This document is being publicly released in October 2023. It is meant to capture draft high-level recommendations only in the spirit of creating opportunities for additional feedback before the November 30, 2023 AB928 Committee meeting. The final report will cover far more detail, and as a reminder the August 2023 public document entitled “Findings, Considerations, and Outline Draft of Final Report Elements” also includes a high level of detail, such as disaggregated baseline data by race and ethnicity, and evidence and examples to support recommendations.

The AB928 Associate Degree for Transfer (ADT) Intersegmental Implementation Committee (hereafter “AB928 Committee” and/or “Committee”) is charged in 2023 with making recommendations in three areas:

Goals: Identifying annual goals for increasing transfer rates in California and closing racial equity gaps in transfer outcomes to be adopted by the state.

STEM: 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.

Reengagement: Reengaging ADT earners who do not transfer or apply for transfer into a four-year postsecondary educational institution.

Members of the public wishing to provide comment on this draft may do so using this form: https://www.ab928committee.org/public-comment. Public comments will be publicly posted and delivered to the AB928 Committee members for their consideration and discussion during public Committee meetings. Comments will not be responded to individually.

Details about the AB928 Committee, including its meeting agendas and materials, can be found at its website: https://www.ab928committee.org/
A. OVERARCHING RECOMMENDATIONS

Following over a year of meetings, discussion and analysis, the AB928 Committee concluded that in addition to responding directly to the legislative requirements, it would offer a set of overarching recommendations that create the foundation on which the other recommendations rest.

The AB928 Committee calls for the following recommendations out of a strong belief that increasing postsecondary attainment can improve the well-being of California’s residents, fulfill the demands of the workforce, and provide fair and equitable opportunity in the labor market. A robust body of research demonstrates that equitable opportunities for postsecondary education deliver a variety of benefits to both individuals and the state, ranging from increased tax revenues to a fulfilled workforce, increased civic engagement, and social mobility.1 Stemming from this belief in the power of postsecondary education to improve the lives of Californians, the AB928 Committee’s recommendations seek to chart a bold path forward. The Committee aspires to leave the status quo behind and achieve the maximum of what is possible for the state of California and its residents.

Recommendation 1: Craft a new approach to postsecondary policymaking

As the AB928 Committee considered each legislative requirement, a recurring theme emerged: the need for long-term commitment across the segments of higher education in California to engage in the ongoing problem-solving required for successfully removing barriers to equitable opportunities and outcomes for transfer students.

The AB928 Committee recognizes that the work of achieving equity for transfer students, as called for by AB928, and reaching the state’s goal that 70% of the adult population will have a postsecondary credential by 2030, is not work that can be

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accomplished through legislation or through any simple solution or ‘magic bullet.’\textsuperscript{2} 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 and equitable pathways for transfer students. Transfer student success is everyone’s work and while there is much effort to recognize and achievement to build on, there is a long road ahead that will require durable commitment to intersegmental collaboration from stakeholders at every level. While a wide range of key stakeholders, including faculty, staff, and administrators, are implicated in this long-term work, the AB928 Committee also recognizes the necessity of ensuring effective participation of students. Elevation of student voice and perspective is embedded into this ongoing collaborative work.

To achieve enhanced coordination and collaboration across segments and with other key statewide agencies and organizations, the AB928 Committee makes recommendations in the following key areas, with additional details below:

- Building statewide infrastructure for coordination and collaboration, with a particular focus on building and resourcing the infrastructure for intersegmental faculty collaboration to align curricular requirements and map transparent and effective transfer pathways;
- Aligned and streamlined resources and investments; and
- Improved data, research and analysis.

