic, such as nursing and cybersecurity. The plan shall establish venues for professional collaboration in consultation with academic senates and appropriate discipline faculty on degree production, major alignment, and workforce- or industry-specific relevance.



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# Reminder: Broader Framing vis-à-vis 2023 Recommendation #1

- **2023 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. 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.”



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# Process Overview

- At January meeting, presentation from Krystinne Mica, Academic Senate for California Community Colleges and Marci Sanchez, CSU Chancellor's Office.
- Committee discussion themes, as reflected in the Meeting Minutes, included:
  - There are already processes in place...for the 2024 legislative language. However, there are also opportunities for more cohesion across the segments.
    - This is about creating overarching systems and structures where none exist.
  - Current processes can be expedited, but that will likely require additional resources.



# Process Overview

Themes from the Meeting Minutes (continued):

- Some key gaps currently:
  - No specific requirement that once a TMC is developed, all of the campuses have to declare similarity on a timeline/deadline.
  - Lack of systemic responsiveness to workforce demands.
  - CCCs and CSUs are required to participate in ADTs but the UCs and members of the Association of Independent California Colleges and Universities are not.



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# Process Overview

- AB928 Committee members were asked to sign up for 1:1 meetings. Agenda focus:
  - What do you think are the highest priorities for recommendations for the AB928 Committee?
  - What are some potential metrics/research points?
  - Are there experts or other data sources they want to hear from/bring to the Committee?



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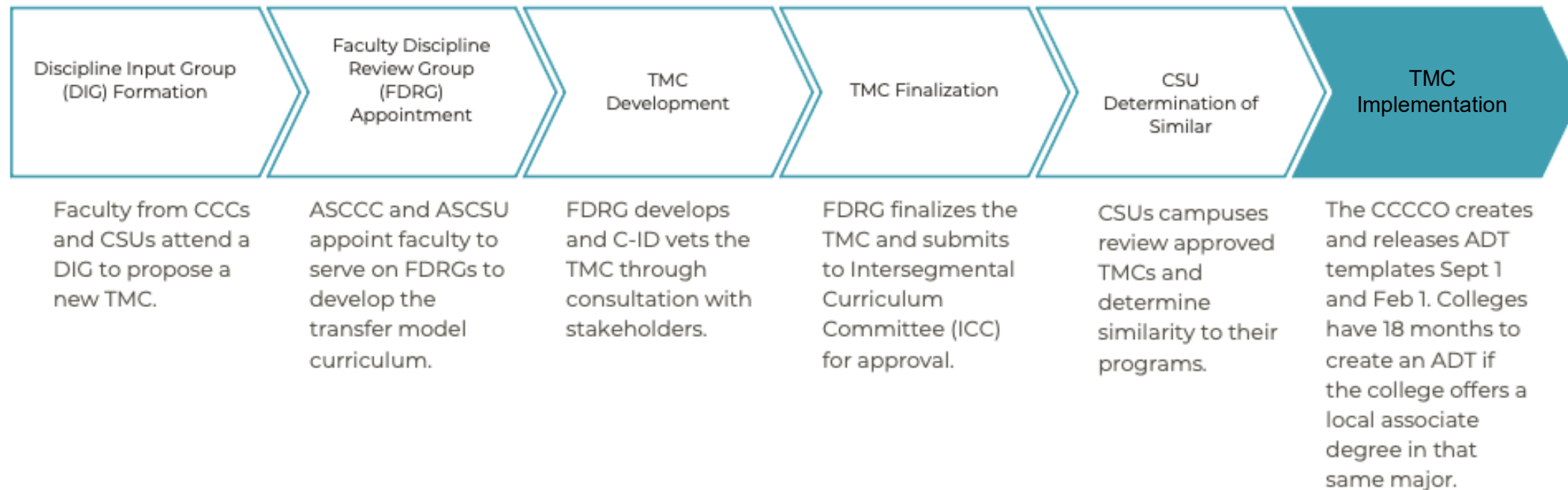
# Key Take-Aways from 1:1 Meetings

- TMC Development: “Let’s see what we have in order to determine where to go.” Committee members want to:
  - See current process
  - Collaborate to identify gaps
  - Consider the best role for recommendations from the AB928 Committee
  - Draft recommendations
- Metrics:
  - Nobody disagreed with recommending metrics
- Other experts:
  - Regional Centers of Excellence, and 4-year equivalent, to discuss current labor market data
  - Understanding of current segmental approaches to labor market alignment
  - Collaborate with ASCCC, C-ID, ICAS, ICC and Assist.org



# Starting Point: What Is In Place?

## Transfer Model Curriculum (TMC) Process and Timeline



**Source:** Presentation to AB928 Committee, “Transfer Model Curriculum within the Course Identification Numbering System (C-ID) Network,” Krystinne Mica, CAE, Executive Director, Academic Senate for California Community Colleges and Marci Sanchez, Assistant Director, Undergraduate Transfer Programs, CSU Chancellor’s Office

# DIGs/FDRGs



Faculty from CCCs and CSUs attend a DIG to propose a new TMC.

