



ACADEMIC COUNCIL SPECIAL COMMITTEE ON TRANSFER ISSUES (ACSCOTI)

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ACADEMIC SENATE

University of California
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January 17, 2023

SUSAN COCHRAN, ACADEMIC SENATE CHAIR

Dear Chair Cochran,

Attached is a document describing procedures for reviewing UC's Transfer Pathways.

As you know, of course, the Pathways were developed in 2015-16. Their aim remains to provide guidance to transfer students to ensure that they have taken the courses necessary to be reviewed for admission selection by any undergraduate campus in the system. The 20 existing Pathways have not been reviewed by the Academic Senate since their creation, and there is no procedure for doing so, nor is there a process in place to develop and review proposed new Pathways. This document, developed by ACSCOTI with collaboration from BOARS and UCEP, addresses those needs.

ACSCOTI, as a special committee of the Academic Council, was charged to collaborate with the other two committees to evaluate transfer policies, including assessment of the UC Transfer Pathways. Given the committee's relationship to the Academic Council, it seems appropriate to ask that these procedures be approved by the Council. ACSCOTI's recommendation is that these procedures be viewed as provisional. While the proposed process seems complete and feasible, and most important, not too demanding of faculty representing the majors participating, it also seems inevitable that we will learn some things about these procedures as we put them to use.

The Academic Council's endorsement is also of great value in that we hope that division chairs, in particular, will help ACSCOTI convey the importance of reviewing and possibly updating the Pathways. The process will work only if faculty representing the majors involved take it seriously.

A few additional remarks may be of interest to Council members. The resource cost for the Pathways is very low, compared to their visibility and their potential for guiding transfer. In both the governor's budget and the most recent [Compact](#), UC is asked to create new transfer pathways. [Assembly Bill 928](#) also calls for all students interested in transfer to be placed on an "ADT Pathway", though the Bill provides for students interested in transferring to UC to opt out. Students who do so will need clear alternative models to guide their course selection prior to transfer. ACSCOTI has discussed various ways to respond, and the best responses likely vary across majors, but all begin by having our transfer house in order by making sure that the Pathway descriptions are up to date and do what we want.

These reviews should not be very demanding. For faculty representing the majors involved, following the template used for descriptions of any of the existing pathways should be sufficient,

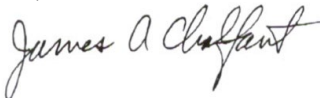
for proposing new pathways. It can be assumed that all of the majors participating already exist on the campuses, and have been approved by the divisional Senate's governance structure, so there is no need to justify why the participating majors contribute to UC's mission. Also, as the procedures note, any changes in course requirements would be left to the discretion of the individual majors; none will be imposed during reviews.

ACSCOTI also expects some concern over the notion that students might be denied admission due to the absence of certain courses on their transcript. While this has long been the practice of quite a few majors, it is also arguably inconsistent with the intent of comprehensive review. The criteria for comprehensive review established by BOARS already include an assessment of major preparation, but it is at least implicit in comprehensive review that there are trade-offs between the various criteria. Major preparation is likely thought of as a continuously varying notion, not a discrete one, expressible as "prepared" or "not prepared." A firm requirement for a specific course pre-transfer can be considered part of major-preparation, but it turns the criterion from one that can be traded off against other criteria into a discrete outcome whereby some applicants will receive no further consideration, if they lack required courses. ACSCOTI sees no problem with elevating key courses for major preparation to this level of importance, as long as the requirement is followed and is consistently applied to all applicants. Where appropriate, exceptions can be made, and this is not the only case where such barriers exist: establishing a minimum GPA for transfers, the current practice for schools and colleges on each of the campuses, is another example.

