

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

EC

**Campus Feedback on the Proposed New Intersegmental
GE Transfer Admissions Pathway**

RES 222307

RESOLVED: That the attached text be submitted as our campus feedback on the new transfer GE admissions pathway proposed to comply with AB 928.

RATIONALE: CSUB has been asked to submit feedback on the new proposed pathway. The proposal, crafted by representatives of the Senates of the CSU, UC and CCC, represents a compromise which complies with the mandates of AB 928 and is intended to serve students regardless of whether they transfer to a CSU or UC campus. A summary of the differences between the proposed new pathway and the existing CSU GE Breadth pathway (which separates and requires Area F independently of Area D) are summarized below.

- A reduction of 5 units (mandated by AB 928)
- Reduction of 3 of the 9 units of area C (Humanities and Arts)
- Removal of 3 of the 3 units of Area E (lifelong learning)
- A 1-unit science laboratory (Area B3) is required (instead of 0/1 unit)
- Critical thinking is to be writing intensive, and
- Oral communication is defined in a manner that focuses on content rather than skill development

Approved by the Academic Senate: 10/20/2022

Sent to the President: 10/31/2022

Approved by the President: 11/02/2022

Proposed Campus Feedback

- 1) CSUB supports a unified transfer admissions pathway for California Community College students to both the CSU and the UC. We appreciate the hard work and cooperation that went into drafting a compromise transfer package that has potential advantages for students transferring to both systems, while meeting the mandates of AB 928.
- 2) We are concerned about the loss of breadth due to the reduction in course requirements and strongly urge that campuses be allowed to craft their own lower-division graduation and general education requirements that support their campus student learning outcomes without interference, as long as requirements can be met within existing transfer and unit-limit mandates.

Selected Language from AB 928

(2) (A) Each of the following entities shall designate, on or before March 1, 2022, one representative to serve on the committee:

- (i) The Office of the Chancellor of the California Community Colleges.
 - (ii) The Office of the Chancellor of the California State University.
 - (iii) The Office of the President of the University of California.
 - (iv) The Association of Independent California Colleges and Universities.
 - (v) The State Department of Education.
 - (vi) The Student Senate for the California Community Colleges.
 - (vii) The California State Student Association.
 - (viii) The University of California Student Association.
 - (ix) The Academic Senate for the California Community Colleges.
 - (x) The Academic Senate of the California State University.
 - (xi) The Academic Senate of the University of California.
- (i) The Senate Committee on Rules shall appoint one member from the workforce sector with expertise in the fields of science, technology, engineering, or mathematics.
- (ii) The Speaker of the Assembly shall appoint one member with a background in higher education research that includes scholarship on student transfer issues in the state.
- (iii) The Lieutenant Governor shall appoint one member from an educational equity and social justice organization.
- (iv) The Governor shall appoint one member from an educational equity and social justice organization.
- (v) The Governor shall appoint one member who is a California community college student.
- (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.

(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.

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

(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.

(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.

(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.

(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.

(i) (1) On or before May 31, 2023, the Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges shall establish a singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California. If the Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges is unable to come to agreement on or before May 31, 2023, the respective administrative bodies of those segments shall establish a singular lower division general education pathway that meets the academic requirements necessary for transfer admission to the California State University and the University of California by December 31, 2023.

(2) Commencing with the fall term of the 2025–26 academic year, the singular lower division general education pathway established pursuant to paragraph (1) shall be the only lower division general education pathway used to determine academic eligibility and sufficient academic preparation for transfer admission to the California State University and the University of California.

(3) The singular lower division general education pathway established pursuant to paragraph (1) shall not lengthen the time-to-degree and shall not include more units than is required under the Intersegmental General Education Transfer Curriculum on July 31, 2021.

(j) (1) On or before August 1, 2024, where ADTs for major pathways exist, the California Community Colleges shall place students on the ADT pathway if students declare a goal of transfer on their mandatory education plans pursuant to the Seymour-Campbell Student Success Act of 2012 (Article 1 (commencing with Section 78210) of Chapter 2 of Part 48 of Division 7) and such a pathway exists for their intended major, to maximize the probability that students will transfer into a four-year postsecondary educational institution and earn a degree in their chosen field of study in a timely manner, and to minimize the accrual of excess units.

IGETC subject and unit requirement*

Subject area	Required courses	Units required
1. English Communication One course in English composition and one course in critical thinking/English composition.	2 courses	6 semester units or 8-10 quarter units
2. Mathematical Concepts and Quantitative Reasoning	1 course	3 semester units or 4-5 quarter units
3. Arts and Humanities Three courses with at least one from the arts and one from the humanities	3 courses	9 semester units or 12-15 quarter units
4. Social and Behavioral Sciences Three courses from at least two disciplines, or an interdisciplinary sequence	3 courses	9 semester units or 12-15 quarter units
5. Physical and Biological Sciences One physical science course and one biological science or course, at least one of which includes a laboratory	2 courses	7-9 semester units or 9-12 quarter units
6. Language Other than English * Proficiency equivalent to two years of high school courses in the same language.	Proficiency	Proficiency
Total:	11 courses*	34 semester units

*Does not include ethnic studies currently.

GE Breadth

13 courses

39 semester units

Key Differences

AI, Oral Communication, Area E, LOTE, Critical Thinking

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