Building statewide infrastructure for enhanced coordination across segments and with other key statewide agencies and organizations: Since the dissolution of the California Postsecondary Education Commission (CPEC) in 2011, California has lacked a mechanism for true intersegmental coordination.\textsuperscript{3} At the moment, each segment makes the majority of its own policy in siloes. Informal and voluntary venues exist, such as the Intersegmental Coordinating Committee, but achieving the 70% goal will require a much higher level of authority, commitment and resources. Enhanced coordination across the public and private segments of California’s postsecondary ecosystem is needed to fill current gaps such as:


\textsuperscript{3} Observers suggest that CPEC was dissolved due to issues with its design, such as its charge “to serve both as a part of the state’s higher education infrastructure and as an objective analyst of it.” However, nearly every other state in the country has a functioning coordinating or governing body for postsecondary education. An expert study is needed to design a coordinating entity that learns from the lessons of the past. See for example California Legislative Analyst’s Office. (2003, January). CPEC: A Review of Its Mission and Responsibilities. Retrieved August 1, 2023, from https://lao.ca.gov/2003/cpec/CPEC_0103.pdf; Governor’s Office of Planning and Research. (2018). The Master Plan for Higher Education in California and State Workforce Needs: A Review. Retrieved August 3, 2023, from https://opr.ca.gov/docs/20181226-Master_Plan_Report.pdf
● A deep and up-to-date understanding of student learning patterns and trajectories in the state of California;
● Ongoing assessment of educational program alignment to workforce demand;
● A shared definition of regional service areas and alignment of equitable opportunity;
● Engagement of industry to align education and training programs;
● Deepened understanding of student affordability and collaboration with critical entities such as the California Student Aid Commission (CSAC) and aligned affordability efforts such as college savings accounts and Free Application for Federal Student Aid (FAFSA) for All;
● Coordination on policy analysis and action; and
● Collaboration for implementation of legislative mandates.

If the postsecondary segments can begin to coordinate and collaborate in a new way, the state can achieve a new macro-level approach to policy development, review, refinement and continuous improvement. The goal is to intentionally connect the dots across the magnitude of legislation, initiatives and investments in play across the state. While California cannot look to another state as a “model,” many states have valuable coordinating bodies in place and there are important resources that could be leveraged to build the right fit for California’s context.4

To advance coordination and collaboration, California is in need of a resourced infrastructure to support intersegmental work in a variety of areas. In particular, given the focus of AB928, the Committee calls for building and resourcing the infrastructure for intersegmental faculty collaboration to align curricular requirements and map transparent and effective transfer pathways, including providing incentives for faculty to participate in this necessary activity. This effort should leverage existing venues and collaborations that stakeholders (including state government) across the state have already invested time and money in, such as the Intersegmental Curriculum Workgroup (ICW) and the Transfer Alignment Project (TAP). In addition, this effort should align with and support the forthcoming recommendations from the Common Course Numbering Task Force, which similarly include a strong call for developing a process for intersegmental, statewide course articulation acceptance of California Community
College (CCC) courses that are commonly numbered (in response to Assembly Bill No. 1111 [2021]).

The AB928 Committee’s goal is to support students in transferring from “one to all,” meaning the infrastructure for faculty to design pathways would seek to provide students with maximum clarity and simplicity, ideally being able to easily and seamlessly transfer from one college or university to all of the California public and independent institutions. California is one of only 16 states that does not have a statewide guaranteed transfer of an associate degree. While this is a massive undertaking, starting with the highest volume majors could help to serve a significant proportion of students in the short run while creating a workable process that could be scaled to other majors. This is an effort that will take time, but it has been accomplished in other states and there is no reason California cannot, with time, effort and resources, achieve it as well.

Aligned, streamlined and leveraged resources and investments: State leaders—who set the 70% attainment goal out of recognition for the ways that postsecondary education can improve the well-being of California’s residents and bolster the workforce—must also put in place the statewide infrastructure and resources needed to meet it. This includes the physical capital, human capital and funding needed to ensure students are able to take maximum advantage of the state’s rich postsecondary ecosystem.