ASCCC and ASCSU appoint faculty to serve on FDRGs to develop the transfer model curriculum.

- **Additional key information:**
  - “Development of a *new* TMC
    - Faculty initiate the request to develop a new TMC based on **four criteria**
      - Minimum of four CSUs have to offer the “similar” bachelor's degree
      - Minimum of 100 CCC students are transferring into the major annually, or indication of significant growth for the major in the last three years
      - Regional diversity of CSU and CCC campuses offering the degree
      - Limit of five new TMCs per academic year, unless mandated by law or regulation”



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# TMC Development/Review



FDRG develops and C-ID vets the TMC through consultation with stakeholders.

FDRG finalizes the TMC and submits to Intersegmental Curriculum Committee (ICC) for approval.

- **Additional key information:**

- “The Course Identification Numbering System (C-ID) defines the required courses in a TMC, and colleges developing ADT degrees are required to obtain C-ID designations for those courses.”
- “Review of a new TMC
  - Review process begins with identification of either a discipline input group (DIG) or faculty discipline review group (FDRG)
  - Once formed, DIG/FDRG meets to develop course descriptors”
- “Review of an existing TMC
  - Existing TMC are scheduled for review every 5-years;
  - Review process begins on the 4th year with either a discipline input group (DIG) or faculty discipline review group (FDRG)”



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# Similarity



CSUs campuses review approved TMCs and determine similarity to their programs.

The CCCCCO creates and releases ADT templates Sept 1 and Feb 1. Colleges have 18 months to create an ADT if the college offers a local associate degree in that same major.

- **Additional key information:**
  - “TMC released Sept and Feb of each year”
  - “Campus responses to changes:
    - New TMC:
      - CCCs have 18-months to develop the new ADT
      - CSUs can accept similarity at any point after TMC is published and guidance memo is distributed”
  - “CSUs may not remove similarity with the original TMC version for 3 academic years
    - Timeline allows for teach out of students in original TMC version”

# Considerations for AB928 Committee's Work

- **Considerations identified via January AB928 meeting and 1:1s that can help to determine opportunities for the AB928 Committee to effectively weigh in:**
  - The CCCs are required to establish ADTs within 18 months of TMC finalization. CSU, UC and AICCU do not face any requirements for determining similarity (no timelines, no justifications for not declaring similarity required)
  - CSU faces challenges in engaging faculty
  - CSUs can determine a TMC is no longer similar without justification provided
  - Labor market information is not currently required to be consulted before a TMC is developed
  - When a TMC has core courses that require C-ID Descriptors, the request process can be lengthy
  - There are not public-facing metrics that provide a good understanding of efficacy and efficiency (e.g., complete pathways by discipline, review times, etc.)



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## Discussion:

- What other considerations are on your mind?
- **What recommendations does the AB928 Committee have to address these considerations?**

# Potential Data and Metrics Framework: Activity

- AB928 says: “the committee shall develop a plan to establish **reporting and accountability requirements.**”
- Given that, what data and information do you believe should be included?



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# Sample Draft Metrics Identified via 1:1s

- How many requests are there each year for a C-ID Descriptor? What is the average response time?
- How many requests are there each year for a new TMC?
- How many requests are there each year for a DIG/FDRG to be convened? How long does it take to identify the faculty and convene the DIG/FDRG? Are there differences by discipline?
- From the moment a new TMC request is made, how long does it take to create the TMC?
- Once a TMC is created, how many institutions declare similarity and on what timelines (by CSU, UC and AICCU)?
- For existing TMCs, where have CSUs not declared similarity? What analysis should trigger a review of the TMC?
- How often does an institution declare a TMC is no longer similar? Are there differences by institution? Discipline?
- What process is used to determine labor market need?
- What process is used to invite feedback and enact continuous improvement?



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**Activity:** Take five minutes to discuss, with the 2-3 people near you, metrics you'd like to see the AB928 Committee recommend. Are these the right ones? What else might you add?