A final point concerns revisions made necessary by the anticipated adoption of CalGETC. UCEP has suggested that reviews of the Pathways begin by analyzing the effects of CalGETC. For majors other than Chemistry and Physics, the two majors included in the pilot of degrees based on UCTPs, this will entail working with the CCC and CSU faculty to learn how they expect to update ADTs, to accommodate CalGETC. For that work to be effective, it will be good to make sure that all of the Pathways are up to date, through this review process.

Thanks in advance for consideration of these procedures.

Best,



James Chalfant
ACSCOTI Chair

c: James Steintrager, Academic Senate Vice Chair
Monica Lin, Academic Senate Executive Director
Michael LaBriola, Academic Senate Assistant Director
ACSCOTI Members

Enclosures: 3

Procedures for Review of Transfer Pathway Proposals

January 2022 DRAFT

This document describes the review processes for new UC Transfer Pathways (UCTPs) proposals and for revising existing Pathways. The appendix describes the definition of a Transfer Pathway that ACSCOTI, BOARS, and UCEP have agreed upon, and includes several examples, along with a visual representation of the review process described below. Recent history describing the development of the Pathways and their relationship to the “Pathways+” admission guarantees can be found in the recent final report on the Memorandum of Understanding between UC and the CCC system.¹ Descriptions of Pathways+ and 20 existing UCTPs can be found at this link: [UC Transfer Programs](#)

Consistent with the charge creating ACSCOTI as a special committee of the Academic Council, the three committees have agreed that ACSCOTI will lead these reviews and work directly with faculty representing the majors participating in a Transfer Pathway, while BOARS and UCEP will support these efforts as needed and as committee workloads permit. No other roles are affected; those two committees retain their respective responsibilities for Academic Senate policies that affect transfer students.

These reviews are primarily intended to organize information in a manner consistent with policies for the Pathways and the Pathways+ program. No rigorous examination of course content and learning objectives in the major is planned; individual majors are routinely reviewed on the campuses, and authority there is clear and unaffected by the choice to collaborate across campuses in developing a Pathway. The aim is simply to promote and enhance the transfer pipeline and to provide better information to potential transfer applicants.

New Transfer Pathways

A new UCTP proposal may be suggested by an Academic Senate committee such as BOARS, UCEP, or ACSCOTI, or by the UC Office of the President (UCOP), perhaps based on a perceived need or a request from the state. Proposals may also be initiated by faculty from majors on two or more campuses. While two majors may seem too few to bother, ACSCOTI does not wish to stand in the way of even a small number of majors wishing to take advantage of this mechanism.

Majors seeking to attract more transfer applicants may benefit when sufficient similarity to majors on other UC campuses makes it feasible to collaborate. The Transfer Pathways provide an additional source of information for students who are uncertain about their choice of major. Transfer applicants could benefit by learning about options other than the most commonly selected majors. Moreover, both the majors and students who follow the Pathways will benefit from the improved information about major preparation and course requirements that a Pathway reflects. Specifically, the Pathway organizes the relevant courses for a major and represents a way to prepare simultaneously for all majors participating. It is important to emphasize that these

¹ <https://regents.universityofcalifornia.edu/regmeet/sept22/a1attach.pdf>

benefits to both the majors and the students they attract require little effort from faculty representing the major, only the organization and provision of information.

The Academic Senate Office and ACSCOTI can play a supporting role, participating in the preparation of a Pathway description, but it is the faculty representing the individual majors that will lead the effort. Members of ACSCOTI will play a consulting role concerning the Pathways and the Pathways+ policies. There should be no need for a major to change any requirements, in developing a Pathway, unless the faculty responsible for the major wish to do so, presumably based on comparisons to other majors in the system. The proposal for the new Pathway will identify the courses that at least one campus requires for transfer admission, as well as courses that can satisfy major requirements before transfer, even in not required for admission. This second category of courses represents an expansion of the courses now listed, for many of the current Pathways; the current Pathways solve the problem of access, in the sense that the applicant will not be denied admission due to the failure to take a required course, while an expanded description that includes all major requirements better addresses the goal of preparation for the major. A good rule of thumb for envisioning a Pathway might be that if either of these sets of courses is too large to be feasible for a potential transfer student to complete, the majors may be too dissimilar to create a viable Pathway.