To meet the goals as outlined in this report, the AB928 Committee calls upon each segment to develop a plan for how it will increase credential production and transfer attainment, while closing equity gaps, particularly by race and ethnicity, income and region. The AB928 Committee recognizes that many of its recommendations will require new investment. The Committee is also aware that the state currently faces budgetary constraints. The Committee’s intent is not to just ask for new funding. Wherever possible, the Committee encourages the segments as well as individual colleges and universities to intentionally:

- Leverage existing venues and initiatives, such as the Transfer Alignment Project;
- Align to the evidence about what is most effective in achieving equitable student outcomes, with the goal of maximizing resources available; and

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Braid together existing funding streams. For example, the AB928 Committee has a particular focus on reengaging ADT earners who did not apply for transfer or transfer. Colleges and universities already have state and federal funding to support re-enrolling students after the global pandemic which can be a valuable resource for serving an overlapping population.

Improved data, research and analysis: The lack of an intersegmental data system in California constrained the analysis that the AB928 Committee would have liked to have completed. Until an intersegmental database of postsecondary student records is built, the following will remain difficult or impossible to quantify, particularly as it relates to persistent and pervasive inequities based on race, income, and region:

- Start-to-finish understanding of transfer outcomes;
- The effects of impaction/redirection;
- Intra- and inter-regional transfer patterns;
- Intersectional identities of transfer students and related success patterns;
- Credits lost and repeated in the transfer process; and
- Overall outcomes for transfer students who start at community colleges, including baccalaureate graduation rate and total time to degree.

The AB928 Committee looks forward to collaborating with representatives from Cradle to Career, a longitudinal data system created by Assembly Bill 132 (2021), to inform the development of metrics, monitoring mechanisms and dashboards related to transfer and credit mobility. In that collaboration, the Committee is eager to encourage Cradle to Career to appropriately and finely disaggregate data by race and ethnicity, ensuring that it is possible statewide to better understand the outcomes of, for example, the many subgroups of populations often grouped together as “Asian American.” Given the state’s dire need for improved data as soon as possible, the Committee also calls for accelerated progress toward the creation and mobilization of Cradle to Career.  

Relatedly, the AB928 Committee was called upon to set goals for improved and equitable transfer, but the state does not have an ongoing mechanism for monitoring progress against those goals. Ensuring that the forthcoming Cradle to Career longitudinal data system is able to produce valuable and actionable analysis and monitoring of transfer student outcomes is a priority.

In addition to establishing an intersegmental data system, a comprehensive plan to meet the 70% attainment goal should be supported by a holistic analysis of factors

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such as regional workforce demand, in-out migration, population growth, students attending out-of-state institutions, institutional capacity and changes needed by particular dates to meet the goal. Such an analysis has not yet been undertaken in California (there are other valuable state examples to explore to understand the stakeholders engaged, data sources used and analysis conducted). The AB928 Committee thus calls for a comprehensive analysis of postsecondary supply and demand:

- **Demand**: Collaboration with an entity that has the skills and resources to conduct a comprehensive analysis of labor market needs, in- and out-migration, the role of online education and out-of-state providers, transfer and other means of increasing credentials to deepen the state’s understanding of what level of postsecondary attainment is needed to meet the state’s economic and workforce goals and ensure equitable opportunity for all California residents. This analysis must paint a picture of the level and types of credentials (e.g., how many Bachelor’s in Computer Science) the state needs, aligned to workforce demand.

- **Supply**: A comprehensive analysis of statewide and regional capacity at the existing public and private institutions of postsecondary education in California to understand: the role of transfer in increasing credential attainment; which institutions have additional capacity to step in to support the goal; and the role of “impaction” at public universities. This analysis must have a strong regional, localized focus as well as a state lens.

**Recommendation 2: Holistically address equitable student success**

As the AB928 Committee considered each legislative requirement, a recurring theme was the need to knit together a range of strategies designed to close equity gaps and ensure transfer student success. To close equity gaps and dramatically improve transfer student success calls for intentional and holistic implementation of a range of strategies. The AB928 Committee calls upon systems and institutions statewide to:

- **A. Address the complexity of the underlying transfer infrastructure**, including ensuring transfer opportunities are well-communicated to students, and requiring that clear articulations of all required lower division courses are publicly available and honored, to ensure students know which courses to take;