# Reminder of 2024 Legislative Language

- (3) (A) Develop a **comprehensive communications plan** and guidance on student-centered outreach to inform students about the ADT pathway and to ensure prompt and accurate information is communicated across four-year postsecondary educational institutions, the California Community Colleges, and elementary and secondary education.
  - (3) (B) The plan developed under subparagraph (A) shall include, but not be limited to, guidance to community college counselors and articulation officers on their role in communicating the value of the ADT pathway, guidance to high school counselors on incorporating the ADT pathway into their menu of college options, and templates that can be customized for outreach in local contexts. The communications plan shall also address how updates about the ADT pathways, including new majors and new participating four-year postsecondary educational institutions, will be communicated to four-year postsecondary educational institutions, the California Community Colleges, and high schools.



# Reminder of 2024 Legislative Language (cont.)

- (3) C) The plan developed under subparagraph (A) shall address how updates about the ADT pathway will be regularly communicated to four-year postsecondary educational institutions, the California Community Colleges, and high schools so that counselors, advisers, and student support staff engaged in educating students about their college options, participating four-year postsecondary educational institutions, and degree options, have the most current information about the ADT pathway, and are aware of updates to the program such as new majors or new participating four-year postsecondary educational institutions.
- (4) Provide feedback for the regular review and identification of updates needed to the **ADT internet website** maintained by the California Community Colleges to ensure current information and updates are communicated to students, families, and student support staff engaged in educating students about their college options, participating four-year postsecondary educational institutions, and degree options.





# COMMUNICATING TRANSFER

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## AB 928 Communications Plan

Sarah Ancel, Founder & CEO

Dr. Abbey Ivey, Director of Policy and Research



# Communications Plan Purpose

*To provide a comprehensive communications plan and guidance on student-centered outreach to inform students about the ADT pathway and to ensure prompt and accurate information is communicated across four-year postsecondary educational institutions, the California Community Colleges, and elementary and secondary education.*





# PLAN COMPONENTS





# Communications Plan Outline

1. Identification and descriptions of the intended audiences for the communications plan
2. Customized content and guidance for each identified audience:
  - Targeted messages
  - Identification of messengers
  - Channels for the flow of communications
  - Templates for communications and outreach that can be customized for local contexts
3. Implementation Support
  - Effective Outreach to identified messengers
  - Professional development for messengers on use of templates
4. Cadence of communications for future ADT program updates
5. Recommendations for updating and maintaining the ADT program website



# BUILDING OUT THE PLAN

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Audiences and Messaging



# Let's Brainstorm...

## Who are our audiences?

- Adult education providers
- Advisors
- Articulation officers
- Equity-based groups (e.g., MESA)
- Faculty and teachers
- Family-based organizations
- Financial aid staff
- High school guidance counselors
- IT staff
- Parents
- Students

**Who else  
should be  
included?**



# Breakout Group Activity

*(20 mins.)*

**For each of your group's assigned audiences, identify:**

- What are the top 2-3 most important messages about the ADT pathway that need to be relayed to this audience?
- Who is/are the primary messenger(s) for this audience?
- What is/are the primary communication channel(s) for this audience?

**Write your responses on the provided worksheet.**





# Groups

## Group 1

- High school guidance counselors
- High school teachers
- Parents

## Group 2

- Articulation officers
- Advisors
- Financial aid staff

## Group 3

- Faculty (academic and CTE)
- Adult education providers
- Students

## Group 4

- Equity-based groups
- Family-based organizations
- IT staff



**REPORT OUT**



# Reminder: Approach to 2024

- **January:** Committee members collaborated to define the work, begin to identify information needed, etc.
- **Following January meeting,** Representatives from Sova and SRS began holding **1:1 meetings** to advance the work.
- Sova and SRS will bring drafts of findings, research, draft recommendations, etc. to the Committee for discussion/sharpening at the **March and June** meetings.
- Following the June meeting, the goal will be to have **draft recommendations** that can be issued for **public comment**, discussed by the full Committee at the September meeting, and discussed and voted on at the November meeting.







## 3.4 Public Comment

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



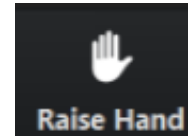
# Public Comment

It is now time for public comment on the agenda item, *Discussion of the AB928 Committee's Work in 2024*.

**In person:** Please complete a comment card and give it to Lara. 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.
- When the timer expires, we will disable your Audio.



**All formats:** 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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# 4. Public Forum

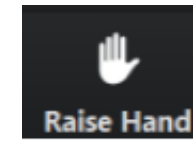




# Public Forum

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

**In person:** Please complete a comment card and give it to Lara. 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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# 5. Adjournment