The relevant stakeholders on every undergraduate campus will be informed of the effort to develop the UCTP including, but not limited to, vice provosts and deans for undergraduate education (VPDUEs), the relevant college deans and academic department chairs, admissions directors, campus representatives to BOARS and/or UCEP, and division chairs and Senate directors. Those individuals are encouraged to develop their own models for dissemination of the invitation to participate on their campuses. The intent is not to involve such individuals in the details of a Pathway proposal, but instead to ensure that no majors that could potentially be included in a Pathway are left out of the development effort.

Once a Pathway proposal has been developed, it is reviewed by ACSCOTI with participation by BOARS and UCEP to be determined on a case-by-case basis. The committees' comments are provided to the faculty proposing the new Pathway, for revision if appropriate. In parallel, ACSCOTI informs the CCC and CSU system faculty, via the Transfer Alignment Project. Any coordination with the other two segments will also be considered on a case-by-case basis. The decision to create a Transfer Pathway rests with the Academic Senate, but matters pertaining to articulation gaps and other aspects of the Pathway description make consultation and intersegmental cooperation an important step. It is at this stage that the relationship to any California Community College Associate Degrees for Transfer should be determined, to contribute material comparing the two alternatives to the description of the Pathway. Ideally, differences will be described not only in terms of courses required, but in the aims and learning objectives envisioned.

Once the review is complete, the Pathway is submitted to the Academic Council for approval. If successful, the chair of the Academic Council forwards the description to UCOP Undergraduate Admissions. ACSCOTI informs all of the participants in the development and review process. UCOP will work with representatives of the Pathway and ACSCOTI toward implementation, including the development of a format for promoting the Pathway that is consistent with existing

descriptions. Participating faculty have the opportunity to review the final product before it is released to the public.

Throughout the process, the rights and the prerogatives of faculty delivering the curriculum and overseeing the individual majors are paramount. No one outside the regular campus review process can require that the major stop requiring course X, or allow course Y to be taken after transfer, for instance, if the faculty responsible for the major do not agree. Questions about the majors or comparisons across campuses often will lead to suggestions about the major's requirements, and perhaps suggestions for changes, but the local faculty retain the authority to set the requirements, subject to already-satisfied campus processes.

Revisions of Existing UCTPs

At present, there is neither a process nor a set of criteria for reviewing existing UCTPs. Such routine program reviews should occur on a timeline established cooperatively by Academic Senate leadership, ACSCOTI, BOARS, and UCEP. The process is established by this document, and the criteria for creating or updating UCTPs will consist mainly of conformance with the structure of existing UCTPs. For instance, the participating majors will be expected to separate courses according to whether they are required for transfer admission or can instead be taken after transfer. The three committees will develop additional criteria as needed, and as experience accumulates.

Examples of possible changes might include adding or removing courses from the Pathway, or making updates to the UCTP description—for instance, in the comparison to ADTs, or the addition of courses that are required for the major but not admission. It is possible that the new CalGETC model will suggest changes in the Pathways, as well. It is important that the review process not be burdensome; the worst outcome would be for programs to opt out or avoid making needed improvements just to avoid Pathway revisions.

Routine studies to determine the effectiveness of the Pathways and the Pathways+ guarantees are also expected. For instance, do students who followed a Pathway have improved success rates after transfer? While faculty in the major may be best positioned to conduct such a study, access to data may be a challenge. The provision of routine information represents a necessary support function for program improvements. ACSCOTI will work with UCOP and the campuses to develop this support.