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B. Scale equitable dual admission practices to give students certainty about their transfer destination;
C. Create equitable access to dual enrollment programs for students while in high school;
D. Ensure faculty and staff represent the diverse backgrounds of California’s students (including key characteristics such as race and ethnicity, income, geography, gender identity and sexual orientation);
E. Provide faculty with professional development in culturally-responsive pedagogy;
F. Further partner with the Association of Independent California Colleges and Universities (AICCU) and its member institutions to sign Memoranda of Understanding to accept and apply ADTs with their guarantees to completion, as a way to address capacity and regional constraints. Explore possible support, resources, and funding for these efforts, including improved marketing efforts to ensure students understand the independent sector as a valuable transfer option;
G. Provide additional advising services with trained professionals;
H. Provide additional career planning and support for workforce preparation;
I. Address affordability for transfer students through a collaboration with the California Student Aid Commission;
J. Implement community college baccalaureate programs when relevant and appropriate;
K. Expand online course offerings and increase awareness of online offerings by all types of institutions including independent institutions, and ensure online course and program availability is incorporated into all student-facing transfer communications; and
L. Establish shared courses and programs in partnership across four-year colleges and universities and community colleges in underserved regions.

The forthcoming Cradle to Career data system should be leveraged to ensure intentional, ongoing monitoring of the effect of these strategies, with a particular focus on their effectiveness in closing equity gaps, with data disaggregated by at least race/ethnicity, income, age, program and region as well as by the credential levels and types needed to meet the state’s workforce demands.
B. RECOMMENDATIONS FOR GOALS

The California State Legislature called upon the AB928 Committee to identify 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; and
(D) Annual goals to meet the statewide degree attainment goal of 70 percent.

To that end, the AB928 Committee recommends setting the following goals for California to meet state workforce needs and achieve greater educational and economic equity. California lacks an intersegmental data system that supports analysis of student movement across segments. As the new Cradle to Career system makes better data available, we encourage an effort to revise and improve these goals.

Recommendation 1: Prioritize first and foremost closing equity gaps by race and ethnicity in transfer outcomes, with ongoing monitoring of data and intentional strategies aligned to achieving the following goals:

- 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 University of California (UC) and California State University (CSU) systems.

Recommendation 2: To meet the state’s 70% postsecondary credential attainment goal, increase attainment by 2% each from the current baseline of 56% while closing equity gaps by race and ethnicity to ensure all of California’s residents meet the 70% goal. To do so, and is called for in the Overarching Recommendations, increase coordination, analysis, infrastructure, investments and resources to ensure California’s in-state public and independent institutions are able to increase access and credential completion at the level needed.

As noted earlier, the state of California has a goal that 70% of the adult population, ages 25-64, will have a postsecondary credential–college degree, certificate,

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9 Aligns to AB928’s call for “(B) Goals for closing gaps in transfer outcomes by race.”
10 Aligns to AB928’s call for “(D) Annual goals to meet the statewide degree attainment goal of 70 percent.”
industry-recognized certification, or other credential of value—by 2030. At this time, California’s postsecondary attainment rate is 56%. Achieving a 14% increase in the statewide attainment rate requires seeking to achieve, and intentionally monitoring, the following annual increases:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attainment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023</td>
<td>56%</td>
</tr>
<tr>
<td>2024</td>
<td>58%</td>
</tr>
<tr>
<td>2025</td>
<td>60%</td>
</tr>
<tr>
<td>2026</td>
<td>62%</td>
</tr>
<tr>
<td>2027</td>
<td>64%</td>
</tr>
<tr>
<td>2028</td>
<td>66%</td>
</tr>
<tr>
<td>2029</td>
<td>68%</td>
</tr>
<tr>
<td>2030</td>
<td>70%</td>
</tr>
</tbody>
</table>

The AB928 Committee simultaneously calls for closing equity gaps by race and ethnicity while meeting the 70% attainment goal. All of the state’s populations should see their current attainment rates increase to 70%. The best baseline data available on current attainment rates, disaggregated by race and ethnicity, comes from the Lumina Foundation and critically only focuses on degrees (i.e., does not include non-degree certificates, etc.). We offer the following best-available baseline data to ensure that some data is being monitored while the state continues to build the Cradle to Career data system:

<table>
<thead>
<tr>
<th>Racial and Ethnic Groups, California</th>
<th>2021 Attainment Rate, Age 25-64, Credentials included: graduate or professional degrees, bachelor’s degrees, and associate degrees(^\text{13})</th>
<th>2030 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>22.6%</td>
<td>70%</td>
</tr>
<tr>
<td>Black</td>
<td>38.6%</td>
<td>70%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>66.3%</td>
<td>70%</td>
</tr>
<tr>
<td>White</td>
<td>57.3%</td>
<td>70%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>28.5%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Recommendation 3: By 2030, reach 100% among the cohort of students who enter the CCC, intend to transfer and meet academic qualifications, and: apply to transfer, are admitted, enroll and complete a bachelor’s degree within four years of transfer at any accredited non-profit institution in- or out-of state.\(^\text{14}\)

Recommendation 4: Close regional opportunity gaps to access ADT pathways, which is defined as ensuring students can transfer in their region and in the major in which they earned their ADT.\(^\text{15}\)


\(^{14}\) Aligns to AB928’s call for “(A) Annual goals for improving transfer attainment needed to meet the state’s workforce demands.”

\(^{15}\) Aligns to AB928’s call for “(C) Goals for closing regional opportunity gaps to access ADT pathways.”
C. RECOMMENDATIONS FOR SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)

The California State Legislature called upon the AB928 Committee to propose a new unit threshold for Science, Technology, Engineering, and Mathematics (STEM) degree pathways that meet the requirements for admission to the California State University and the University of California. Specifically, in regards to STEM degree pathways, the recommendations 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.

Caveats:
The legislation calls for an analysis that cannot be conducted in the absence of a more robust data set. Despite the limitations, and based on data provided by the Academic Senate for California Community Colleges, the following STEM programs were identified as high-unit:

- Engineering
- Chemistry
- Physics
- Environmental Science
- Math

Following the September 18, 2023 public meeting of the AB928 Committee, based on feedback provided to the committee, the following programs were added as ones possibly in need of the higher 66 unit threshold.

- Nursing
- Information Technology
- Computer Science
- Biology

It is important to note that “high-unit” is defined by the number of credits required by the program, not the programs in which students accumulate the highest number of credits.
Recommendation 1: Build a resourced statewide intersegmental infrastructure for shared pathways development. While this is also an Overarching Recommendation, it bears repeating here because it is critical for ensuring faculty collaborate to reduce the units in STEM pathways. Building on what is already in place, an intersegmental infrastructure for ongoing collaboration of discipline faculty must be built and resourced with the goal of reducing excess credits and eliminating repetition of courses in the creation of equitable STEM pathways. This infrastructure should be designed to ensure that diverse and sufficiently representative faculty participation is incentivized, both through the provision of resources and through formal recognition of faculty participation in intersegmental curricular work in promotion and tenure.

Recommendation 2: Retain the 60-unit requirement for STEM ADTs with an option for 66 units upon certification of clear evidence of need. A preliminary analysis of high-unit STEM programs conducted through the existing infrastructure of the Faculty Discipline Review Groups (FDRGs) and informed by ongoing collaboration of discipline faculty in specific programs is being conducted this fall with the goal of delivering insights and recommendations to the full AB928 Committee by November. Going forward, additional analysis will be needed to evaluate the pathways of STEM students to understand whether they are meeting with equitable outcomes.

Recommendation 3: Allow for general education flexibility for STEM pathways. STEM ADTs and TMCs need to be designed with flexibility -- intersegmental collaboration should focus on building four-year pathways and then deciding how general education requirements should be distributed to ensure that students are able to take all of their major preparatory courses prior to transfer, which may result in some general education courses being taken after transfer. Once pathways are designed by discipline experts, institutions should not be allowed to ‘opt out’ and all requests for exceptions should be made publicly and through a robustly documented process of justification.