Adding New Majors to Existing UCTPs

At any time, majors may sign on to an existing Pathway, provided that the major requesting to participate does not require any courses for transfer admission other than those already listed. (Additional requirements for the major that may be taken post-transfer are fine.) The original set of majors continues to determine the Pathway, and if a new major can sign on only with the addition of courses to the Pathway, all majors must agree to the change. If no change is needed, ACSCOTI is unlikely to consult all participating majors, but other majors on the same campus

should be made aware. ACSCOTI also informs UCOP of new majors that have signed on and information on web sites or other public resources is updated to reflect the additions.

Any updates to Pathway descriptions to conform to changes in format—for instance, the routine provision of information about *all* major requirements, not just those for admission (assumed to be a joint effort between ACSCOTI, other Senate faculty, and UCOP)—will be provided to the faculty representing the majors for comment and approval.

Articulation of Courses

During the review process, it may be that courses are identified for inclusion in a UCTP that are not widely available at most campuses in the California Community College (CCC) system. Such courses could be created, and perhaps a new Pathway will provide sufficient incentive for CCCs to do so. The courses could also be taken online, if offered in that format by a UC campus, or by students taking the class from a CCC campus other than their home campus. To avoid delay in creating or revising UCTPs, articulation should be viewed as a subsequent task to be led by UCOP Undergraduate Admissions in consultation with the Academic Senate. The absence of courses that articulate to Pathway requirements should not be a reason for rejection of a proposed UCTP. However, it is critical for the viability and success of a Pathway that the faculty representing the major work with ACSCOTI, UCOP, and faculty in the other two segments to deal with articulation gaps.

Categories of Courses to Include in a UCTP

There are several ways that courses can enter a Pathway and these should be clear and used consistently across the Pathways. The existing Pathway definition pertains to courses required by at least one campus for transfer admission. A second category pertains to courses required for the major but not for transfer admission, i.e., they can be deferred. Additionally, there may be courses that are recommended for the major, but not required. A final category concerns courses required for the major that must be taken post-transfer. ACSCOTI will determine how to treat such courses as part of the Pathway reviews, and whether such information should be provided in Pathway descriptions, based on the information provided by the participating faculty. While providing such information so may attract criticism of certain requirements, for instance an indication that a course is “UC only,” such information is already available in ASSIST. BOARS or UCEP may wish to consider a set of best practices to guide the decision to offer courses that can only be taken at UC, with no possibility of articulation with CCC courses (e.g., changing the course number to signal that it is, in effect, an upper-division requirement).

Degree Options

A final step in the process, also part of ACSCOTI’s review, is the determination of whether the Pathway is sufficiently similar to an ADT to convey to students advice that they should follow the requirements for the ADT, perhaps with modifications, as a way to prepare simultaneously for CSU and UC, or whether the differences are too great. Where differences are too great to make use of the ADT framework, ACSCOTI may initiate discussion with the CCC Senate, via the Transfer Alignment Project or ICAS, to determine whether an Associate’s degree based on

the UCTP could be created. Following the precedent of the Chemistry and Physics Associate in Science for Transfer degrees created under the MOU between UC and the CCC system, such degrees could be created without a Transfer Model Curriculum (TMC) and would not be subject to Senate Bill 1440 restrictions on units. However, the creation of such degrees is ultimately a CCC process and a CCC decision. ACSCOTI members and representatives of the majors participating will work with the relevant Faculty Discipline Review Group (FDRG) in the CCC system in initiating such proposals. Note that Pathways and the Pathways+ model do not require the existence of a corresponding associate degree, nor does UC require such a degree for transfer admission.

APPENDIX

For the purpose of these procedures, a Transfer Pathway is defined as a collection of courses required for admission as a transfer student, for a group of majors electing to participate. Its purpose is to convey to students how to prepare for transfer to any UC campus, for the major specified, by ensuring that the student will know every course *required for transfer admission* by any of the campuses. The courses in a Pathway are intended to be the superset of courses required by any of the participating majors for admission; if campus A requires courses W, X, and Z, campus B requires courses Y and Z, and campus C requires V and W, then courses V through Z are designated as the Pathway. Ideally, the UCTP description will indicate that V and Y are not required for admission by campus A, while courses V, W, and X are not required by campus B, and so on. A student who is not interested in applying to Campus C might conclude that course V might not be needed, at least not before transfer. For courses not required for transfer admission, a further designation is needed (as illustrated by course V and campuses A and B): are the courses required for the major but not admission, or are they not required at all? If not required, are they recommended? The table below illustrates both the Pathway and additional information about courses not required by a campus.

Course	Campus A	Campus B	Campus C	Pathway Status
V	Required for the major but not admission	Not required for the major, but recommended	<i>Required for Admission</i>	Course V is in the Transfer Pathway
W	<i>Required for Admission</i>	Not required for the major	<i>Required for Admission</i>	Course W is in the Transfer Pathway
X	<i>Required for Admission</i>	Required for the major but not admission	Not required for the major	Course X is in the Transfer Pathway
Y	Not required for the major	<i>Required for Admission</i>	Not required for the major	Course Y is in the Transfer Pathway
Z	<i>Required for Admission</i>	<i>Required for Admission</i>	Not required for the major	Course Z is in the Transfer Pathway
N	Required for the major but not admission	Not required for the major	Not required for the major	Course N is not in the Transfer Pathway

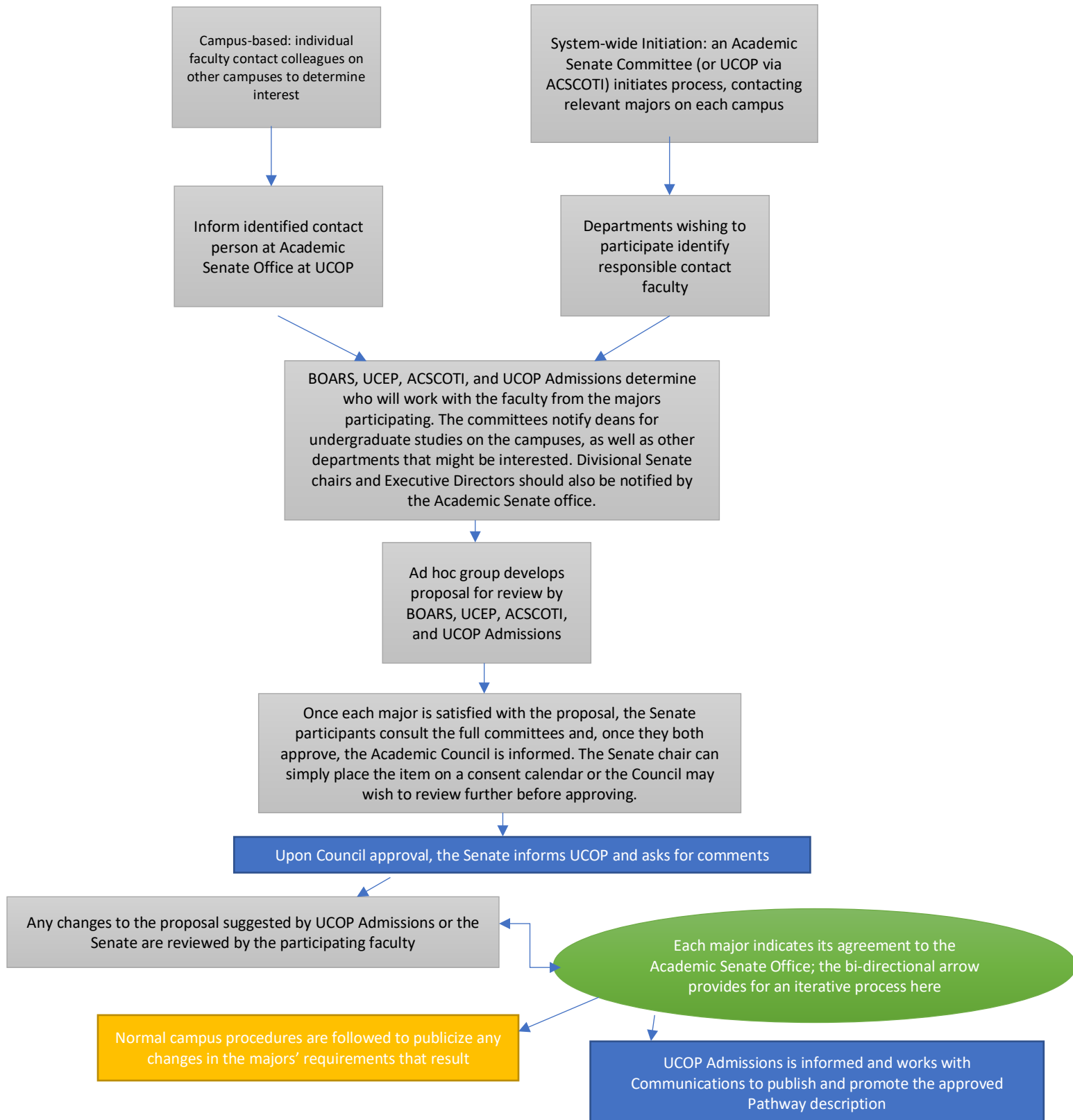
Providing such information should improve students' understanding of the best way to prepare for UC. If only campus B requires course Y prior to transfer, and the student does not intend to apply to B, the student may be better off substituting another course for Y. That is especially the case when, as shown above, other campuses do not require the course even for graduation. The same is true for course N, for the student who is not applying to campus A, or who is willing to take the course after transfer. The Pathway descriptions should make all of this clear. Existing Pathway descriptions are less informative; there is no information provided other than an