Recommendation 4: Scale culturally responsive student supports and academic and pedagogical improvements. The long-term goal of creating equitable STEM pathways will be reached not only through the elimination of excess credits and unnecessary course repetition, its achievement will also depend on the scaling of culturally responsive, asset-minded approaches to supporting students and on the widespread adoption of evidence-informed approaches to creating equitable learning environments. The creation of high-quality bridge programs for both CCC students and students at the public and private universities in the state is part of the work to be done. Diversification of faculty representation in the FDRGs, effective student
participation in informing the design of programs, and a scaled commitment to equity-minded pedagogy and curricular redesign are also necessary for the creation of equitable STEM pathways.

D. RECOMMENDATIONS FOR REENGAGEMENT OF ADT EARNERS

The California State Legislature called upon the AB928 Committee to specifically identify how to support reengaging ADT earners who do not transfer or apply for transfer into a four-year postsecondary educational institution. To that end, the AB928 Committee makes the following recommendations to address the systemic barriers that are creating obstacles for ADT earners who do not transfer or apply for transfer, with a keen eye to equitably serving populations not currently served well.

Recommendation 1: Build and resource the Transfer Reengagement Initiative for Associate Degree Holders (TRIAD). There is no silver bullet or single strategy that will improve outcomes for ADT earners who do not transfer or apply to transfer. As such, the AB928 Committee recommends building a multi-faceted plan that seeks to comprehensively address the many barriers ADT earners face. Moreover, while the legislation calls for reengaging students who did not transfer or apply for transfer, the AB928 Committee wishes to simultaneously reduce the number of students who get close to transferring and then do not do so. As such, the AB928 Committee calls for the statewide Transfer Reengagement Initiative for Associate Degree Holders (TRIAD), a comprehensive plan that is organized into two overarching areas of focus:

- Strategies to reduce the number of students who get close to transfer and do not transfer or apply to transfer; and
- Strategies to reengage students who already hold the ADT and did not transfer or apply to transfer.

Area of Focus 1: TRIAD—Strategies to reduce the number of students who get close to transfer and do not transfer or apply to transfer:

- **Build a universal student application process:** AB928 calls for the California Community Colleges to “place students on the ADT pathway if students declare a goal of transfer on their mandatory education plans.” The AB928 Committee recommends that effort be combined with an effort to allow students to apply for entry into the community colleges and for transfer to eligible bachelor’s degree-granting institutions at the same time, through a single statewide admissions portal that simplifies the admissions process, audits students’ completion progress, and seamlessly shares student transcripts and financial aid information.
● **Identify, monitor and make students visible:** Develop a statewide, student-level data identification process that can be accessed by each UC/CSU/CCC/AICCU institution to better understand who the students are who are “near the gate,” meaning they have prepared for transfer, or are close to doing so, in particular by pursuing completion of an ADT. This would allow institutions to directly target and support their successful transfer and/or reengagement if they have left without transferring or applying to do so. Ideally, each student would be assigned a single, statewide student identification number, allowing for far improved data systems.

● **Streamline processes and remove unnecessary barriers:** Auto-award the ADT, ensure students do not have to apply to graduate or pay graduation fees, ensure institutions are not holding transcripts for student debt, and develop holistic admissions processes that provide for equitable admissions.

● **Build a regional infrastructure for coordinating admissions** (and redirecting if needed) across segments to ensure placebound students can stay in their preferred region.

**Area of Focus 2: TRIAD—Strategies to reengage students who already hold the ADT and did not transfer or apply to transfer**

● **Launch a reengagement campaign:** Establish a statewide reengagement campaign that is carefully designed for success. While a strong communications plan is central to this effort (and a communications plan is a legislative expectation of the AB928 Committee for 2024), this campaign is far more than a marketing effort. The AB928 Committee recommends it be inclusive of:

  ○ Reengagement scholarships that provide reduced or free tuition and fees for returning students;
  ○ Bridge programs that support students as they reenter postsecondary education;
  ○ Easily accessible coaching services so students can quickly and easily receive customized support; and
  ○ Funding levers and metrics that can incentivize institutions’ focus on increased student enrollment, persistence, and completion.

All of the above strategies should be continually monitored, with disaggregated student outcomes data, to proactively address emerging inequities in student outcomes.