indication that at least one UC campus requires the course for admission. ACSCOTI sees the current descriptions as a missed opportunity to provide very important information to guide students, particularly those interested in only a subset of UC campuses. Allowing the campuses to indicate when they do not require a course for admission should also minimize conflicts over requirements that differ across the campuses; campus B can require course Y but campus A can provide different advice about the course.

Illustrative examples can easily be found. For instance, none of UC's Business Administration majors require Business Law for transfer admission. It is a major requirement that may be completed after transfer on the Davis campus, so the course is not in the Business Administration Pathway, but a student interested in attending Davis would benefit from knowing that the requirement could be completed before transfer. Linguistic Anthropology is a major requirement for the Anthropology major at UCLA, and would count as a lower-division elective as part of the Anthropology majors at two other campuses. None require the course for transfer admission, so it is not in the Anthropology Pathway. Again, students who could take the course before transfer would benefit from doing so, both for time-to-degree and to enhance major preparation. Finally, none of UC's Biology majors require a Physics sequence prior to transfer, though some require it after transfer, so Physics was not included in the original transfer Pathway for Biology. The Berkeley campus advises that the sequence may be difficult to enroll in after transfer and recommends but does not require completion before transfer.

Flowchart to represent review of proposals for UCTPs

Proposals may be initiated at the campus level or centrally.



Academic Council Special Committee on Transfer Issues

The Academic Council Special Committee on Transfer Issues (ACSCOTI) is established by the Academic Council in March 2022 in accordance with [Bylaw 125.B.13](#). ACSCOTI's charge is to provide Council with expertise on student transfer to UC, primarily for California Community College (CCC) students seeking entry to and success in graduating from the University.

Duties

Provide Academic Council with recommendations on University transfer programs and practices as well as policies other than those specific to BOARS responsibility for admissions (e.g., comprehensive review criteria). Areas of work include efforts to promote strong major preparation and timely degree completion.

Periodically review and report on University programs designed to encourage and support CCC transfer to UC campuses (e.g., Transfer Admission Guarantees or TAGs, Transfer Pathways, Pathways Plus).

Collaborate with administration colleagues to support routine review of and updates to UC communications, websites, and other information sources about transfer to the University.

Monitor persistence, graduation rates, and time-to-degree data for students transferring to the University.

As needed and in consultation with Senate leadership, convene faculty for transfer-related projects and activities.

Collaborate with relevant standing committees to evaluate Senate regulations and policies pertaining to transfer (e.g., UCEP regarding delivery of UC systemwide courses online to fill gaps in availability of CCC courses).

Represent the UC Academic Senate on standing and short-term intersegmental groups that work on transfer issues. Engage with faculty colleagues from the CCCs and the California State University (CSU) to understand the dynamics of student transfer across public higher education segments—including similarities and differences in UC and CSU requirements—and, where appropriate, to support coordinated responses to public policy proposals.

Provide an annual report of its activities to the Academic Council.

Members and Appointment Terms

In consultation with UCOC, the Academic Council Chair will appoint the Chair, Vice Chair, and 4-6 at large members of the Special Committee. In consultation with relevant standing committee chairs, the Academic Council Chair will appoint one representative each from BOARS, UCEP, and UCOPE. The Chair and Vice Chair of the Academic Council shall serve as ex-officio members.

Special Committee members:

- Chair
- Vice Chair
- 4-6 at large members
- BOARS representative
- UCEP representative
- UCOPE representative
- Academic Council Chair
- Academic Council Vice Chair

Committee members shall be chosen for their experience as Academic Senate faculty in undergraduate education in a specific major or discipline, and in University governance related to undergraduate education, including but not limited to matters pertaining to transfer. Every effort shall be made to ensure that the membership is both highly qualified and diverse (by academic discipline, Senate experience, gender, ethnicity, age, as well as campus diversity), and covers a broad range of desirable expertise noted. It is critical to strike the right balance between renewing membership and preserving experience.

The Chair and Vice Chair shall serve one year renewable terms for no more than two consecutive terms in each position. At large members shall have staggered appointments, serving up to three year renewable terms for no more than two consecutive terms. Relevant committee representatives shall serve up to two year renewable terms for no more than two consecutive terms.

Consultants and Guests

Primary consultants to the Special Committee are UCOP senior managers and staff with responsibility for transfer policy and programs. Committee leadership may invite others to address the group or collaborate as needed, including campus staff, divisional faculty, and CSU and CCC colleagues.

Special Committee Tenure

The tenure of special committees is described in [Bylaw 35.E.1](#). Unless previously extended by the Academic Council, the term of the Special Committee shall expire at the end of August 2026.

UC TRANSFER PROCESS: OVERVIEW AND NEXT STEPS

From March 2022 Academic Council Agenda

OVERVIEW

The transfer route to an undergraduate degree from the University of California is an integral and fundamental part of the California Master Plan. The aim of our transfer process is to provide clear and helpful information for CCC students who are considering transferring to UC, along with guidelines as students prepare to transfer. Three programs are currently in place for transfer students: *Transfer Admission Guarantees* or TAGs, *Transfer Pathways*, and *Pathways Plus*. As with any program in higher education, it is important to monitor effectiveness as well as to augment program features, especially when priorities or circumstances change. Two of our transfer programs are relatively new. As students and campuses use them, we learn about their effectiveness in supporting student transfer and their utility in meeting the 2:1 freshman to transfer enrollment target. Here we review our current transfer programs and describe work the Senate must undertake as critical next steps.

CURRENT PROGRAMS

TAG Agreements (TAGs). Introduced in the early 1990s, these agreements offer transfer students at all CCCs a guarantee of admission based on achieving a minimum overall GPA—which varies by campus—and completing a small number of courses relevant to the chosen major. (It is important to note that TAGs specify fewer course requirements than do CSU Associate’s Degrees for Transfer, ADTs, in the same disciplines. UC does not require students to complete an Associate’s degree to secure a TAG.) Roughly one-third of transfer students who enroll at UC have TAGs; the remaining two-thirds are admitted without one. Six UC campuses—Davis, Irvine, Merced, Riverside, Santa Barbara, and Santa Cruz—offer TAGs; the other three—Berkeley, UCLA, and San Diego—do not offer them due to enrollment pressures. However, many students with TAG agreements for other UC campuses end up enrolling at one of these three.

Transfer Pathways. Introduced in 2014-15, these define the superset of courses (or Pathway) in the 20 most popular majors that a student needs to take prior to transfer to be eligible for admission at all UC campuses offering the major. There is no guarantee of admission associated with taking the Pathway courses, although major preparation is a factor in Comprehensive Review. For most majors, the courses in the Pathway do not include the full set of lower-division major preparation requirements.

Pathways Plus. Introduced in 2017-18, as per the [MOU](#) between UC and the CCC system, Pathways Plus combines TAGs and Transfer Pathways: that is, the program guarantees admission for a student who satisfies the course requirements described in one of the Transfer Pathways and secures a TAG with a campus offering a TAG in that major. Thus, Pathways Plus provides a guarantee beyond what CSU can ensure through ADTs. A potential UC transfer student chooses among the campuses offering TAGs in the desired major and is guaranteed a spot in the major at that campus. Students transferring to CSU with an ADT are admitted to at least one campus, but neither the first-choice campus nor major is guaranteed.

NEXT STEPS

Vital work involving Senate faculty remains to support these programs and continue improving the transfer process. To that end, the Academic Council should form a Special Committee that includes divisional faculty representatives with expertise in transfer policy, representatives from pertinent standing committees of the systemwide Senate, and consultants from the UCOP Administration. The Committee could be appointed this year and commence regular meetings no later than the start of the 2022-23 academic year. It would oversee and advise Council on all aspects of Senate work related to transfer. The most pressing issues to address appear below.

1. **Provide supplementary information on major preparation.** In many cases, the courses listed in the Pathways fall short of full major preparation. Accordingly, transfer students who follow the Pathways rather than preparing for admission to a specific campus are often behind in their major compared to students who entered UC as freshmen. Why? When the Pathways were devised, if no UC campus required the course for admission to the major, it is not included in the Pathway. Notwithstanding the clear map Pathways provide to be eligible for admission across the system, UC should supplement them with information on additional major prep requirements for each campus that are best taken prior to transfer. The project to gather this information is already underway; the Special Committee can continue this work, ensuring information is available on websites describing each Pathway. Pathway courses not required for admission to a particular campus should be noted as well to aid students interested in only a subset of UC campuses offering the desired major.
2. **Establish TAG review protocols.** The Senate must establish a process for UC faculty to regularly review and, as needed, modify TAG requirements for their respective majors.
3. **Establish Pathways review protocols.** The Senate must establish a process for regular review of each Transfer Pathway. In addition, UC should investigate whether for the most popular majors a modified Pathway can be identified—i.e., one with courses required for only a subset of UC campuses. Most transfer students do not apply to all 9 general campuses; therefore, it would be helpful to communicate this information.
4. **Expand Pathways.** Where feasible, UC should add majors to the existing Pathways as additional options for guaranteed admission through Pathways Plus. The effort would be especially useful to students preparing for transfer into high demand majors. They may have an interest in applying to a related major that would improve their chances for admission. The Special Committee could serve as Senate lead on this activity.
5. **Create cross-campus comparisons of majors and requirements.** The Special Committee should review lower division courses required for Pathway majors, by campus, to promote completion of these requirements before transfer. It should also identify the small number of instances where campuses require lower division courses be taken after transfer and work with faculty to consider development of CCC alternatives.
6. **Improved advising.** UC cannot make up for the significant state investment needed to adequately support transfer advising at the CCCs. However, through the Special Committee, the Senate can help add to websites and refine communications to fill information gaps that currently exist. The aim is to convey details about how to transfer, with or without guaranteed admission.